

'Pedagogical Practices Teachers use to teach reading lessons
in the Junior Primary Phase in Kavango West region'

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ABSTRACT

Learning to read for meaning and enjoyment in the Junior Primary phase is an essential goal for every child during their primary schooling. Despite this, reading for meaning and enjoyment in the Namibian context, specifically for primary learners, remains a concern. Current research suggests that there are very few studies that have been done in Namibia that examine the pedagogical practices of Junior Primary teachers to develop learners' reading competence. In view of that, this study focused on the pedagogical practices of Junior Primary teachers in mediating reading in their classrooms. The study is a qualitative interpretive case study using observation and interviews as tools to generate in-depth data on how teachers teach reading. The study sample comprised of three Junior Primary teachers from Grades 1-3 who participated in this study. The selection criteria were based on historical background and the culture of teaching reading lessons for Grade 1-3 teachers. The study revealed some factors that impede the teaching of reading. Amongst them are a lack of in-service training, language barriers, and the lack of resources. The study found that English used as the LoLT (Language of Learning and Teaching) at the school where the study took place made it difficult for the teachers to convey the correct information to the learners due to a lack of proficiency. The study revealed that this situation limited most of the learners' reading opportunities. Theory of Practice Architecture (ToPA), in particular by Kemmis and Grootenboer (2008), was used as an explanatory and analytical tool. This research asked the questions: *1. What pedagogical practices do Junior Primary teachers employ to mediate reading?* and *2. What factors enable and constrain the pedagogical practices of teachers?* As a way forward, this study recommends for a compulsory reading program be instituted at Higher Education Institutions responsible for teacher education. This should empower the teachers to enter a Junior Primary classroom with more confidence to teach the various reading components. This study recommends continuous in-service courses for teachers. The study further recommends that the Ministry of Education, Arts and Culture make provisions for textbooks in all schools for all learners if the learners reading performance is to improve in Namibia.

KEYWORDS: Reading, Junior Primary Phase, Pedagogy, Practice, Theory of Practice Architecture

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Several individuals contributed to the success of this project. I may have given up without their assistance, support, and positive encouragement.

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DEDICATION

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DECLARATION

I declare that this thesis is my original work, except where duly acknowledged. The thesis has never been submitted to any other university for examination apart from Rhodes University.

SHIMAFO HILDEGARD

A handwritten signature in black ink that reads "H. Shimafo". The letters are cursive and somewhat slanted.

GRAHAMSTOWN

DECEMBER 2022

LIST OF ACRONYMS AND ABBREVIATIONS

BES	Basic Education Support
BETD	Basic Education Teacher Diploma
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CUP	Common Underlying Proficiency
DEST	Department of Education, Science, and Training
DJPE	Diploma in Junior Primary Education
ESL	English Second Language
GRN	Government of the Republic of Namibia
HOD	Head of Department
IOE	Institute of Opening Learning
IUM	International University of Management
JP	Junior Primary
L1	Language One
L2	Language Two
LoLT	Language of Learning and Teaching
MBESC	Ministry of Basic Education, Sport and Culture
MoE	Ministry of Education
NELLP	Namibia Early Literacy and Language Project
NCBE	National Curriculum for Basic Education
NIED	National Institute for Educational Development
NRP	National Reading Panel
NSAT	National Standardized Achievement Test
P1, P2, P3	Participant One, Two, Three
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SIMs	Structure Instructional Materials
ToPA	Theory of Practice Architecture
TRC	Teacher Resource Centre
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organization

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. INTRODUCTION

This chapter describes the importance of reading to the study and justifies its purpose. Furthermore; it explains the background and what motivated me to research on reading component. The research is grounded on the following two research questions:

- 1. What pedagogical practices do Junior Primary teachers use to mediate reading lessons?*
- 2. What factors enable and constrain the mediation of reading lessons?*

In addition to describing the aims and objectives of the study, this chapter also briefly highlights the research site where the study took place and describes the research methodology and data collection tools that were used to triangulate the data collected.

1.2. WHY READING?

Reading is a foundational skill that all children need if they are to succeed in life. As one of the four language skills in which learners need to be versed in their earliest years in formal schooling, it forms the foundation for all formal learning in school (Teale, 2003). If learners do not acquire this skill in the Junior Primary Phase even with the help of remedial teaching, learners will still struggle to catch on and will not progress at school. Similarly, reading forms the basis of all language skills, particularly writing, because the ability to write depends on the ability to read, and what is written can only be meaningful if it can be read (Stahl, 2004). Reading and writing are mutually supportive, essential to success in any society and highly valued and important for both social and economic advancement. The section below highlights what motivated me to research the reading component.

1.3. MOTIVATION FOR THE STUDY

Vaughn, Wansek, Woodruff and Thompson (2007), argue that learners who do not learn to read in their first and second grades are likely to be at risk of academic failure and dropping out of school. Most studies that focused on Junior Primary Phase literacy reveal that schools are still facing challenges when it comes to ways of how reading should be taught, and these could negatively affect classroom practices. My interest was to explore the pedagogical practices teachers use to

mediate reading lessons in Grades 1-3 considering current challenges. One example is that a new teacher may be motivated and genuinely excited to teach his or her learners how to read; conversely, teaching reading requires practice. The expertise needed to teach reading can only be gained through experience. The sad state of affairs is that most prospective teachers are only offered a single course in reading methods. No matter how good the course might be, it cannot adequately prepare the teacher to teach reading (Vaughn et al., 2007). Studies conducted by several institutions such as SACMEQ I, (1995), SACMEQ II, (2000), SACMEQ III, (2007), and NIED, (2011) revealed that learners in Namibia often reach grade 4 without being able to read simple phrases. This affects them by the time they reach Senior Primary Grades. In this regard, the Kavango West region, where this study took place, is not an exception. In a study conducted by the Ministry of Education, Directorate of National Examinations and Assessments with the National Standardized Achievement Tests (NSAT, 2009) on the Grade 5 learners' reading component in Namibia and in follow-up tests that took place in 2011, 2013 & 2014-2022 on the same grade all revealed that most schools have shown minimal improvement in English. As an advisory teacher who is entrusted to assist and support the Junior Primary Phase teachers (Grades 1-3) in the effective implementation of the curriculum in the region, my interest is to research the pedagogical practices teachers use to mediate reading at Sunnyside Academy Private School. Learning can only be successful and relevant to children if it is conducted in a meaningful manner. The concepts of 'relevant' and 'meaningful' are critical in this study as they evoke teaching informed by, and grounded in, the socio-cultural contexts of the children. Let me clarify the two concepts: meaningful learning and socio-cultural contexts, below to give a glimpse of what I mean by the above sentiment. Meaningful learning can be realized if teachers are conversant with the ideals of how children learn (Vygotsky, 1978). Carol (2014) argues that meaningful learning is about making connections between what learners already know and new information that learners would like to know or should know. In other words, teachers in the Junior Primary Phase need to help learners connect what they already know about what the teachers will be teaching them as new information. In this way, teachers can help learners to add new information to their already existing knowledge system rather than ask them to create whole new knowledge systems. Socio-cultural context refers to the idea that language, rather than existing in isolation, is closely linked to the culture and society in which it is used. This means

when a language is learnt, the socio-cultural context in which it is used needs to be taken into consideration to achieve better results in the learners' learning. Apsalone and Sumilo (2015) assert that it is necessary to consider the learners' cultural background and benefit from their cultural differences. Learners, who follow lessons in a culturally diverse class, can learn that there are many solutions and perspectives on the same problems or topics. Namibia invested heavily country-wide in formulating the reform curriculum during the years 1996, 2004, and 2015. Despite all these efforts made, there is no evidence suggesting in the mediation of Junior Primary literacy that teachers to date in Grades 1-3 are making a difference in adequately preparing children entering Grade 4 and beyond (Makuwa, 2004, NIED, 2011). This situation is concerning and suggests that if the standard of literacy in the Kavango West region is to improve, more effort is needed to up-skill the teachers in appropriate ways to teach reading lessons. I have been passionate about reading since the beginning of my teaching career. On reflection, it is difficult to remember a time when I could not read, how long it took to grasp the point of reading, or that the basis of reading depended on the ability of parents and teachers. I was a Junior Primary teacher for 15 years, and I have been a Junior Primary advisory teacher for 11 years. Being a Junior Primary Phase teacher for all these years, I realised that teachers were uncertain as to how to teach reading to the Grades 1- 3 learners, many of whom could not read, even at the Grade 3 level (Namibia NIED, 2011). In conducting the study, I attempted to understand the reasons and actions of the teachers using different methods in teaching reading components such as phonemic awareness, phonics, vocabulary, fluency, and comprehension. Although the study could not cover all the aspects in depth and detail, the experiences that the Junior Primary teachers shared in response to the research questions of this study assisted with the conclusions I reached. The section below discusses the background of the study.

1.4. BACKGROUND OF THE STUDY

Research has shown that a good and meaningful early reading education greatly improves a person's socio-economic status later in life(Snow, Burns & Griffin 1998). In Namibia, most Junior Primary learners still struggle to read for meaning by the time they reach Grade 4. This impacts their learning and success throughout their schooling career. The central goal of this study was to explore the pedagogical practices that Junior Primary (JP) teachers employ to mediate reading. To my

knowledge, the studies conducted by SACMEQ II, 2004, SACMEQ III, 2007, NIED, 2011 and UNESCO, 2012 have highlighted the concerns about Namibian learners' literacy levels. The scores of the Southern Africa Consortium for Monitoring Education Quality (SACMEQ II, 2004, SACMEQ III, 2007) show that Namibia failed to meet the SACMEQ average benchmark of 500 points. Namibia achieved only 449 points in SACMEQ II and 496 points in SACMEQ III, respectively. The results of SACMEQ IV (2017) indicate that Namibia is ranked in 7th place from top to bottom compared to other countries with a total score of 537 for the learners' reading while the teachers' scored 718 with regards to reading performance. This indicates that learners have shown a slight improvement in reading achievement when compared to SACMEQ III. This shift shows that those groups of learners during SACMEQ IV, 2017, were better at reading than SACMEQ III's result. Despite this improvement, Namibia still faces a critical literacy challenge among its learners. In the Kavango West region, the Grade 6 learners' literacy result was at 481 points during the SACMEQ III (2007) and 515 during SACMEQ IV (2017). The results scored indicate that the learners did not master the reading competencies in the Junior Primary phase. This suggests that there was much to be done to improve the learners' literacy skills in this region, particularly, in the Junior Primary Phase.

As a result of poor learner literacy levels in the country, the National Institute for Educational Development (NIED) 2011 conducted a follow-up national literacy study targeting three literacy areas: reading words, reading phrases, and writing. This national study found that the literacy status in Grade 4 learners had improved, while that of Grade 1 learners remained a major concern. The study reported that in the three tests that were conducted with the Grade 4 learners, namely, reading words, with a benchmark of an average score of 15 out of 30 points, reading phrases, with an average benchmark score of 25 out of 50 points, and a written test, benchmarked at an average score of 7.5 points out of a maximum score of 15 points. The national performance of Grade 1 learners was weak and far below the stated benchmarks (Namibia NIED, 2011). In other words, Grade 1 learners were not performing at their Grade level. This was confirmed in the 2012 UNESCO study, which conducted a needs assessment on the Namibian Education System. The assessment highlighted the need for quality literacy teaching in the early grades as "many learners in the first few grades of primary education were not achieving the desired levels of literacy... this affects the performance of learners higher up in the education system, and

perhaps for life” (Weiss & Steukers, 2012, p. 57). This is concerning since the poor reading skills of Grade 1 learners translate into negative reading outcomes in the future Junior Primary Phase and across all phases of schooling (Namibia NIED, 2011).

Based on the discussion above, research has shown that Namibia’s Junior Primary Phase learners fail to reach the desired competency levels of reading due to the teachers’ lack of specific training, as well as the teachers’ use of either a second or third language as the language of learning and teaching (LoLT) (Admin, 2006; Njoroge, 2017). Swart (cited by Haingura, 2003) argues that one of the reasons for learners’ low literacy levels was that many Namibian teachers are ill-equipped to teach their mother tongue, which is the medium of instruction in the Junior Primary Phase. Teachers hold varying beliefs about how reading should be taught. Garcia and Rueda (1994) assert that these belief systems are crucial to improving both professional preparation and teaching effectiveness. As one of the roles of Junior Primary teachers is to ensure that the foundational literacy of learners in their classroom is sufficiently developed for future progress, this research seeks to examine what teachers do to support the learning of reading. The section below highlights the research site of the study.

1.5. THE RESEARCH SITE OF THE STUDY

The study was limited to one school in an urban area in Nkurenkuru town in the Kavango West region. It is a newly established town that has only two registered private primary schools. Of the two, I selected one, Sunnyside Academy Primary school, where the study was conducted. This is not the school’s real name but a pseudonym for anonymity. The school offers only 1 class each for kindergarten, pre-primary, and Grades 1- 3, i.e. 5 classes in total. The research was confined to the Junior Primary Phase teachers due to the reading difficulties observed and experienced in this particular phase. At this school, three Junior Primary teachers took part in the study. Each teacher received a permission letter from the school principal asking if they would participate in the study. Each teacher responded positively.

1.6. SIGNIFICANCE OF THE STUDY

This research is significant for several reasons, which primarily pertain to developing knowledge of how Junior Primary teachers teach reading components in their respective grades. By understanding how teachers teach and the degree to which socio-cultural techniques are used, one can understand how reading skills can be taught effectively. This is particularly important in the domain of literacy, where the capacity to master reading and writing skills profoundly impacts all academic endeavours. Namibian learners are considered underachieving; if the situation is remedied, one needs to understand how learners learn and how best to meet their reading needs in teaching and learning contexts.

This research allows exploring the pedagogical practices teachers use to mediate reading through the lens of the theory of practice architectures (ToPA), which presents the theoretical framework of the study. This theory enabled me to analyse and understand the teachers' practices. Furthermore, it assists in identifying how educational and professional practices can be changed. The concepts of this theory were useful in pinpointing certain complements of practice and examining the conditions through which these practices were realised. This theory presents a bridge between theory and practice.

Since teachers work within complex contexts at school, it is important to know their perspectives on teaching reading in the Junior Primary Phase. Kamii and Manning (2005) assert that "quality in education can be compared to running a marathon, where it sets achievable and realistic goals at every level" (p. 20). For this reason, teachers must become partners and collaborators with all parties involved in making tangible decisions impacting their classroom work. If teachers are dissatisfied, they may put less effort into their work, thus, learning is likely to be negatively affected. The study aimed to explore how teachers at the site teach reading, striving to attain best practices in teaching reading to the learners. The knowledge this research brought forth is significant because teachers play a key role in teaching reading to learners. It might have significance to policymakers, advisory teachers, teachers, HODs, principals, Inspectors of Education, and decision-making bodies in shaping the education system in the future. Close interaction with teachers will give policymakers, curriculum implementers, and education officials an idea of the extent to which methods of teaching reading have made their way to the learners. Teachers

bring experience and knowledge to their teaching, but these have strengths and weaknesses. At the school where the study took place, English is used as the Language of Learning and Teaching (LoLT) because most learners who attend classes at the school come from diverse backgrounds. This study aligned with one of the objectives of the National Curriculum for Basic Education (NCBE, 2016, p. 29), which states that:

When learners enter a school where the language of learning and teaching is an additional language for the learner, teachers and the school should make provision for special assistance and supplementary learning for the additional language until such time as the learner is able to learn effectively in the Language of Learning and Teaching (LoLT).

In the Kavango West region, the dominant language spoken is Rukwangali (Home Language), and most schools are compelled to teach in Rukwangali as a medium of instruction from Grades 1-3. Special dispensations are given in some cases, such as the Sunnyside Academy case, where learners are allowed to be taught in English as a medium of instruction (NCBE, 2016). The section below outlines the research questions that underpin this study.

1.7. RESEARCH QUESTIONS

Given the general concern about learners' low reading levels in Namibia, in particular, the Kavango West Region, this study was guided by the following two research questions:

1.7.1 What pedagogical practices do Junior Primary teachers use to mediate reading lessons?

1.7.2. What factors enable and/or constrain the mediation of reading lessons?

1.8. AIMS AND OBJECTIVES OF THE STUDY

The main aim of this study was to explore the pedagogical practices that Junior Primary (JP) teachers use to mediate reading at Sunnyside Academy Primary school. The secondary objectives of this study were:

- To explore factors that enables and constrains the Junior Primary Phase teachers' practices of teaching reading and how these influence their day-today activities.
- To explore the strategies that can improve the teachers' pedagogical practices with the ultimate goal of developing a comprehensive understanding of how children learn to read to inform teacher training and curriculum development in the Junior Primary Phase.

The section below discusses the concepts which came to the fore earlier in this chapter and are used in subsequent chapters. These are clarified briefly.

1.9. CLARIFICATIONS OF CONCEPTS

1.9.1. JUNIOR PRIMARY PHASE

The Junior Primary Phase is a formal education that covers the first four years of primary education. It consists of pre-primary grades 1, 2, and 3. This phase promotes equal opportunity for males and females, enabling both to participate equally (MBESC, 2003).

1.9.2. READING

Reading is a single aspect or learning outcome in literacy competency which can be described as the construction of meaning for which the learner must attain a necessary level of decoding proficiency (Pressley, 2006). Reading is an act of communication in which information is transferred from a transmitter to a receiver. More than merely sounding letters, calling words or responding to a print, reading is the communication through language between an author and a reader (Snow, 2002).

1.9.3. PEDAGOGY

The term 'pedagogy' in education is understood in different ways, depending on the historical and cultural traditions and contexts in which it is used (Farquhar, 2003). In the context of this study, pedagogy refers to the relationship ('relatings') and interaction ('doings' and 'sayings') between the teachers and the learners during the teaching of reading in classroom settings (Ponte & Ax, (2008), Rönnerman, Moksnes-Furu and Salo, 2008).

1.9.4. MEDIATED READING

In the view of mediation processes of reading in the light of Vygotsky's (2004) concept of mediation, the mediator can broaden reading, providing the child with the first approaches to the book, creating instances of shared reading in a process in which emotions and time create a welcoming and rewarding reading. There, the mediator demonstrates his or her joy of reading to transmit this desire to the other person. In this process, the mediator facilitates a reading lesson on words that make up the world of fiction. This process keeps the connection between the meaning of these words and the real world in which the reading is developed.

1.10. RESEARCH METHODOLOGY

This research took the form of a interpretive case study. Yin (2002) describes a case study as "an empirical inquiry that addresses the 'how' or 'why' questions concerning the phenomenon of interest" (p.13). Yin (2002) denotes that empirical means that researchers base the study on their observations in the field. For Stake (1995), case study research involves "the study of the particularity and complexity of a single case" (p. xi), intending to identify both its "uniqueness" and its "commonality" (p. 1) with other cases. Merriam (1998) describes a case study as an intensive, holistic description and analysis of a bounded phenomenon such as a person, a process, or a social unit. She sees a case as a thing, a single entity, and a unity around which boundaries exist.

1.11. DATA COLLECTION METHOD

In addition to a literature review, the following methods were used to collect data:

1.11.1. OBSERVATION

I conducted observations of the classroom reading lessons to enhance my understanding of the methods and strategies employed by the teachers while teaching reading. These qualitative observations described the events, people, and actions in natural settings. According to McMillan & Schumacher (2001), observation consists of direct, eye-witness accounts of everyday social actions and settings in the form of field notes. In this study, I gathered field notes by conducting observations and interviews, first as an outsider and then as a participant and observer, to analyse the reading methods that the teachers used in the Junior Primary Phase. This was done to assess the relevance and efficacy of the methods the teachers employed during reading lessons.

1.11.2. INTERVIEWS

Interviewing is the predominant mode of data or information collection in qualitative research (De Vos, 2005). I conducted one-on-one semi-structured interviews with the participants and used a voice recorder to record what each participant said so that the interviews could later be transcribed. I used an interview guide, semi-structured and open-ended interviews to inform the interview questions and to elicit the participants' perspectives on the research problem. These interviews helped me to understand the world of the participants, to appreciate the complexities of reading difficulties experienced in their schools, to identify the support systems that are in place and provide guidelines for teaching reading resourcefully. Two interviews were conducted, one being a semi-structured and the other a stimulated recall interview. I used the audio recording during the interviews to gather the information and I transcribed later. This was done to ensure the integrity of the information.

1.11.3. SEMI-STRUCTURED INTERVIEWS

I used semi-structured interviews to obtain background information from the three teachers I observed, (see semi-structured interview schedule in Appendix 7). Manion & Morrison (2010) view semi-structured interviews as one in which the content and procedures are organized in advance while allowing opportunities to probe deeper if necessary. This type of interview was useful in finding out about the teachers' background regarding their qualifications, teaching experiences, how they were taught reading when they were learners and how their teacher education dealt with the teaching of reading.

1.11.4. STIMULATED RECALL INTERVIEW

The stimulated recall interviews were conducted a week after I had been in each teacher's classroom. Based on the videos of the teachers teaching reading, I developed a set of questions to probe their thinking about the pedagogical decisions taken during the lessons (see Appendix 8). The stimulated recall methodology was useful because it seeks to provide access to the teachers' thoughts based on the occurrences of actual classroom practice (Gass & Mackey, 2000).

1.12. ETHICAL CONSIDERATIONS

Most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues. The researcher did not expose the research participants to any harm or subject them to stress. Permission to conduct research was sought from the Director of Education, the principal of the selected school, the Junior Primary teachers, and the learners' parents and was granted (See Appendices 1, 2, 3, 4, 5 & 10). Participants were informed of the nature and purpose of the study so that they could make informed decisions on whether or not to participate. They were duly informed that participation in the study was voluntary and that they could withdraw from the research any time they wished without repercussions. Pseudonyms were used to protect the participants' privacy and ensure that the data collected would not be disclosed without their permission. I have reported the process in a completely honest fashion without misleading professional colleagues about the findings. The children's names used are pseudonyms.

1.13. OUTLINE OF CHAPTERS

This thesis has been divided into six chapters.

Chapter One has provided a brief introduction and background to the topic, the background supported by the preliminary literature review. In addition, it presented the significance of the study, research aims and objectives, research methods and designs, data collection and analysis, concluding with a brief discussion of measures taken to ensure the trustworthiness and credibility of the study, ethical considerations and a summary of the chapter.

Chapter Two reviewed the literature relevant to the study, the international perspectives on reading difficulties, the levels of reading in Namibia as well as the probable causes and factors affecting reading. This includes reading practices as well as pedagogical practices teachers use to alleviate reading difficulties learners are experiencing at Junior Primary Phase, models and methods used for teaching reading; the approaches of teaching reading and the theories of teaching reading.

Chapter Three discussed the theoretical framework that underpins the study. ToPA was used as a lens to understand the teachers' pedagogical practices they use to

teach reading lessons as well as to understand the factors that enables and constrains the teachers' practices when teaching reading lessons in their classrooms.

Chapter Four explored the research design and methodology of the study, including the research methodology, population and sampling, data collection strategies and analysis, and ethical considerations.

Chapter Five presented and analysed the findings of the research, including descriptions of the school that participated, the culture and attitude towards teaching and learning in it, the methods of teaching reading in the Junior Primary Phase, and the factors that enabled the teachers' pedagogical practices. Furthermore, strategies used in teaching reading, the challenges the teachers experienced in teaching reading and the classroom factors that impact the teaching of reading.

Chapter six presented the discussions, recommendations and conclusions of all the strategies that were used to teach reading.

1.14. CONCLUSION

This chapter discussed why reading has relevance to my study. I explained the background of the study in terms of the global and historical overview of literacy learning in Namibia. I also explained what motivated me to research the pedagogical practices of Junior Primary teachers and my position and role in this study. Finally, I provided an overview of the research methodology that I used to answer the research questions and provided a summary of the organisation of the thesis. The next chapter, I will provide a discussion on the literature review to learn about the contributions of other scholars on reading practices and to get a better understanding and clarification of the project under study.

CHAPTER 2: LITERATURE REVIEW SECTION

2.1. INTRODUCTION

This chapter will present and discuss reviews of the literature that shaped and informed my research. It provides an important framework for my study. The study explored the understanding of the three Junior Primary teachers' on how reading lessons are taught in English to the grades 1-3 learners, who are expected at this level to start reading with fluency, automaticity, and comprehension. Graves & Juel (2007) contend that at this stage, "children move from concentrating on decoding and slowly processing texts word by word to becoming automatic in their reading and thereby reading smoothly, accurately, and with the expression" (p, 172).

In addition, the chapter examines the pedagogical practices that support the teaching of reading. The three models of reading and how these are used to mediate the development of reading skills will be unpacked. Lastly, the five components of reading are discussed, whereby different scholars' views on teachers' understanding and knowledge about teaching reading to learners based on the different methods are explored.

2.2. PEDAGOGICAL PRACTICE

Alexander (2000) describes pedagogy as both act and discourse. He further denotes that teaching is an act of what the teacher does in the classroom, while pedagogy is both the act and discourse the teachers encounter when teaching any given topic. Pedagogy encompasses teaching performance together with theories, beliefs, policies and controversies that inform and shape it. According to Siraj-Blatchford's (2002) perspective, pedagogy is the instructional techniques and strategies that teachers employ to enable learning. It refers to the interactive process between the teacher and learner that includes the provision of a learning environment as well as concrete learning resources such as word cards and sentence strips that the teacher employs to teach reading.

The pedagogical practice of Junior Primary teachers depends on what the National Curriculum for Basic Education (NCBE, 2016), prescribes. This document describes the competencies which learners should attain for teachers to know exactly what to assess to ascertain whether the learners are progressing and achieving the desired outcomes. Within these documents, learner-centred teaching places emphasis on the varied processes and learning experiences needed for the creation of

knowledge. The NCBE (2016) document further posits that it is not right to rely predominantly on the transmission of knowledge by the teacher but also to have sound pedagogical practices. To expand on the varied processes, below I will unpack the various pedagogical approaches that may be used to mediate reading.

2.3. PEDAGOGICAL APPROACHES IN TEACHING

A primary teacher's concern is to provide sufficient and appropriate opportunities for learners to learn successfully. They use various tools in teaching, such as books, visuals, and other suitable materials that are used to mediate the development of reading skills. Below are discussions of different pedagogical approaches used:

2.3.1. THE CONSTRUCTIVIST APPROACH

Constructivist teaching is based on the constructivist learning theory (Piaget, 1977). It is based on the belief that learning occurs when learners are actively involved in the process of meaning and knowledge construction as opposed to passively receiving information. Piaget (1977) explains that when we, as learners, encounter experiences or situations that conflict with our current way of thinking, a state of imbalance is created. To do this, we make sense of the new information by associating it with what we already know, that is, by attempting to incorporate it into our existing knowledge. Piaget (1977) refers to knowledge incorporation as assimilation. As such, learners make meaning of the information they receive, which then becomes part of their knowledge. The importance of this constructivist theory is that it encourages learners to reflect, evaluate their work, and identify the skills they are good at that will enable them to resolve problems based on their learning needs.

Similar to Piaget's constructivist theory, Kelly (1991) proposes that we look at the world through a mental construct or patterns which we create. We develop ways of understanding the world based on our experiences. In other words, when we encounter a new experience, we attempt to fit these patterns into the new experience.

2.3.2. COLLABORATIVE APPROACH

Collaborative learning is a situation in which two or more people learn or attempt to learn something together (Ruys, 2012). Ruys further argues that, unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills, for example, asking one another for information, evaluating one

another's ideas, monitoring one another's work, etc. More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and taking on different roles to enable the learning process.

2.3.3. INQUIRY-BASED APPROACH

According to Dewey (1997), inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios rather than simply presenting facts or portraying a smooth path to knowledge. The facilitator assists in the enquiry-based process. Inquirers will identify and research issues and questions to develop their knowledge or solutions to the posed problem. Inquiry-based learning includes problem-based learning and is generally used in small-scale investigations, projects, and research. The inquiry-based instruction approach is principally very closely related to the development and practice of thinking skills. Guido (2017), examines the inquiry-based approach from both learners' and teachers' points of view. He explains that from a student's perspective, the inquiry-based approach focuses on investigating an open question or problem, while from the teacher's perspective, inquiry-based teaching focuses on moving learners beyond basic curiosity into the realm of critical thinking and understanding. In such a case, knowledge is being built rather than delivered by the teacher.

2.3.4. INTERACTIVE APPROACH

Interactive learning is a learning approach describing a movement toward integrated lessons helping learners makes connections across curricula (Femke Van der Wilt, 2019). For example, in the traditional interactive reading stories, the emphasis was on asking questions before, during, and after reading the book. The first time the book was read, the focus was on predictions about the story. The second time, the teacher asked learners to concentrate on difficult words and encouraged them to ask questions about important concepts. The last time the book was read, the teacher discussed with the learners the feelings of the main characters. An important assumption behind interactive language teaching is the idea that language in itself is interaction (Elsäcker, 2009). Elsäcker further posits that shared book reading is a well-known example of an activity that has become more and more interactive. Nowadays, the most popular shared reading method is called interactive book reading. Compared to passive book reading, interactive book reading requires

learners to adopt a more active role as, for example, the teacher asks learners story related questions as noted above and encourages them to respond to the story. The teacher asks open questions to allow learners talk about their ideas and experiences in relation to the story. Through challenging conversations, learners become inspired to engage in the story (Elsäcker, 2009). Research has shown that interactive reading is a valuable reading method as it promotes the language development of young learners, and the interactions during shared picture book reading are important predictors of learner's further language development (Droop, 2005, Mol, 2008, Sulzby & Teale, 2003).

2.3.5. REFLECTIVE APPROACH

Reflective teaching is a process where teachers think over their teaching practices and analyze how something was taught and how the practice might be improved or changed for better learning outcomes (Dewey, 2009). Some points of consideration in the reflection process might be what is currently being done, why it is being done and how well the learners are responding. One can use reflection as a way to simply learn more about one's practice, improve a certain practice such as small groups and cooperative learning, for example, or focus on learners who are experiencing learning difficulties. In addition to the above, the section below discusses the reading practices the teachers employ when teaching reading in the Junior Primary phase, as found in the literature.

2.4. READING PRACTICES

Reading is a crucial life skill used throughout a child's schooling and into adulthood. Niemi and Nurmi (2008), describe reading as the ability to decode words for both print and meaning. Reading is a combination of automatic and accurate decoding, which allows for an understanding of what is being read. Georgiou (2009), asserts that "decoding is the ability to read text by making use of the grapheme (written representation of words) for example, the word 'ghost' contains (gh – o – s – t), representing four phoneme sounds" (p.76). For reading to be taught successfully, teachers are required to have a deep understanding of appropriate reading strategies, methods and techniques to scaffold new knowledge and build on the learners' previous knowledge (Vygotsky, 1978). Reading is important not only for individual well-being but society as a whole. Reading not only forms the foundation of the learner's academic success but is also an everyday skill that helps one explore

and make sense of one's world. Thus, meaningful learning can be realized if teachers are conversant with the principles of how children learn (Vygotsky, 1978).

The interaction and combination of these learning processes constantly add to the reader's understanding and thinking about what the text communicates. Burns, Roe and Ross (1992), refer to reading as a life skill that combines nine aspects of the reading process to facilitate successful reading. Those aspects are sensory, perceptual, sequential, experiential, thinking, learning, associational, affective and constructive. Decoding and comprehension represent the two broad divisions of reading. However, all nine aspects can be acknowledged as influential in the reading process. It is argued that sensory, perceptual and sequential aspects feature most prominently in the decoding process of reading and the remaining six in the comprehension process of reading (Bouwer, 2000). Thus, reading can be referred to as an interactive and intra-active mode of communication. Intra-active means the reader is constantly making use of interactions between his or her abilities, experiences, knowledge and skills to facilitate internal communication, understanding (semantics) and personal meaning of what is being read. Interactive refers to the;

... Reader is conducting dialogue with the text in an endeavour to process the sense intended by the author and uses the information of the printed text to construct meaning (Bouwer & Jordaan, 2002, p. 134).

Bouwer (2000), purports that in reading running text; readers make use of three sources of information, namely, semantic, syntactic and graph phonic information. Semantic information involves the reader's knowledge of meanings in the language of the text and associations with relevant experiences and existing content knowledge. Semantic information is understood to combine and form the frame of reference to construct the personal meaning of the text. Syntactic knowledge relates to the processing of the statements, as well as enabling the reader to constantly monitor their reading and correct themselves if errors are made or words are misread. Graph phonic information underpins the decoding process, affording the reader access to each word.

Research has shown that Namibia's Junior Primary phase learners fail to reach the desired competency levels of reading due to the teachers' lack of adequate training in grades 1-3 (SACMEQ report, 2004). Another factor is the teachers' use of either a second or third language as the language of learning and teaching (LoLT). In support

of the SACMEQ report (2004), McGuinness (2005) further asserts that reading is a learned skill. Social factors that impede reading practices include instructional processes, the materials used to teach reading, and the purpose and circumstances of reading within the classroom. These are vital considerations in teaching reading (McGuinness, 2005). Reading practices and the teaching of reading arise from social activity, which is shaped by historical, social and political contexts.

2.5. SOME FACTORS THAT IMPEDE READING PRACTICES IN THE NAMIBIAN CONTEXT.

2.5.1 LACK OF GRADE-LEVEL READING MATERIALS

The first issue which poses a challenge when teaching reading is the lack of grade level materials in certain classrooms and schools. Hugo (2010) note that readers, as well as appropriate reading materials, are scarce in many schools. This in itself influences the teaching of reading as a whole. Teachers find it difficult to implement the reading lesson effectively as there are not enough books for all the learners in their respective classes. Similarly, the National Policy Guide for Junior Primary Phase (NIED, 2014), introduced the reading period, which was added to the revised curriculum timetable for grades 1 – 3. The purpose of the reading period is to instil a reading culture and encourage independent reading among our learners. The notion behind this was good, but the guidelines on how teachers should accomplish this were not provided.

The lack of printed reading materials such as magazines, newspapers, novels and non-fiction books written in the languages offered at the school are among some factors that hinder the effective teaching of reading skills. These impeding factors impact the teachers' ability to implement the reading curriculum effectively. Junior Primary teachers can improve their teaching approaches only through the use of sufficient and appropriate grade level materials as proposed by Singh (2009). The predominant reading materials one can find in Namibian schools are mostly textbooks. This, therefore, does not encourage reading amongst learners. The risk of using textbooks only is that teachers and learners can become too attached to the textbook and ignore all other sources of materials those are relevant to the learners' current needs. Singh (2009), suggests that teachers have an important role to play in disadvantaged schools and should become proactive in creating a stimulating reading environment. Singh (2009) made a recommendation to involve learners in

creating reading resources, such as writing their own books and charts to place in the reading corner and around the classroom. Singh further states that this add an element of making the learners responsible for their learning and this in turn becomes more enjoyable for classroom reading. Junior Primary teachers need to be creative and innovative experts on how reading lessons can be taught (Singh, 2009). The section below discusses teachers' training and how it impacts teaching reading lessons.

2.5.2. TEACHERS' TRAINING

The SACMEQ report (2004) revealed that there is no policy on the number or type of in-service courses that a teacher should attend within a prescribed period. The report further revealed that individual educational regions often initiate in-service courses depending on the identified needs of teachers in the region, with or without consultation with NIED. As a result, the SACMEQ report (2004), further affirms that some teachers in some regions may attend several in-service courses while other teachers from the same regions may not. The SACMEQ report (2004,) revealed that when teachers return from these in-service training courses to their respective schools, they are expected to practice what they were taught in the reading course. SACMEQ further states that these teachers who have had the benefit of training often fail to initiate these strategies, either because it is too much work or because of peer pressure from the other teachers who did not attend the course. According to Van Graan and Imene (2000), most teachers in Namibia teach reading according to the way they were trained in their Basic Education Teachers' Diploma (BETD, 1995 - 2012) colleges.

- The teachers' colleges merged with the University of Namibia (UNAM) in 2012. As such, there are no longer teachers 'colleges. UNAM offers undergraduate and postgraduate courses in Junior Primary Phase. Thus, teachers following these courses assume the methods UNAM proposes.
- The Minister of Education Arts and Culture through the Ministry of Education introduced a five-year contract for Diploma in Junior Primary Education (DJPE in-service, 2016) to train unqualified teachers in the country through UNAM.
- The same qualification as the above is also offered at the Institute of Open Learning (IOL) and the International University of Management (IUM), respectively.

Van Graan and Imene (2000) looked at the training of teachers concerning reading approaches and practices observed in Junior Primary classrooms. These authors argue that BETD-trained teachers demonstrate varying levels of awareness and application of reading. According to Van Graan and Imene (2000), the reading approaches observed in the majority of the Junior Primary phase classrooms are 'whole word', 'phonics' or a combination of the two. The other way in which some teachers in Namibia were trained in teaching reading was through Basic Educational Support (BES 2), a project of an American organization targeting the six northern regions of Namibia. The Structure Instructional Materials (SIMs) were one of the parts used in the BES 2 project, in which teachers were trained to promote the teaching of phonics skills. Another project, Namibia Early Literacy and Language Project (NELLP, also called Molteno), uses the Breakthrough to Literacy approaches for Grades 1 - 3, also referred to as the Language Experience Approach (Van Graan & Imene, 2000). These authors contend that Namibian teachers nowadays are trained through workshops that are conducted by NIED at a national level. The same training is cascaded at the regional level by advisory teachers all emphasising how reading can be taught to children. The same authors note that different reading activities are displayed by dividing learners into groups while the teacher is busy at the reading corner with another group to enable the teacher to give individual attention to learners. Apart from all the training various institutions have offered during post-Namibia independence, most Junior Primary teachers still find it difficult to implement the curriculum fully. The content presented at all the mentioned institutions seems to be irrelevant to the realities of classroom situations (Klapwijk, 2012). The section below discusses the goals of the language policy and language of learning and teaching (LoLT) that is used in grades 1-3.

2.5.3. THE GOALS OF THE LANGUAGE POLICY AND LANGUAGE OF LEARNING AND TEACHING (LoLT) IN GRADES 1-3

Afrikaans, which benefitted only a minority of the Namibian population, was replaced as the medium of instruction. From Grade 4 onwards, English has been adopted as the medium of instruction (Chamberlain, 1990). The goals of the language policy are explained in the Namibian Language Policy document (Namibia. Ministry of Basic Education, Sport and Culture, [MBESC], 2003) as follows:

- Education should promote the language and cultural identity of learners through the use of the mother tongue as a medium of instruction in Grades 13 and the teaching of the mother tongue throughout formal education.
- Grade 4 is a transitional year in which the mother tongue plays a supportive role in teaching. The mother tongue should be taught as a subject; therefore, it still has a role in a learner's education.

The Ministry of Basic Education Sport and Culture (MBESC, 2005), states that the purpose of English as a second language in Grades 1-3 is to prepare the learners for English as the medium of instruction in later stages of schooling. Simultaneously, MBESC suggests that education should promote the language and cultural identity of the learners whose mother tongue is not English. Therefore, the medium of instruction in Grades 1-3 should be the mother tongue or the predominant local language for learners to acquire the basic skills of reading, writing and concept formation, thereby creating a strong foundation for further language acquisition. Grade 4 is a transitional year in which the mother tongue plays a supportive role in teaching, with English as the medium of instruction (GRN, 1993).

The language policy allows some schools in the country to use English as the language of learning and teaching from Grades 1- 3. Some schools, especially private schools in the Kavango West region where the study took place, use English as the language of learning and teaching (LoLT) even though English then becomes a third or fourth language for the learners at school. When these learners reach Grade 4, they struggle to read Rukwangali fluently, their first language (Namibia. MoE, 2005b). Rukwangali is the dominant language spoken in the Kavango West region. Therefore, it is the medium of instruction in the Junior Primary phase grades 1-3 and becomes the first language from grades 4 -12. On this note, Webb (1999) contends that the learners' first language provides a rich cognitive preparation for second language learning. Mother tongue acquisition in early grades plays a supportive role in teaching English as the medium of instruction. Webb (1999) further argues that the skills acquired in the first language provide an easy transition to the second language medium. In this case, the first language would be the dominant language spoken in the Kavango West region, and English is then the second language.

This view is supported by Cummins (as cited in Hudson, 2001), who describes the relationship between people's first language and second language. He contends that language learners have a Common Underlying Proficiency (CUP) that supports second language learning by transferring skills from the first to the second language. Cummins' (1979), linguistic theory highlights two important categories of language competency for learning. Firstly, Basic Interpersonal Communication Skills (BICS), which is everyday language and is context embedded. This means that the language used on the phone or to interact socially with other people is part of BICS.

This involves role-playing, interviews and games. It also refers to a learner's ability to understand basic conversational English, sometimes called social language. At this level of proficiency, learners can understand face-to-face social interactions and can converse in everyday social contexts. Secondly, there is Cognitive Academic Language Proficiency (CALP). This is defined as the basis for a child to cope with the academic demands placed upon him/her in various subjects. CALP is said to be a higher-level language skill required for literacy and cognitively demanding content, for example, reading about an unfamiliar subject (Cummins 1991 as cited in Rasana, 2002). Cummins theorizes that CALP developed in the first language, meaning the mother tongue, and transferred to the second language helps support second language literacy acquisition. He further argues that if children do not develop a certain level of CALP in their first language, the benefit will not be transferred to the second language. Therefore, teaching children to read in their first language helps them to learn to read in their second language (Rasana, 2002). To unpack the reading practices further; the section below discusses the models of reading.

2.6. MODELS OF READING

Theorists such as Butter-Pascoe, Wiburg, and Stanovich (2003), differ about how children should be taught to read. Butter-Pascoe et al. (2003) proposed the bottom-up approach that deals with decoding processes. Decoding processes focus on text whereby the phonic approach to teaching reading is used. Smith (2004), on the other hand, advocates the top-down model that focuses on the reader, whereby the whole language approach to teaching reading is used. Fox, (2000) & Schumm, (2006), focused on the analytic approach that presents a child with a whole word first. Whilst Stanovich (2000), proposes an interactive model that focuses on the process of constructing meaning from the text through the use of both bottom-up and top-down

processes. Research shows that reading is linked with making meaning from printed words. The following models represent different views on how reading can take place (Wray & Medwell, 1991).

2.6.1. BOTTOM-UP MODEL

A bottom-up reading model describes reading as a text-driven process that first begins with awareness and recognition of letters, phonetic elements, word groups and ultimately, sentence meaning and passage meaning (Schumm, 2006; Wyse & Styles, 2007). It is assumed that if children master each successive reading sub-skill, they will eventually attain overall reading competency. Sub-skills, according to Schumm (2006), are phrasing or grouping words into meaningful chunks with appropriate pauses, pace and expression. A significant approach for the bottom-up perspective is referred to as synthetic phonics.

Synthetic phonics emphasises part-to-whole instruction, because children are taught sounds in isolation and are then asked to blend the sounds together to form words, for example if children have been taught the sounds /b/, /a/ and /t/ they may be asked to blend them together to form the word /bat/ (Schumm, 2006; Wyse & Styles, 2007).

Most reading practice and instruction initially take place out of context, whereby the learner tries to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text. During this time, learners use books and text passages to obtain exposure to particular sounds and patterns being taught. Naturally, occurring text is not typically emphasised during the early bottom-up approach (Schumm, 2006). This approach is regarded as the prime approach that establishes word recognition (Wyse & Styles, 2007). The section below discusses the 'top-down model' that is advocated by Smith (2004).

2.6.2 TOP-DOWN MODEL

The top-down or whole language theorists describe reading as a meaning-driven process (Smith, 2004). This model emphasizes what the reader brings to print, i.e., readers start with prior knowledge, which they actively apply and compare to the texts being read. Proponents of this view suggest that reading instruction should focus on pre-reading activities that develop learners' background information and that more time should be allocated to reading.

The top-down model is a philosophy that holds that learning to read is similar to the acquisition of natural language. Children learn to read by exposure, by reading along with the teacher, and by guessing words using the context, pictures, and other clues (Gillon, 2004; McGuiness, 2004). The top-down approach views reading as primarily a meaning-making activity influenced mainly when the reader's evolving knowledge of the spoken word is activated. The supposition that good readers are good meaning-makers informs this perspective. The top-down approach utilizes analytic phonics, namely, whole-to-part-to-whole instruction (Schumm, 2006).

The top-down approach involves giving children whole words with similar patterns and then teaching the children to make generalisations about the parts of words that are similar. For example, when teaching children the word *bat* they are reminded of the beginning of the word *boy* and the ending of the word *cat*. They are then encouraged to recognise the similarities and asked to join the /b/ sound of the word *boy* and the /a/ sounds of the word *cat* and make the new word *bat*.

2.6.3. ANALYTIC APPROACH

With the analytic approach, the words are introduced in context and children make use of contextual cues as well as naturally occurring text. The idea is that as children become familiar with word parts, they can generalise their usage and form other words with similar patterns (Fox, 2000; Schumm, 2006). Analytic phonics presents the child with the whole word first and then proceeds to break up the word into its relevant parts (phonemes) in the form of their graphical representations, namely, graphs, digraphs, trigraphs and quadgraphs. Tracey & Morrow (2006), suggest that reading is neither top-down nor bottom-up. Rather they advocate for a balanced approach between the top-down and the bottom-up approach, aiming for a more balanced approach to teaching reading.

2.6.4. BALANCED APPROACH

As already mentioned, the balanced approach is a combination of the 'bottom-up' and 'top-down' models of reading (NRP, 2000). The National Reading Panel (NRP, 2000) argued that a balanced approach incorporates phonemic awareness and phonics (understanding the relationships between sounds and their written representations), fluency, guided oral reading, vocabulary, development and comprehension. Slavin, Lake, Chambers, Cheung & Davis (2009), on the other hand, posit that the balanced approach model claims that reading is both a perceptual and

a cognitive process in which the reader uses both previous experiences and the 'code' features of the text to create meaning. Code features are described as the system or rules people use in a language to convert the information so that the intent of the text is understood and internalized. This model of the reading process is useful to teachers because it gives guidelines as to what methods are best employed in the teaching of reading. Reading is a complex skill requiring the coordination of several interrelated sources of information, such as phonemic awareness, phonics, vocabulary, fluency and comprehension. These are known as the five components of reading. Each component will be discussed below:

2.7. DISCUSSION OF THE FIVE COMPONENTS OF READING

There are five aspects to the process of reading: Phonemic awareness, phonics, vocabulary, fluency and reading comprehension. These five aspects work together to create the reading experience. As learners learn to read, they must develop skills in all five of these areas to become successful readers. Below is a discussion of each component.

2.7.1. PHONEMIC AWARENESS

Bonnie and Jean (2003), describe phonemic awareness as the ability to hear, identify and manipulate the individual sounds known as phonemes in spoken words. Phonemic awareness is important because it improves the learner's word reading and reading comprehension. It also helps learners learn to spell. Thirty years of research have concluded that phonemic awareness is a fundamental contributor to early decoding and word recognition (Melby-Lervåg, Lyster, & Hulme, 2012). When a child also begins to understand that spoken words are made up of separate, small sounds, he/she is developing phonemic awareness. These individual sounds in the spoken language are called phonemes. For example, the word *big* has three phonemes, /b/, /i/, and /g/. Children who have phonemic awareness can take spoken words apart sound by sound. This is called segmentation whilst putting sounds together to make words is called blending. Research shows that how easily children learn to read can depend on how much phonemic awareness they have. The phonemic awareness of preschool to Grade 3 learners is one of the best predictors of their future reading ability, more so than either their socioeconomic status or intelligence quotient (Stanovich, 2003 & Wasik, 2001).

2.7.2. PHONICS

Gunning (2008) states that phonics is the understanding that there is a relationship between the individual sounds (the phonemes) of spoken language and the written individual letters (graphemes) that represent those sounds in a written language. This understanding is sometimes referred to as the alphabetic principle (Myers, 2013). An understanding of the alphabetic principle depends upon phonemic awareness. Rose (2006), on the other hand, explains that phonics instruction helps children to learn the relationship between the letters of written language and the sounds of spoken language. The deep and thorough knowledge of letters, spelling patterns and words is of inescapable importance to both skilful reading and its acquisition. Once children understand that words can be broken up into a series of sounds and letters, they then need to learn the relationship between those sounds and letters. It will be easier for them to read most words in the language they are being taught.

2.7.3. VOCABULARY

Vocabulary acquisition has long been perceived as a very crucial aspect of second language learning. Vocabulary is one of the linguistic components influencing the development of communicative competence and learners' language skills (Waring & Donkaewbua, 2008). Vocabulary knowledge is viewed as an essential tool for mastering any language skill. It contributes to the understanding of written and spoken texts; learning vocabulary does not only mean learning new words but also knowing their functions and applicability to different contexts and situations. Bromley (2007), posits that understanding the meaning of words in one's vocabulary is a principal contributor to comprehension, fluency, and achievement. He further states that vocabulary development is both an outcome of comprehension and an originator of it, with word meaning making up as much as 70-80% of comprehension. Vocabulary is a key component of reading for meaning. If children know the meaning of a word, they are more likely to be able to read it and make sense of it within a sentence.

2.7.4. FLUENCY

Fluency relates to being able to read fluently and with ease. It is described as being able to read expressively and meaningfully, as well as accurately and with appropriate speed (Padale & Resinski, 2008). Reading fluency is a constrained skill

because it is dependent on the development of other skills, such as automaticity, accuracy and prosody. Doherty (2012), asserts that accuracy is the ability to identify most words correctly. During this step, teachers are expected to teach learners decoding, sight word recognition as well as calculated guessing from context. Automaticity is being able to recognize words rapidly and effortlessly, saving mental energy for comprehension (Kuhn, 2010). Automaticity is normally associated with and measured by a reader's speed or rate of reading. Automaticity requires that readers possess the phonological skills necessary to unlock low-frequency words such as agony, arrears and bankrupt, etc. Words of this nature are considered to be low frequency because they are not commonly used. Prosody, on the other hand, is being able to read with expression to support understanding and convey meaning to others (Miller & Schwanenflugel, 2006). Reading fluency is essential for comprehension. In supporting young children's development as fluent readers, attention should be given to accuracy, expression, phrasing, smoothness and pace. Texts used should be at children's independent and instructional levels. In reading development, fluency reflects that all the skills of learning to read are in place (Doherty, 2012).

2.7.5. COMPREHENSION

Comprehension is a complex process that has been understood and explained in several ways. Dickinson & Tabors (2001), assert that comprehension means getting meaning from what we read. Children can build their comprehension by learning to use strategies to get meaning as they read. These strategies, according to Dickinson & Tabors (2001), including using what they already know to make sense of what they read, making predictions, paying attention to the details, creating mental pictures, asking questions, and summarizing texts. A common definition for teachers might be that comprehension is a process in which readers construct meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. Schallert & Martin (2003), argue that the more background knowledge a reader has that connects with the text being read, the more likely the reader will be able to make sense of what is being read. Comprehension instruction, especially for Junior Primary, is crucial because teachers have to use their knowledge and understanding of how children learn to comprehend to inform classroom practices.

2.8. MEDIATION

As teachers mediate the development of reading skills, one needs to have an understanding of the concept of 'mediation'. "Mediation is a theme that runs throughout the writing of Vygotsky" (1978, p, 137). In Vygotsky's view (1978), a hallmark of human consciousness is that it is associated with the use of tools, especially "psychological tools" or "signs" (p.137). Mediation also provides the foundation for another of Vygotsky's theoretical goals, namely, building a link between social and historical processes on the one hand, and individuals' mental processes, on the other.

In short, *mediation* is a central theme that runs throughout Vygotsky's thinking. However, this does not mean that he gave a single, unified definition of mediation. Instead, mediation emerged in his texts in a variety of ways, and in the process, somewhat different meanings arose. Vygotsky believed that language develops from social interactions for communication purposes with two critical roles in cognitive development. He believed that adults "transmit information to children and that language is a powerful tool for cognitive adaptation" (McLeod, 2014, p. 5). Mariotti & Maracci (2010), advocates the idea of semiotic mediation which was introduced by Vygotsky to describe and explain the process that starts with the student's use of an artefact and leads to the student's appropriation of a literacy concept. For Vygotsky (1978), semiotic mediation was mediation employing the linguistic sign of language. One might interpret this as how people use words which form part of their day-to-day living. Vygotsky further examines how people make meaning and how they conceptualize the world, constructing their own identity within that world and culture. In this way, words are acquired rather than learned (Vygotsky, 1986). Other than language, other psychological tools include deliberate thinking and memorization (Vygotsky, 1978).

In the classroom, the teacher must set the language of mediation, for example, where she/he explores the learners' experiential knowledge as a way to facilitate their acquisition of literacy. Experiential knowledge, according to Dewey (2009) is an understanding and expertise that emerges from life experience rather than from formal education or professional training. For example, members of a self-help group draw upon experiential knowledge in supporting and helping each other. Experiential learning provides opportunities for learners to be actively engaged in acquiring skills and knowledge. Reading in the Junior Primary phase is essential. Most of the child's

learning is done from reading books. The better a child can read, the easier it will be for them to learn what they need to in school. Reading cannot be developed unmediated but is mediated through the use of tools. It is important to state that for teachers to act as mediators of reading literacy, it remains equally vital to do so with the assistance and the use of tools to support the reading development processes. This process of using tools culminates in improved teaching and learning which gives rise to the internalization of learning content.

Vygotsky (1989), posits that teachers have to be mindful if effective mediation is to take place. The variables of the learners' prior knowledge and experiences, learner environment and cultural background should be taken into consideration. This reiterates the fact that mediation does not only happen between learners and teachers but is also an activity that involves environmental factors, for example, the classroom layout, resources and materials, and cultural aspects such as values, norms, symbols and artefacts. Language makes effective social interaction possible and influences how people conceive of concepts and objects (Nieman & Monyai, 2015).

2. 9. CONCLUSION

This chapter discussed the practices and the five components of reading teachers use in teaching reading. The chapter also brought to the fore discussions about the lack of grade level materials, teachers' training and the goals of language policy and the Language of Learning and Teaching (LoLT) used in Grades 1-3. These factors both enable and/or constrain the teachers' pedagogical practices, and as a result, these influence the teaching of reading as a whole. The following chapter discusses the theoretical framework that underpins the study.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1. INTRODUCTION

The previous chapter dealt with literature review which pertained to the foundations of my study. The following chapter discusses the theoretical framework that underpins the study. I explore the concept of practice with Schatzki's work (2012), which illuminates teachers' practices undertaken for a specific purpose. I then discuss the particular concepts of 'sayings,' 'doings', and 'relatings' utilised by practice theorists. Finally, I explain the theory of practice architectures (ToPA), as well as the possible implications of practice architectures for initial teacher pedagogical practices used to teach reading lessons in the Junior Primary phase. The theory used in this study has been formulated from practice theory which is centralised around the concept of practice (Mahon, Kemmis, Francisco & Lloyd, 2017). There are many different forms of practice theory (Mahon et al., 2017; Kemmis & Edwards-Groves, 2018), but the one evolving from Schatzki's ideas and further developed by Kemmis & Grootenboer (2008) and Kemmis et al. (2014) form the basis of the practice theory used in this study. This particular kind of practice is important as it offers insights into education (Mahon et al., 2017, p. 30).

3.2. PRACTICE

A technical review would understand practice as the actions or activities undertaken for a specific purpose. From an educational perspective, this view of practice sees the practitioner, in this case, the teacher, as a technician who undertakes specific activities to 'produce' certain learning outcomes (Kemmis et al., 2014). Kemmis et al. (2014), argue that this technical viewpoint is limited to the understanding that the teacher alone is the one who produces the outcome and overlooks the agency of the learner. This study will take a social view of this practice. This social view of practice is influenced by practice theory as developed by Schatzki (2010). He defines practices as follows:

A "social practice" means an open, organized array of doings and sayings. Examples include political practices, horse breeding practices, training practices, cooking practices, religious practices, trading practices and teaching practices (Schatzki, 2010, p. 498).

In other words, Schatzki views practice as an ordered collective of particular 'doings' and 'sayings'. Kemmis et al. (2014) make the addition of 'relatings' to the Schatzkian understanding of practice. Kemmis reasons that "making 'relatings' explicit brings the social-political dimension of practice into the light" (p. 30). Kemmis et al. (2014) also provide the following definition of their view of practice:

A practice is a form of socially established cooperative human activity in which characteristic arrangements of actions and activities (doings) are comprehensible in terms of arrangements of relevant ideas in characteristic discourses (sayings), and when the people and objects involved are distributed in characteristic arrangements of relationships (relatings), and when this complex of sayings, doings and relatings 'hangs together' in a distinctive project. (p. 31)

The theory was also heavily influenced by MacIntyre's (2000) idea that practices are a product of history (2000). MacIntyre went on to say that when one is engaged in practice, other practitioners are also involved at that particular moment, and as this happens, historical achievements by previous practitioners are also acknowledged.

This is an act of 'relatings' to the current practitioners and those who had laid the foundation in practice in the past or those who had set the standard in terms of excellence. Kemmis acknowledged that the notions of cultural-discursive, material-economic, and social-political arrangements were developed from "Giddens' three domains of social structure – economic, political and cultural" (Mahon et al., 2017, p. 225).

The research study uses the theory of practice architectures to understand the pedagogical practices of Junior Primary teachers in their physical space, time and social-political space. ToPA was chosen because it offers insights into the three dimensional ways of understanding teachers' practices, that is, in terms of the languages used (discourses), the materials or resources that are available to both teachers and learners, as well as their relevance to the current status quo of reading, and the relationships, responsibilities and the roles of the people with the objects that are being used when teaching the reading lessons. These are the conditions that enable or constrain the pedagogical practices of teachers when teaching reading.

Kemmis & Reupert (2013) confirm that the theory of practice architectures was developed from Schatzki's practice theory. Schatzki (2012) stipulated that practices are organised bundles of 'sayings', 'doings', and 'relatings', meaning that a particular practice is associated with a distinctive language and distinctive activities and setups. Kemmis and Grootenboer (2013) went on to say that a practice is also characterised by 'relatings' which describe how people relate to each other and to nonhuman objects. The 'relatings' aspect of the theory of practice architecture talks about the elements of shared aims, authority, inclusion, exclusion, trust and positionality, all of which can have moral-political significance (Mahon et al., 2017).

For this reason, practices are enacted in the interactions between people in 'sayings,' 'doings,' and 'relatings' are pre-conditioned by practice arrangements that will be discussed below.

3.3. THE 'SAYINGS, ' 'DOINGS' AND 'RELATINGS' OF PRACTICE

As discussed in point 3.1, practices are understood to consist of 'sayings', 'doings' and 'relatings' (Kemmis et al., 2014). This is based on the notion that every practice has a particular language or content with which it is associated, its particular ways of doing things and its particular pattern of relationships (Kemmis, 2008a; Grootenboer, 2013). For example, the practice of teaching is based on specific curriculum content and associated language ('sayings'), specific activities understood to promote learning ('doings') and requires a specific form of social interaction as well as interaction with particular physical resources ('relatings').

Kemmis (2007) holds that the 'sayings', 'doings', and 'relatings' of practice are shaped by our own lived experiences within society, as well as the beliefs or familiar patterns and shapes that characterize practice (Kemmis, 2007). For example, a teacher who believes in his or her ideas might use a teacher-centred approach, the approach that encourages a one-size-fits-all talk about the theme 'my family' ('saying'). The teacher notes down something on the board while persuading minimum interaction from learners ('relatings'). The teacher might organize the class in pairs ('relatings'). Each pair is given information on the theme 'my family.' ('saying'). The learners are encouraged to interact with each other, thus, facilitating discussions ('doings' and 'sayings') about the social responsibilities each family member plays at home. The teacher assumes that the learners will share in the class what their family members do at home, possibly forgetting that some learners are

orphans and such a discussion is not likely to yield good results. The learners' participation is likely to be minimal under these circumstances. The learners who do not have parents will probably feel excluded because their unfavourable home circumstances are challenging. For this reason, the language ('sayings') used on that particular topic or theme can either enable or constrain the desired learning outcome for some individual learners. Kemmis et al. (2014) hold that these patterns of 'sayings', 'doings' and 'relatings.' "constitute mediating preconditions of practice," which shape and form practice. These mediating preconditions of practice are referred to as practice architectures. Kemmis describes practice architectures as "the densely woven patterns of saying, doing and relating that enable and constrain each new interaction, giving familiar practices their characteristic shapes" (Kemmis, 2007, p. 4). The section below will give more hints on the theory of practice architectures that underpins this study.

3.4. THE THEORY OF PRACTICE ARCHITECTURES

The theory of practice architectures (Schatzki, 2002), steers analysis towards what happens in reality and the identification of the local arrangements that make practices of a particular kind possible within that site or that shape local variations of practice.

Schatzki (2002) describes site as a specific context of human coexistence; the place where and as part of which social life inherently occurs. In turn, this site context... is composed of a mesh of orders and practices. Orders are arrangements of entities for example, people, artefacts and things whereas practices are organized activities (p. xi).

He describes social life in terms of practice-arrangement bundles in which practices unfold amid arrangements of entities of various kinds. Kemmis (2014) presents practice architecture as being interconnected and cohesive. In other words, the theory of practice architecture is the extra individual conditions which pre-exist for teaching and learning practices to take place. Kemmis et al. (2014), and Grootenboer (2013), describe practice architectures as the mediating pre-conditions of practice and contend that these practice architectures either enable or constrain teachers' practices. Kemmis (2011), states that the theory of practice architecture aims to show how practices are shaped not exclusively by the premeditated action

and practice knowledge of participants but also by the state of affairs and conditions which are external to them as described in the next paragraph.

In addition to the above sentiment, the theory of practice architecture shows that it is not only individual pre-existing conditions such as subject knowledge or personal beliefs and values that can makeup practice but also circumstances beyond the individual's scope such as curriculum or classroom resources. For instance, a teacher who takes a social view of learning (an individual feature such as personal belief) desires to use group work extensively but he or she is constrained by the availability of physical space in the classroom. Kemmis et al. (2014) suggest that the practice architectures that enable and constrain practices exist in three arrangements, parallel to the activities of sayings, doings and relating. These three arrangements are known as cultural-discursive, material-economic and social-political. These concepts are discussed in more detail below.

3.4.1. CULTURAL-DISCURSIVE ARRANGEMENT

Kemmis et al. (2014), argue that cultural-discursive arrangements are realized in the cultural-discursive dimension which is called 'semantic space' that is in the medium of language. This term is described as the resources that make possible the language and discourses used in and about practice. The cultural-discursive arrangement refers to the resources (language and discourses) which enable those involved in the practice to make sense of the practice. Kemmis (2007), explains that this relates to teaching; what the teacher does and says in the classroom is already shaped by the pre-existing discourses. Thus, a learner's understanding of the vocabulary used in reading a text will either enable or constrain the meaning they make of the text. Kemmis (2012), claims that if we want to change practices, we need to change the practice architectures that keep them in place. It is here that the socially transformative agenda of this view of teaching practices becomes clear. For example, for teachers in the Namibian context to achieve pedagogical practice, they ought to examine the cultural-discursive arrangements from the perspective of language of learning and teaching (LoLT) used in the classroom and how the use of this language might enable or constrain the learning outcomes of each learner.

3.4.2 MATERIAL-ECONOMIC ARRANGEMENT

Material-economic arrangements are realized in the material-economic dimension

(“physical space-time”), that is in the medium of activity and work (Kemmis et al., 2014, p. 32). Kemmis (2014), further describes these arrangements as resources that inform the material-economic arrangements. These may include assessing the resources of the classroom, and how the resources are organized and distributed in such a way that may encourage or discourage the learners from using the resources effectively as the teacher expects of them. With the teaching practices used to mediate reading in the classroom, the material-economic arrangements could include the availability of various forms of texts. These are some practical examples of practice architectures that an individual teacher may have control over, thus, the material-economic arrangement influences changes that may occur in the Junior Primary classroom.

Engagement in policy matters or administrative hierarchy would be a constraining factor for an individual teacher because it is beyond his/her control (Kemmis, 2012). Apart from the policy issues that are beyond the teachers’ influence, the head of the department as well as the principal are in a hierarchical position to assert more influence on the policy matters in the school. The management of the school (HOD and principal) has an obligation of making sure that the teacher implements the curriculum fully despite the challenges the teacher experiences. This in itself could constrain the individual teacher from achieving the intended goal of teaching learners to read successfully as an outcome of this study.

3.4.3 SOCIAL-POLITICAL ARRANGEMENT

Kemmis (2007), stated that how people relate to one another in educational settings and situations is already shaped by previously established patterns of social relationship and power. In his further contributions to the theory of practice architectures, Kemmis (2014), maintains that social-political arrangements are realized in the social-political dimension of the social world (social space). This social space is always affected by relations of power and solidarity. These arrangements are resources that make the relationships between people and non-human objects possible such as the teacher and the curriculum. Once the teacher is employed, he/she is given the curriculum that is already designed and prescribed per grade. The curriculum outlines themes, topics and sometimes the activities that the teachers are expected to carry out with the learners. The teacher’s role is to teach according to the prescribed curriculum regardless of the content knowledge embedded in it.

Similarly, teachers in the Namibian education sector are obligated to work within a national curriculum for basic education (NCBE, 2016). The purpose of this curriculum is to provide a coherent and concise framework to ensure consistency in the delivery of the curriculum in schools and classrooms throughout the country. It further describes the goals, aims and rationale of the curriculum, principles of teaching, learning and assessment, the language policy, and the curriculum management at the school level (NCBE, 2016). Thus, the challenge of this curriculum is the implementation part. The time to cover all the aspects outlined in the curriculum is one of the challenges the teachers face when implementing the curriculum. This poses a danger to some children because they reach the next grade without achieving everything set in the curriculum of the previous grade. It is therefore essential that all teachers, who are the implementers of the curriculum, take ownership and implement it with commitment (NCBE, 2016). The authors of NCBE (2016), recommend that curriculum developers should take cognizance that most teachers teaching, especially at the Junior Primary phase, are equipped with all the necessary skills and knowledge to handle this phase by implementing adequate in-service training that can supplement what is outlined in the curriculum.

Within the practice architectures of the social-political arrangements (Kemmis, 2007), the Namibian national curriculum for basic education could be argued to constrain the teachers' capacity to choose curricula sensitive to the diverse learners in a given setting and that can impede the teaching practice to occur effectively. As outlined above in this thesis, there is a major consensus supporting the argument that the particular challenges faced in the Namibian education system are entrenched in the socio-political, socio-economic and cultural histories which combine to form the lived reality of the learners in the system (Branson & Zuze, 2012; Hoadley, 2013; Spaull, 2013; Graven, 2014).

3.5. CONCLUSION

This chapter discussed the theory of practice architecture as a theoretical lens for underpinning the Junior Primary teachers' practices. The theory suggests that practice is characterised by the beliefs, ideas and language one uses which form what Kemmis (2012), called the 'sayings'. Practices are also influenced by the materials/resources that one uses to execute certain activities that are referred to as 'doings'; and the relationships that happen between teachers and learners, teachers

and parents, and learners and learners when they engage in certain activities. These interactions are called 'relatings'. The theory also brings to light the fact that as practices emerge, they are shaped, conditioned, modified, enabled or constrained within practice architectures. The next chapter discusses the research methodology of the study.

CHAPTER: 4 RESEARCH METHODOLOGIES

4.1. INTRODUCTION

The previous chapter dealt with theoretical framework of the study. In this chapter, I discuss the research process and methodological approach taken during my study. According to Somekh (2005), the methodology section aims to document the rationale behind research design and data analysis. Informed by this, this chapter covers the qualitative research, orientation, research process, methodology, data generation methods, advantages and disadvantages of case study, research site and the selection of the teachers, the research sample, data analysis, positionality, the validity of the research and ethical considerations.

4.2. QUALITATIVE RESEARCH

The qualitative approach was considered appropriate for this study because it allowed me to explore, interpret and describe the important views of the participants. Hennink, Hutter & Bailey (2011), describes qualitative research as a broad umbrella term for a wide range of techniques. Qualitative research studies human experiences in detail. To do this, specific tools such as observation, in-depth interviews, focus group discussions, content analysis, visual approaches, and life histories are to be used (Hennink, Hutter & Bailey, 2011). Thus, qualitative researchers critically examine participants in their natural settings to identify whether or not socioeconomic and cultural issues influence their experiences and behaviours where they live.

The key characteristic of qualitative research is to permit the researcher to recognise issues from participants' perspectives, understanding the meanings and interpretations they ascribe to behaviour, events or objects. The researcher in qualitative research needs to be open-minded, curious and emphatic, flexible and attentive, and listen carefully to what participants are saying (Hennink et al., 2011).

Creswell (2014), further maintains that the qualitative approach is an analytical procedure whereby the researcher obtains data from participants in a face-to-face or telephonic interaction by asking a wide range of questions. The researcher gathers data comprising mostly of words or text from the participants and then defines the appropriate tools to evaluate them in a more unprejudiced form over a stipulated period. Thus, research participants' independent and collective social actions, beliefs, and the meaning they assign to them are investigated in their natural

settings. The natural setting in this study refers to the school and classrooms visited, and which reading components were taught using English as the medium of instruction.

According to McMillan & Schumacher (2010), qualitative research focuses on comprehending the social occurrences from the participants' perspectives. The information collected in a setting was sensitive to the people at the site where the study took place. As such, I needed to consider this during the data collection process.

Once data has been collected, the researcher then describes and analyses the information received from the participants. In this study, information from the participant teachers was collected directly whereby full narratives that provided an in-depth understanding of the participants' pedagogical practices were described. This study explored the pedagogical practices teachers used when teaching reading lessons. Through this, I was exposed to the different types of methods used to develop the learners' reading skills.

In a qualitative research approach, the participants expressed their views focusing on the meaning of events and actions as verbally presented by them. I studied the participants' feelings, thoughts, beliefs, ideas and actions in natural settings, obtaining the views and perspectives of the teachers, as key participants, and learnt more about the practices they employed when reading lessons were taught in the Junior Primary Phase classrooms.

Myers (2011), similarly to Creswell, notes that qualitative data obtained from interviews and participants' observations aims at describing social occurrences. Also, qualitative research in terms of analysis depends on several methods of interpreting information collected from the objects of the investigation, which comes in the form of written language and images. Myers (2011), denotes that analysing qualitative data entails reading a large number of transcripts looking for similarities or differences, and subsequently finding themes and developing categories. He further states that a matrix of qualitative data contains condensed analytic summaries in its cells, representing or symbolizing the patterns and larger phenomena of social life observed during fieldwork.

I observed the methods that the teachers used to teach reading and the use of teaching and learning materials during these lessons. I also took note of the interactions and relationships between the teachers and the learners during the classroom observations (See appendix 6). The classroom environment and how the teachers delivered and dealt with the various reading concepts and skills were also observed. To obtain rich data from the teachers, semi-structured and stimulated recall interviews were conducted before and after observations to gain more insight into the decisions the teachers made during reading lessons. An audio recorder was used to record conversations during the interviews (Creswell, 2014). The recorded audios were then personally transcribed by me.

4.3. RESEARCH ORIENTATION

This study is anchored within an interpretive orientation. Cohen et al (2011), state that the central endeavour in the context of the interpretive orientation is to understand the subjective world of human experience. The interpretive orientation is well suited to this study because it seeks to shed light on how the teachers' practices support or constrain their understanding of how reading is taught. The study focused on the teachers' lived experiences when teaching reading in the Junior Primary Phase. Stake (1995), remarks that "most qualitative researchers not only believe that there are multiple perspectives or views of the case that need to be presented, but that there is no way to establish, beyond contention, the best view" (p. 108). He adds that due to ethical obligations, qualitative researchers need to minimize the misrepresentation and misunderstanding of what the participants have brought forth. Merriam (1998), notes one of the assumptions underlying qualitative research is that "reality is holistic, multidimensional, and ever-changing; it is not a single, fixed, objective phenomenon waiting to be discovered, observed and measured" (p, 167). Thus, the interpretive orientation posits that there is no one true reality, but rather multiple interpretations of events in the world. As such, participants and researchers, interpret the world based on their own subjective experiences (Merriam, 1998).

Cohen, Manion & Morrison (2017), further explain that the central idea of interpretive orientation is to understand the subjective world of human experience to retain the integrity of the phenomena being investigated; where efforts are made to get inside the person and to understand from within. These authors further assert that the interpretive orientation focuses on the actions of the participants. Therefore, the

researcher depends on those actions to find the interactions of the participants in sharing the experience.

Maree (2013), further explains that interpretive orientation helps to uncover the meanings imparted, to improve the researcher's comprehension and helps to develop a sense of understanding of the research study. Interpretive orientation assists the researcher in understanding what happens at one place at a particular time compared to what happens in different places and times. In concurrence with the aforementioned authors, Maree (2013), also notes that in an interpretive orientation, human life can only be understood from within by focusing on the people's subjective experiences and how they interact with one another. Since I collected the data from the participants, interpretive orientation assisted in understanding the participants' experiences of the study in their respective classrooms.

4.4. RESEARCH METHOD

This research took the form of a case study. Yin (2002), describes a case study as an "empirical inquiry that addresses the 'how' or 'why' questions concerning the phenomenon of interest" (p.13). He further denotes that empirical means that researchers base the study on their observations in the field. For Stake (1995), case study research involves "the study of the particularity and complexity of a single case" to identify both its "uniqueness" and its "commonality" (p. 1) with other cases. Merriam (1998), describes a case study as an intensive, holistic description and analysis of a bounded phenomenon such as a person, a process, or a social unit. She sees a case as a thing, a single entity, and a unity around which there are boundaries. Merriam (1998), promotes a case study as a well-defined and well-structured research methodology. I drew on the account of a case study as explained by both Stake & Merriam, that is, a bounded system that enables a deep understanding of a complex phenomenon. In this case, how reading concepts were taught at a particular site where English is used as the medium of instruction.

Furthermore, Johnson (2014), highlights that in a qualitative case study; the researcher is expected to give a comprehensive description of the number of cases under discussion. In addition, various researchers define a case study as an empirical enquiry that investigates the case in depth and detail in a real-world context

and can use a variety of methods such as interviews, structured observations and document analysis (Mills & Birks, 2014, Yin, 2014). The reason for selecting a case study approach emanates from the need to hear various voices about the pedagogical practices teachers use to teach reading lessons in the Junior Primary Phase. The various descriptions of a case study also allowed me to use various research methods to collect data for a rich presentation of the research problem.

Yin (2014), maintains that case study research needs a researcher to report all the evidence collected through triangulation without generalising. The case study design also broadened my scope to ask appropriate questions (see Appendices 2 and 3) to capture intensive data about the status of reading practices employed by teachers in the Junior Primary Phase at the chosen site.

4.5. ADVANTAGES OF CASE STUDIES

One feature that made a case study design appropriate for my study was that the research focuses on three participants, setting or situation (Martella et al., 2013). In my study, participants are in a single setting (school). They were observed individually so that I could obtain in-depth and detailed data to find out relevant information about the phenomena under study. The characteristic of a case study provided direction in understanding the research problem of the study. A case study helps to discover some aspects that are little known or not known at all.

4.6. DISADVANTAGES AND LIMITATIONS OF CASE STUDIES

According to Choy (2014), a case study design poses a risk of improper interpretation. He argues that the flexibility of a case study leads to data manipulation which is uncontrollable and repeatable. These disadvantages influenced my analysis of data in trying to avoid losing focus on the research questions. In contrast to what Choy says, Bertram & Christiansen (2014), highlight three limitations associated with a case study design. Firstly, the data collected reflects the case under study. Secondly, the claims are supported by the data and not generalised. Thirdly, the findings are not usually generalisable. Generalizing findings in this case of study is difficult or impossible because one person or a small group of participants cannot represent all similar groups or situations. The selection of participants in this study was purposively but not randomly sampled (Maree, 2016). Maree (2016), confirms the limitations stated by Bertram & Christiansen (2014) and argues that multiple stated case studies may dilute the importance and meaning of a single case. This

research focused on a single phenomenon or case, that is, the teachers' pedagogical practices in the mediation of reading.

4.7. THE RESEARCH SITE AND THE SELECTION OF TEACHERS

This study took place in the Northern part of Namibia in the Kavango West Region. The study focused on the Junior Primary (Grades 1 – 3) teachers at a private primary school. English is the Language of Learning and Teaching (LoLT) in this school. This is unusual in the region as the LoLT in all the public primary schools is Rukwangali, which is the mother-tongue language of the learners in this region. English is normally the first additional language. Although it is a private school, it uses the same curriculum as the public schools in Namibia. The school consists of six classes: comprising one day care class, one kindergarten class, one pre-primary class and three Junior Primary classes (Grades 1- 3). The school is headed by a female principal. It has seven staff members and a population of 184 learners. The school has been in existence since 2014.

Because the school does not fall under the auspices of the state, the teachers of the school do not have access to the Teacher Resource Centre (TRC) that is based in Nkurenkuru town which is within walking distance from the school. The school principal is supposed to obtain approval from the management of the Directorate for the school to utilize the TRC. If approval could be granted, teachers would have the opportunity to develop teaching and learning materials such as worksheets, stories and booklets that they could utilize in their classroom during reading lessons. The teachers in this school also do not attend pre-workshops or workshops run by the Education Department that take place in the region, moreover, in the Kandjimi circuit where the school is located. The Directorate of Education does not provide any assistance such as human resources to this school. The school is entirely self-regulating. The source of income comes from the monthly contributions the learners' parents pay. This school offers the Namibian National Curriculum (NIED, 2016) from Pre-Primary to Grade 3. Only two Junior Primary schools are offering English as the medium of instruction in the region. The Namibian National Curriculum (NIED, 2016), recommends that the school can only offer English as the medium of instruction upon meeting certain requirements. One of the requirements is that the school can only be permitted to offer English as a medium of instruction if the majority of the learners cannot speak the language mostly spoken by many in that specific area.

The selected Grades 1, 2 and 3 teachers as discussed in the sampling section below were undergoing a three-year training course such as a Diploma in Junior Primary Education (DJPE) through the Institute of Open Learning in Namibia (IOL) during the time of my study. During the semi-structured interviews, the teachers were frank and open with me and they shared their qualifications and experiences. For these reasons, the table below shows the teachers' demographics:

Table 4.1: Teachers' demographics

Teachers	Teaching Grades	Qualifications	Age	Experience (years)	Extra training in reading	Total number of learners in the class	Home language
P1	Grade: 1	Grade 12 and Certificate in Early Childhood Education	26 years	3 years and 7months	None	38	Nyemba
P2	Grade: 2	Grade 12 and Diploma Junior Primary Education(DJPE)	27 years	5 years	None	35	Nyemba
P3	Grade: 3	Grade 12 and Diploma in Junior Primary Education(DJPE)	25 years	4 years	none	40	Rukwangali

4.8. RESEARCH SAMPLE

In this study, I used purposive and convenience sampling. Similarly to Bertram & Christiansen (2014), Cohen et al., (2017), note that purposive sampling means that the researcher makes specific choices about which people, groups or objects to include in the sample. Convenience sampling means choosing a sample which is easy for the researcher to reach. In this section, the focus falls on how sampling was utilized to maximize the data gathering process. Sampling is a method of selecting some part of a group to represent the whole (Gall, Gill & Borg, 2007).

Generally in research, a group containing elements of anything you want to study, such as objects, events, organizations, countries, species or organisms is called the 'population', while that part of the total that is selected is called the 'sample'. Ellenwood (2007), described the population as the entire group of persons or set of objects and events the researcher wants to study. The chosen sample should contain all the variables of interest to the researcher. Roskos & Neuman (2005), explained that the sampling procedure must address the research question or hypothesis. Sampling involves the selection of a research site, a case or a unit. Jackson (2003), described sampling as "decisions about where to conduct the research and whom to involve, an essential part of the research process", and "settings as well as events and processes" (p. 19). Hence, I decided which people and which research site would provide me with the most relevant information. I put a sampling procedure in place and determined the number of individuals that would be needed to provide relevant data. There are several sampling procedures, including purposive and random. In this research, purposive sampling was found to be convenient for the following reasons. Firstly, the research questions focused on the teachers' pedagogical practices used to teach reading lessons at the research site. Secondly, the sampling helped in ensuring that the conclusions sufficiently represent the range of variation. Thirdly, it helped to establish comparisons to show or highlight the reasons for the differences between the settings (classrooms) and the individuals (Gall et al., 2007). Le Compte (2003), further explained that purposive sampling as a sampling procedure means that the population may or may not be accurately represented. He also warns that every researcher must also acknowledge that the intended sample might differ from the obtained sample, due to certain factors. For example, some people might choose not to participate, some might be inaccessible and others might drop out of the study (Le Compte, 2003).

This study was conducted in the Grades 1 - 3 classes at one school. The school is located close to where I work in the Kavango West region. This counted for the element of convenience sampling. I have purposefully chosen teachers who teach Grades 1 - 3. These teachers were able to provide me with the current practices used that seem successful in teaching reading. This is why I chose to observe what they were doing. The next section discusses the data generation tools that were used.

4.9. DATA GENERATION TOOLS

Data collection is the systematic approach of gathering information from a variety of sources to develop a complete and accurate picture of an area of interest (Rouse, 2016). I used the following data generating instruments/tools: observations; stimulated recall interviews; and semi-structured interviews. These are explained in more detail below.

4.9.1 OBSERVATION

Observation means that the researcher goes to the site of the study to observe the teaching practices of the teachers teaching reading lessons (Bertram & Christiansen 2014). Teachers were made fully aware of the nature of the research and the purpose of their involvement. In my research, this means that I spend two days a week for a month with each of the teachers, observing their reading lessons. The observations took place in their respective classrooms. I used an observation schedule throughout the observation period (see appendix 6). The advantage of observation is that it is a powerful method for gaining insight into situations. I obtained first-hand data to report on things I witnessed and recorded as opposed to things someone else told me. The potential disadvantage is that one person could not observe and remember everything that happens and how it happened in any situation that takes place. I was an on-participant observer, and to circumvent the above disadvantage, I made use of video recording to strengthen my observation in two lessons with each of the three teachers. The videos enabled me to 'go back' and review what I observed in the classroom. One of the purposes of the video recordings was to watch them later with each teacher for validation purposes. The video recordings were intended to stimulate further conversation and reflect on the teachers' practices and experiences. This was in preparation for the analysis purposes and descriptive processes of data. The themes that emerged were further

arranged into categories and sub-categories to facilitate the analysis and descriptions of the data.

The study was conducted between June and July 2020, whereby I visited the school twice a week for one month to witness how the teachers were introducing the learners to the reading components. Before classroom observation commenced as described under ethical consideration below, permission from the three teachers were obtained. I also observed how the teachers entered the classrooms and the approaches that the teachers used. Overall, I observed three teachers, but the number of days spent in each teacher's class varied. As described above, I conducted two observations and stimulated recall interviews with each teacher in their classrooms. This data collection approach enabled me to observe and interview the teachers both formally and informally. A day in the classroom permitted me to build a positive relationship with the teachers and it gave them an impression that I was interested in learning about their work. I observed and took detailed field notes during the reading lessons.

4.9.2. SEMI-STRUCTURED INTERVIEW (BACKGROUND INTERVIEW)

O'Leary (2004), describes interviews as an interaction between the interviewer and a single interviewee. She maintains that it is a one-on-one interaction which allows the researcher to have control over the interview process, and the interviewee to have the freedom to express his or her thoughts. Bell (1994), also describes an interview as a conversation between the interviewer and the respondent to elicit certain information from the respondent. I conducted semi-structured interviews to obtain background information from the three teachers I observed. A semi-structured interview schedule was used (see Appendix 7). Cohen et al, (2010), view semi-structured interviews as one in which the content and procedures are organized in advance while allowing for opportunities to probe deeper if necessary. The purpose of this type of interview was useful in finding out about the teachers' background with regards to their qualifications, teaching experiences, how they were taught reading as learners and during their teacher education etc. For ethical reasons, this interview took place after the teachers had granted permission. I then conducted an audio recorded interview. Once each interview was completed, I transcribed the recordings. These interviews took place at the school before the lesson observation

process began. This interview allowed me to find out more about the factors that enable or constrain their teaching practices in mediating the reading lessons.

4.9.3. STIMULATED RECALL INTERVIEW

The stimulated-recall interviews were conducted a week after I had observed each teacher's classroom practice. I listened to each audio and developed a set of questions before watching the video together with the teachers. The purpose was primarily to probe the teacher's thinking about the pedagogical decisions taken during the lessons. The methodology of stimulated recall was useful because it seeks to provide access to the teacher's thoughts based on occurrences of actual classroom practice (Gass & Mackey, 2000). According to Gass & Mackey (2000) "... the theoretical foundation for stimulated recall relies on information-processing approaches, whereby, the use of, and access to memory structures is entrenched, if not enhanced, it aids in the recall of information" (p. 17). Stimulated recall interviews assisted the participants to look at their practice and do some introspection. It also allowed the teachers to explain or unpack their teaching practices. Although I had developed an interview schedule for the stimulated recall interviews, based on my observations, unprepared questions also emerged. These were primarily probing and enabled me to find out more regarding reading practices. The stimulated-recall interviews were audio-recorded and transcribed by me. The interviews were in the language the teacher felt comfortable with. If the teacher preferred to be interviewed in Rukwangali, the language spoken by most people in the region, the questions and later, the transcriptions, were translated into English by me. Please see Appendix 9 as an example of the translated transcripts.

4.10. DATA ANALYSIS

Patton (2002), says that the process of data analysis "involves reducing the amount of raw information, sifting finer points from identifying significant patterns, and constructing a framework for communicating the essence of what the data reveal" (p. 432). Thus, data analysis is the process of making sense of the collected data. Below, I provide a schematic representation of the data analysis strategy used to analyse data collected through observation and interviews.

De Vos, Strydom, Schulze & Patel (2012), explain that data analysis is the process of bringing order, structure and meaning to the mass of collected data. The schematic

presentation below indicates how the data were analysed qualitatively to transform them into findings.

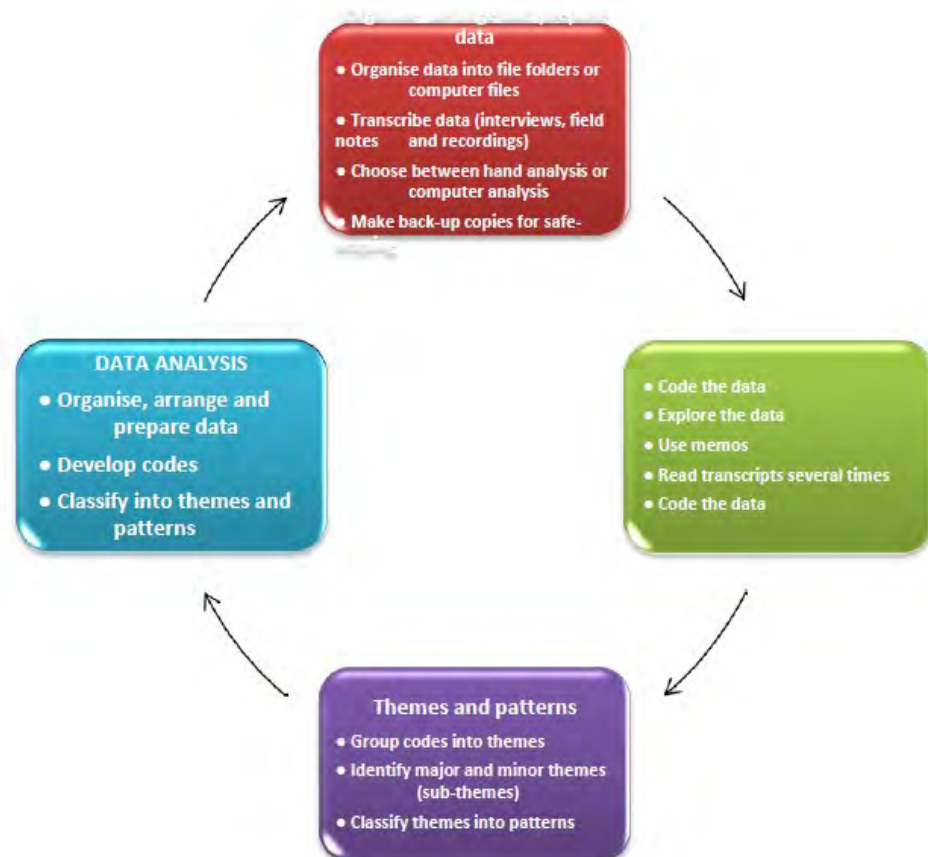


Figure 4.1 Schematic representation of the data analysis strategy. Source: De Vos et al., (2012, p. 48)

The steps followed, as indicated in figure 4.1 for analysing the data have been adapted from De Vos et al., (2012). Coffery & Atkinson (as cited in Maxwell, 2005), argues that data analyses can be done concurrently with data collection. Coffery et al (2005), maintain that we should never collect data without substantial analysis occurring simultaneously. I analysed the data as follows: Firstly, I prepared the data by ensuring that all the information gathered during the video-recorded observations and interviews was transcribed as accurately as possible. As far as possible, I transcribed the interviews using the teachers' exact words. I typed the transcripts of the interviews and video-recorded observations. Given that there are only two videos per teacher, I transcribed both videos in their entirety. An example of a transcription can be found in appendix 9. Secondly, once the data was prepared and transcribed, I organized it in such a way that it could be used effectively to make an analysis. I also organized the data for all the teachers using a separate paper (see Appendix 9) for

each interview and observation. Separating the data for each teacher assisted me with coding, as it is explained below. Once the data had been prepared and organized, I read through the data for interpretation and analysis purposes. Creswell and Nieuwenhuis (2014), indicate that during this step, researchers start processing the data as they familiarize themselves with it. I began to write down any general thoughts that I had as I read through each transcript and observation schedule. The section below highlights how data was coded.

4.11 CODING

Coding, according to Creswell (2014), "is the process of reading through the transcribed data, line by line, and dividing it into meaningful analytical units... marking the segments of data with symbols, descriptive words or unique identifying names" (p. 126). The initial coding of the data that I used was inductive. Inductive coding according to Creswell (2014), means looking for codes that emerge as you read through the interview transcripts and observation schedules. The Theory of Practice Architectures was my explanatory and analytic tool; I have chosen to let the data speak for itself first. I used it to generate themes. I then analysed each teacher's data before looking for themes across the three teachers.

I first looked at the 'sayings' that is, the language used in the practice of teaching reading, and the language used to teach reading. Here I mean that when the teachers' explained certain skills in the topics covered during reading lessons my attention was looking into how the teachers were communicating with the learners. I also looked at how the learners were responding to the given tasks. Thereafter, I examined the 'doings' of the practice, particularly concerning what the teacher was 'doing'. In other words, I coded the questions the teacher asked, instructions that were given, how the learners were organized, the materials used, etc. Finally, I coded the data to identify the nature of the 'relating' between the teachers and the learners. I also analysed the affordances and constraints in the teaching of reading. These were coded based on the following categories – cultural-discursive (e.g. curriculum expectations), material-economic (e.g. reading books available) and social-political (e.g. the power relations during the reading lesson).

4.12. POSITIONALITY

As a Junior Primary advisory teacher based in the Kavango West region, I was well aware of the potential power relations between the teachers and me. These are the teachers in the private primary school that took part in the study. Over the past 11 years, I have established a good working relationship with the teachers in this region. Whilst I have no jurisdiction over the private schools in this region, these teachers are still aware of my senior position within the circuit. However, I explained the study to them to put them at ease as I did not want my position to influence their decision to participate in the study. I assured them that my intention was merely to learn from them as their school is regarded as successful in developing learners' reading capabilities. I wanted them to understand that they were not being evaluated. I also explained to them that they have the right to withdraw from the research process at any time with no consequences. Although I am an advisory teacher assigned to Kandjimi Circuit in the Kavango West region where the school is located, I had no direct access to this school due to its private status. It is for this reason that I had chosen to undertake my research in this school. Therefore, my positionality, whilst it may have played a role, was likely to have a reduced influence on the teachers' decision to participate in my study.

4.13. VALIDITY AND TRUSTWORTHINESS

To enrich the findings and overcome validity threats I used triangulation to blend my sources of data. Fielding (as cited in Maxwell, 2005), describes triangulation as the collection and analysis of information using a variety of sources and methods. In this study, I made use of observation as well as different forms of interviews. The findings of the collected data were trustworthy in the sense that it was collected from the lived and perceived experiences of the participants. I transcribed the interviews to strengthen the validity of the data collected. The collected data was the first-hand experience of the teachers. To ensure that the findings of the collected data were trustworthy and valid, the collected data was then returned to the participants to confirm what they had said was fact and that it had not been distorted in any way. I asked the participants to read their transcripts as a means of member checking.

Member checking is also known as respondent validation. That is when the researcher returns the findings to the participants to see whether or not the information that was deduced from the transcripts corresponds with what the

participants had initially said. The responsibility of the researcher was to go back to the participants once the various themes have been identified, for the participants to correct factual errors, clarify certain remarks and determine the accuracy of the themes discovered from the observation and interviews (Cohen et al., Silverman, 2014; Creswell, 2014).

Creswell (2014), denotes that validity means that the researcher checks for the accuracy of findings obtained in the study. Validity in qualitative research should be focused on honesty, the depth, richness and scope of the data collected the participants' approach, the extent of triangulation and the objectiveness of the researcher. Additionally, Creswell (2014), recommends the use of multiple strategies to check and measure the validity. Some of the strategies proposed include different forms of data collection, e.g. observations and interviews.

Lastly, as a researcher, I used clear and vivid descriptions of the setting for the reader to be able to visualise the context in which the data was collected. It was also crucial to provide multiple perspectives on the themes identified in the effort of making them relevant to the potential readers. The section below highlights the significance of ethical considerations.

4.14. ETHICAL CONSIDERATIONS

The fact that human beings are the object of study in the social sciences brings unique ethical problems to the forefront which would not be relevant in the natural sciences. For researchers in the social sciences, the ethical issues are persistent and complex, since data should not be obtained at the expense of the participants (De Vos et al., 2006). The ethical considerations of this study required me to obtain permission from the principal of the school concerned, the teachers, the parents of the learners and the Director of Education to conduct this research. Please see appendices 1-5 and 10 to view the permission documents. Firstly, the participants were informed that I was to conduct research in their classrooms and that they were the participants, specifically the teachers. Consent was obtained from the parents of the learners who were in the classroom when the observations took place and the nature of the research was explained to them in the brief. Although the learners were not directly involved in the research, they were present during my observations. I felt it would be ethical to keep the parents informed as well. Teachers were made fully aware of the nature of the research and the purpose of their involvement. Therefore,

it was expressly mentioned that the participant teachers were being observed not critiqued. Cohen et al., (2007) described three main areas around ethical issues about interviews, namely informed consent, confidentiality and the consequences of the interviews. Permission was obtained from the teachers, the parents of the learners in Grades 1 to 3, and the school principal. Confidentiality was maintained throughout and no names were used in the resulting thesis. Pseudonyms to represent the teachers, such as P1, P2 and P3 were used to maintain confidentiality. The children's names that are used in the text have also been changed to pseudonyms to protect their identities. Teachers were given the option of obtaining a copy of any lessons that had been filmed. Should any film footage be used in any presentations arising from this project, consent had to be obtained from the relevant participants. Faces and identifiable logos were blanked out as a means to prevent identification. At all times, respect for all parties involved was maintained, with a particular emphasis on building positive relations between myself, the school and the teachers involved. I ensured the parents that their children would come to no harm during the observations. During member checking as described above, the transcribed findings arising from this study were made known to the teacher participants in this study. This was done so that the participants could verify that the collected data were not distorted.

4.15. CONCLUSION

This chapter described the methodological perspective where classroom observation and semi-structured and stimulated recall interviews were used to gather data regarding the practices the three Junior Primary teachers used to teach reading. The participating teachers' independent and collective social actions, beliefs, and the meaning that they assigned to them were investigated in their natural settings. The natural setting in this study refers to the school and classrooms visited, during which, reading components were taught using English as the medium of instruction. The next chapter discusses the presentation and analysis of the findings.

CHAPTER 5: PRESENTATION AND ANALYSIS OF DATA

5.1 INTRODUCTION

The pervious chapter dealt with research methodologies. In this chapter, I will first present the data regarding the pedagogical practices teachers use to mediate reading in the Junior Primary phase. It involved close observation of the teachers at work during the reading lessons to understand more clearly how the three Grade1-3 teachers assisted the young learners to become independent readers. It also sought to establish the enabling and constraining factors these teachers experienced in teaching reading to learners who are not mother-tongue speakers of English.

Secondly, the theory of practice architecture (ToPA) was used as a lens to analyse the data collected from the different sources of evidence to draw inferences about the reading and teaching practices. Firstly, a semi-structured interview was used to obtain experiences on how the teachers were taught to teach reading when they were at college/university as well as the strategies they employed to develop the learners' reading skills. Secondly, observation and stimulated recall interviews were used to allow them to describe their practices as well as offer reasons for the strategies they used. Thirdly, classroom practice and reading activities were checked against my observations of classroom teaching and practice.

Fourth, I transcribed the interviews and the notes taken during observations. After which, I developed codes for the raw data. The data was then later re-coded and consigned into themes. Three broad themes emerged from the data analysis, namely the factors that enabled the teachers' pedagogical practices and strategies used in teaching reading, the challenges the teachers experienced in teaching reading and the classroom factors that impact the teaching of reading. These themes are discussed under different sub-themes to give a coherent description and interpretation of the analysed data. As a starting point, I present the teachers' professional data which were collected employing a semi-structured interview. Lastly, I present the data that emerged from the classroom observations and stimulated-recall interviews.

5. 2 THEMES EMERGING FROM THE DATA

In this section, Table 5.2 below represents the themes and sub-themes that emerged from the data. These themes are related to the research questions asked as outlined in chapter one.

Table 5.2 Themes and sub-themes linked to the conceptual framework

Themes	Sub-themes	Conceptual framework
1. Factors that enabled the teachers' pedagogical practices and strategies used in teaching.	5.3.2.1 Phonemic awareness instruction 5.3.2.2 Phonics instruction 5.3.2.3 Vocabulary development 5.3.2.4 Fluency development 5.3.2.5 Comprehension strategies	Pedagogical practices, reading practices and Mediation
2. The challenges that teachers experienced in teaching reading.	5.4.1 Language barriers and the resources used during the reading lessons. 5.4.2 The lack of resources	Reading practices
3. Classroom factors impacting the teaching of reading.	5.5.1.1 Guided reading 5.5.1.2 Teacher-learner interaction 5.5.1.3 The learning environment	Reading practices

5.3 FINDINGS

5.3.1 THE TEACHERS' PROFESSIONAL TRAINING

As explained in the preceding chapter, there were substantial disparities in the professional training among the 3 Junior Primary teachers' who participated in this research. From the collected data, I was able to distinguish two major factors: The teachers' content knowledge regarding the teaching of reading and the differences in the levels of qualifications or professional training the teachers had received. During the classroom observations (see appendix 6). I noticed some challenges associated with the teaching itself, such as the teaching strategies the teachers adopted. These challenges will be discussed further in this chapter. Even though the teachers are qualified to teach the Junior Primary phase, they were not sure of how to mediate in some parts of reading areas such as the specific decoding skills, the teaching of vocabulary and comprehension. To strengthen this point, the three teachers mentioned the following during their interviews:

P1: "When I started teaching, I was of the opinion that what I learnt at the college is exactly what I was supposed to do. but to my surprise it was different just given a syllabus and scheme of work without proper guidance."

P3: "Teaching learners reading is not a joke, even though I am qualified to teach at this level, I still lack in-service training because I was not trained on how to teach reading to the learners to successfully achieve more in their schooling."

P2: "Ah, teaching small children how to read without proper guidance is a challenge. I only depend on the video presentation I find on Google. Reading is a complex skill and it need to be dealt with caution. This is my fifth year of teaching the same grade with no training apart from what I remember when I was still at school."

From the above extracts, it appears that all three teachers agreed that they were not given sufficient training on how reading ought to be taught at this level. They were not given any induction when they started teaching. The process of induction helps to negotiate the smooth transition from pre-service to the in-service level of teaching. These three teachers were novices during the time the study was conducted. Novice teachers need support to navigate the rough waters and dangerous sandbanks of their first school, classroom and learners (Peitsch & Williamson, 2010). The statement emphasized the importance of induction for novice teachers, which should

be provided at all costs. In Namibia, school principals and experienced teachers are expected to orientate, induct and support novice teachers upon arrival in schools. According to the Ministry of Education (2006), it states that upon entering the teaching profession, new teachers (novices) still have a lot to learn and are, therefore, put in a structured and supported internship programme. Specifically, novice teachers should be assigned mentors, who should induct them for two years into understanding the way the school functions, their roles and responsibilities. From the data, it seems that pre-service training does not prepare teachers adequately for what they face in reality. Van Graan & Imene (2000), contend that Namibian teachers nowadays are trained through workshops conducted by NIED at a national level. Advisory teachers at the regional level conduct in-service training workshops focusing on how reading might be taught at the Junior Primary level. Conversely, teachers at private primary schools, registered or not registered with the Ministry of Education are excluded from taking part in those workshops be it regionally or at the national (NIED) level. These teachers are excluded from participating in the various workshops even though this private school follows the prescribed Namibian curriculum. In most cases, private primary schools are regarded by the public sector as the best performing schools compared to public schools (Van Graan & Imene, 2000). In the Namibian context, private schools run their affairs without any guidance from the national education administration. This means that the regional Directorates do not render support in terms of training, teaching resources as well as infrastructure to most of the private schools even if it is registered with the Ministry of Education. Aligning the finding to the theory of practice architecture with regards to the teachers' training, more specifically, the theory of practice architecture considers the arrangements within a particular site, and contends that each local site is made up of practice architectures that prefigure and shape the practices that occur at that site (Kemmis et al. 2014). These practice architectures constitute enabling and constraining preconditions for the conduct of practices, and they exist in three dimensions: cultural-discursive, material-economic and social-political arrangements (Kemmis et al. 2014). In terms of the theory of practice architecture, the academic preparation to become a teacher is a social practice. From the three teachers' perspectives, teacher education has a specialist discourse that justifies and describes what it is and does. In their learning practice, these teachers drew upon already existing cultural-discursive, material-economic and social-political arrangements that prefigure the practice that can take place in this particular teacher

education programme. For example, the three teachers revealed that the approach to teaching reading found in the school when they started teaching was different from what was taught at the colleges. These teachers expressed their concern that the pre-service experience gained concentrated only on content knowledge but not on the methodology of teaching reading. Darling-Hammond (2010), comments that teacher education should link to the realities of the classroom. P1 revealed that what she was taught at college was different from what she found in school. She further said that she was just given a syllabus and a scheme of work to start teaching without any guidance and that made it difficult for her. Teachers prefer information for immediate use (Reid & O'Donoghue 2004; Lid 2013), and they also value practical experience over the more theoretical aspects of teacher education. Kemmis & Grootenboer (2008), note how practice architectures might inconsistently constrain practices in ways that even suffocate the practices they aim to nurture. The section below discusses the factors that enabled teachers' pedagogical practices and strategies used in teaching reading.

5.3.2 FACTORS THAT ENABLED THE TEACHERS PEDAGOGICAL PRACTICES AND STRATEGIES USED IN TEACHING READING.

This section draws upon perceptions of the teaching practices of the three junior Primary teachers' pedagogical practices used to mediate reading lessons in their classrooms. Understanding how their practices enable and constrain teaching practices is important for enhancing the learners learning experiences.

5.3.2.1 Phonemic Awareness

During my observation in the classroom, I observed that all three teachers used the phonemic approach which was explained in chapter 2. Stanovich (2003) & Wasik (2001), state that the phonemic approach is one of the most important approaches to reading. They argue that this approach focuses on the sounds that make up spoken words. The phonemes / n / and / o / in the word *noise* are the smallest segments of sounds within the spoken language. For example, the word *noise* is made up of two *phonemes*: / n / and / o /. We hear them as a single word because we blend the individual phonemes into a unit as we pronounce the word. Phonemes are represented in the written language by *graphemes*. Graphemes may be single letters (a, t, k, e, or n) or clusters of letters that represent single sounds (th, sh, oo, ough, or ck). Bonnie & Jean (2003), suggests that one should think of phonemes not as the

sounds that letters make, but as the sounds of speech that can be represented by letters, whereas, graphemes are the written representation of the sound of the letter.

During the first week of my research, I spent two days in each teacher's classroom. All three teachers used the same second language syllabus which consisted of almost the same topic of integration. At the time of conducting observations, the topics of integration were building materials and public transport. According to NIED, the Ministry of Education (2014), stipulates that "the content taught in both languages will, as far as possible, be closely connected to the topic of integration. The teacher should try to choose stories, poems and songs that are linked to the topic" (p, 24). Successful integration is almost always planned and usually needs to be done well in advance although sometimes integration will happen by co-incidence and on the spur of the moment. During this week, all the teachers were teaching the phonemic awareness component of reading, because their scheme of work is outlined in such a way that the topics are almost similar to each other in all three Junior Primary grades. The slight difference from the topic of integration that can be found in the scheme of work for grades 1 - 3 is only the activities learners are given to account for the increased degree of difficulty as expected in a higher grade. For example, in P1's class, the phonemic awareness task given to the learners was to identify specific sounds at the beginning, middle and end of the words such as; *cat*, *bat*, *sat* and *bad*. The learners blended those words as follows: /c/a/t/, /b/a/t/, /s/a/t/, /b/a/d/ and the teacher asked the learners what words are made from blending those sounds:

/c/a/t/ = cat

/b/a/t/ = bat

/s/a/t/ = sat

/b/a/d/ =bad

While in P2's class, the learners were asked to segment the words into phonemes. The learners were asked to break a word into its individual sounds by counting the sounds or moving a marker for each sound. P2 gave these learners a set of words and the learners had the words in front of them so that they could move a maker for each sound. For example, the teacher says "show me how many phonemes are

there in the word *baby*". Some learners responded correctly. They indicated that there were three phonemes in the word and four learners from different groups were asked to demonstrate it on the board by writing the word like this, /ba/by/.

In P3's class, learners were asked to make new words by adding a phoneme to a word. For example, the teacher asked, "what word do you make when you add a / b / to the beginning of the word *ring*?" Two learners responded by writing the word on the board: *bring*

Stanovich (2003) & Wasik (2001), consider the phonemic approach as the best predictor to enable learners to read with ease because the skill involves hearing language at the phoneme level. They further infer that it gives the reader a way to approach sounding out and reading new words.

During the individual stimulated recall interviews that were conducted in the afternoon after the observation, the following extracts indicated how the learners learn to read through the use of phonemic awareness:

P2: "I always use alphabet to develop learners' phonemic awareness skill, because this is an easy way to engage young learners on activities.

When I analysed the findings from the three teachers on how the learners' phonemic awareness is developed, P1 and P3 indicated that they used letter-sound relationships to develop the learners' phonemic awareness. They agreed that the use of letter relationships is one of the crucial techniques for teaching phonemic awareness. The two teachers emphasised that once the learners identify the relationship that occurs between the letters, it then becomes easier for them to read words written with those letters correctly. This is in line with the bottom-up approach that Schumm (2006), Wyse & Styles (2007) emphasised in chapter 2 of this study. The bottom-up approach (also known as the part-to-whole approach) for teaching reading begins with the sound of letters and progresses upwards from the single letters to the combination of letters that form words. The written words are then encoded according to their sound components. Norton (2007), on the other hand further argues that this form of reading is abstract because the letter-sound connections do not enable the learner to see the concrete form of each individual word, readers are therefore unable to attach meaning to what they are reading from the start.

Contrary to P1 and P3, P2 pointed out that she used alphabet letters in developing learners' phonemic awareness. P2 further says that she always *"has learners match upper-and lowercase letters to build letter identification, practice spelling words, or create a new word by changing the initial letter to improve blending skill."*

As a researcher, I agree with P1 and P3's sentiments whereby learners learn letter sound faster once they are introduced to phonemic awareness in their early years of schooling. During this time, learners are expected to use their auditory discrimination to identify the sounds they hear and imitate these sounds. Simone & Gunter (2010), define auditory discrimination as the ability to hear and distinguish between environmental sounds and state that it's an essential skill for reading and language development. Once the learners master this skill, identifying the initial letter sounds in words would not be a problem and by the time the learners start building words with initial sounds reading or blending will be easy (Simone & Gunter, 2010). The relationship between the alphabetic principle and phonics is that it will enable learners to recognise letters of the alphabet and how they relate to phonics. In light of the theory of practice architecture and following the definition given by Kemmis et al. (2014), they have referred to the practice as being composed of sayings, doings and relating that hang together in the project of practice. Kemmis et al. (2014), further indicates that sayings, doings and relating are made possible by arrangements that are found in or brought to the site where the practice occurs as happened in the three teachers' classroom when the phonemic awareness skill was taught. Within this notion, the elements of practices that occurred in the three teachers' classrooms happened as follows: In P1's class, the teacher asked the learners to identify specific sounds at the beginning, middle and end of the words for example cat, bat, sat and bad. The cultural-discursive and material-economic arrangements that support the sayings and doings of practice in the case of the P1 class were that the teacher knew what she wanted to achieve and put her pedagogical plan into action. However, it was observed that her explanation constrained the learners' ability to identify the beginning, middle and end sounds, instead, the learners only blended those words. P2 asked the learners to segment the words into phonemes. She asked four learners from different groups to segment the words by writing them on the board. It was observed that the element of relating amongst the learners in her class occurred when the rest of the class did not take part. The four learners selected were the only ones who actively took part in the

lesson. It was observed that the atmosphere of the rest of the class changed due to how the teacher handled her lesson. The rest of the learners seemed reluctant to participate. This constrained the way the rest of the class related to the four selected learners. P3 asked the learners to make new words by adding a phoneme to a word such as /b/ to ring. The cultural-discursive and material-economic arrangement that support the sayings of the practice both enables and constrains the practice of learners in such a way that a whole class activity given causes some learners not know what to remove or replace in the word *ring*. It was observed that many learners missed the purpose of the activity and this constrained their participation. The section below discusses how the three teachers developed phonics instruction.

5.3.2.2 Phonics Instruction

The phonics instruction approach focuses on the acquisition of linguistic features of words to form new words (Brooks & Brooks, 2005). Its emphasis is on teaching sounds and spelling. It teaches learners to re-arrange words and it enhances reading with meaning or comprehension (Brooks & Brooks, 2005). When I conducted the classroom observations, this skill was demonstrated as follows:

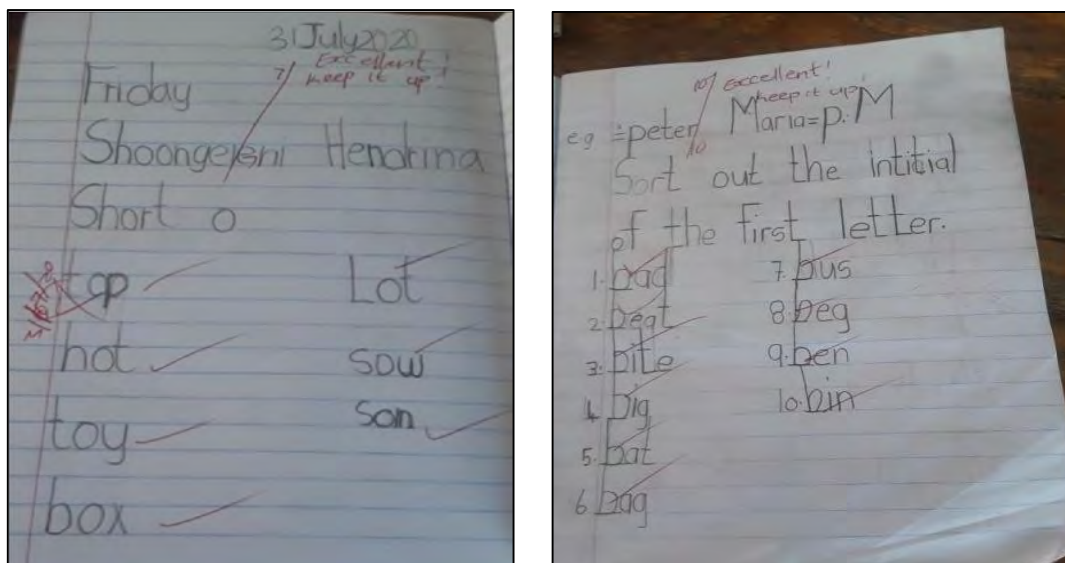


Figure 5.1 Phonic activities given to learners' during observations in P2's class.

From figure 5.1 above, P2 models how learners applied what they have learned about the letter-sound correspondence to decode the new word within the sentence that includes the /o/ sound. The teacher asked all the learners to read the passage in unison, she then asked them to identify the three letter words that contain a /o/ sound. At the end of the lesson, all learners were asked to write those words such as

top, hot, toy and box in their exercise books as a test to see whether the learners had grasped these words. During the stimulated recall interview with P2, I wanted to find out how learners understood what had been taught in the lesson. P2 revealed that *“I always make learners to memorise the sounds of different letters.”*

In my view, I do not believe in the memorization approach as P2 mentioned, because this indicates to me that the learners have not internalized the word for deeper learning and easy recall at a later stage. By applying this method, it encourages the learners to learn the letters over and over and by repeating them to themselves until it is imprinted in their minds, however, they may not necessarily understand the meaning of the words. This teacher’s strategy aligns with the ‘doings’ in ToPA.

Schatzki (2012), suggests that at the basis of practices are those ‘doings and sayings’ that can be described as basic activities, which are often physical activities such as writing. In the case of the learners in the P2 class, the basic activities given to them were to write a test of words containing the /o/ sound as well as memorising those words. As per the ToPA, the cultural-discursive, material-economic and social-political arrangements preconditioned the teacher’s (P2) practice and it constrained the ‘doings’ ‘sayings’, and ‘relatings’ of learners when they are compelled to resort to one method that is ideal for the teacher (relating). This teaching approach aligns with the one-size-fits-all method (Laura, 2021). This method required the learners to memorize all the words that were taught and write a test at the end without necessarily understanding the meaning of the words. At the end of the teaching activity, the learners were not able to arrive at the correct answer in the given assessment. During the stimulated-recall interview (see appendix 8), P2 revealed that when *“I want to test if learners know how to read words taught, than I asks learners to memorise words for a moment before the learners are told to write a dictation test of those words and this method enable learners remember what was learned”*.

McCutchen & Snow (2002), asserts that when reading, children need to understand the meaning of the words. Before they can do this, however, they have to be able to work out what the words mean. McCutchen & Snow (2002), suggests that the phonic skill for this activity was to look at the letters, say the sounds and hear the word, a process known as ‘blending’ that is saying the sounds in a word and then naming them together to make the word, e.g.; **t-o-p** is **top**. According to McCutchen (2002), it

is a technique the child needs to learn and it improves with practice, though some take longer to do this than others.

The preceding sentiment clearly indicates that systematic phonics instruction utilizes a predetermined sequence of letter-sound relationships rather than teaching letter sound relationships randomly as learners encounter them in stories and books. It also includes plenty of practice using letter-sound relationships. The teacher continues teaching the same activities of sound recognition throughout the lesson so that learners are given opportunities to understand the new words. The purpose of learning new phonic generalizations and spelling patterns was to help the learners read more proficiently.

In P1's class, the teacher focused on teaching the sounds related to the letters *t-o-p*, *m-a-n* first. In the grade 1 curriculum, the school readiness program takes the first five weeks after the school opens in term one. Formal teaching commences during the sixth week and the Grade 1 teacher commences teaching reading using the above letter sounds. These letter sounds are prescribed in the curriculum. These sounds are referred to as two- or three-letter words as indicated in the grade 1 English Second Language syllabus (ESL, 2015). From these sounds or letters, lists of words are created such as:

tap, man, top, ant, mop, pan, tan, am, at, and on

The observed lesson focused on the sound // at this stage in the grade 1 curriculum. Supporting materials used during the lesson observed included a worksheet that was based on the focus sound and practice of reading the focus sound words in a text. P1 made an effort to sound the letters, clearly articulating each sound and constantly encouraging the learners to do so as well. For example, she kept on encouraging learners to "open your mouth and say 'a' as for "apple" not like 'e' for "egg". Indicated below, is an example of the word box worksheet P1 gave to her learners. The learners were divided into small groups and the purpose of the activity was that the learners identify and write down all words that contain an // / sound on a piece of paper.

Word Box 1	Word Box 2	Word Box 3
it	pest	hip
tin	tap	pet
pat	pin	mat
nip	is	ran
sat	pit	dip
as	snap	hand
ant	in	map
tip	man	rat
pan	red	his
sit	hit	rip

Worksheet 1 Word boxes 1, 2 and 3 that contain the (i) sound

Once learners identified the letter /i / from the above-listed words on the worksheet, P1 allowed the learners to volunteer and then asked them to write the identified words that contained the /i / letter on the board, after which, the teacher asked individual learners to read the words aloud.

The emphasis was placed on learners being able to read the correct word that contained an /i /. I assumed that the learners had previously been introduced to the words that contained an /i / sound, because the teacher kept on referring to *“remember this special word i”* as she pointed with her finger to herself, and the learners imitated the movement. A short story booklet was handed out to each learner in grade 1. The learners were asked to find words in the sentences that contained the /i / sound and count them. This was in line with what is set out in the grade 1 English Second Language curriculum (ESL, 2015). From my observation, it appeared that P1 confused the learners instead of teaching the initial sounds in the following words **t-o-p**, **m-a-n**. After the first activity, she gave the grade 1 learners a

second activity to identify the letter /l / sound from the worksheet. The learners were expected to write the words that contained the letter /l /. Furthermore, she gave the learners each a storybook in which they were asked to find the letter /l / again. During the interview, I wanted to know why P1 gave these different activities to the learners and how she knew that the learners will master the set lesson objective. The teacher revealed that *“I wanted to make sure that learners are given adequate activities because teachers are required by the management to give enough activities per week”*.

During the second week of classroom observation in P1’s classroom, worksheets were handed out – one copy to each learner. The learners had to spot the letter /l/ and circle it. This is called a sound spot activity. Then learners had to write these words on paper: *pin, pan, sit, set, dip, hit, has his, it, pit, nip, nap, tip, and tap, rip*. This teaching strategy emphasised listening skills as proposed by Cross (1991). The concept was to *spot the difference*. Learners were expected to spot the difference between an /a/ and /i/ sound in the listed words. In light of Kemmis& Smith’s (2008a), work, they argued that to be human is to participate in a communal social life that gives meaning, value and social significance because the individual has cultural-discursive terms in which to interpret themselves and their world, material-economic activities through which to meet physical and social needs and desires, and social-political commitments and obligations that provide social solidarities in which individuals exist for others as well as for themselves. In what happened in P1’s class, the theory of practice architecture that surfaced in the above finding is that of cultural-discursive, material-economic and social-political arrangements that prefigured and constrained the sayings, doings and relatings of both the teachers and the learners. The practice traditions that occurred in P1’s class constrained her ability as a teacher to acknowledge the learning pace of the grade 1 learners. It was observed that the teacher was not at fault because she followed the prescribed curriculum in which she was working. Not being able to work at the learners’ pace, but rather according to the curriculum prescriptions was a constraining factor. These practice traditions demanded her to give too many activities to the learners to fulfil the set rules of the school. During the interview, P1 revealed that the lesson objective was not achieved because *“I have to follow the management’s instructions”*.

In Grade 3, P3 taught a number of the most common sound spellings at that stage. A common sound spelling is a group of letters that represents a sound such as digraphs. Digraphs consist of two or more letters that represent one speech sound, for example, /oi/ (vowel digraph) and /ch/ (consonant digraph). The lessons observed in Grade 3 occurred over two weeks because multiple spelling lessons were taught and the learners were engaged in a variety of activities. These activities included spell spot, spell sort, reading, and dictation, decoding and coding multi-syllable words like *computer*. The focus sound was /ee/. After the teacher had introduced the different spellings of /ee/ during the first lesson, he asked the learners to give examples of /ee/ words. Then he categorised them on the board. The board display focused on sound spellings as shown below:

/ee/	/ea/	/e/	/ey/	/y/
beef	speak	me	donkey	happy
see	beacon	because	monkey	sunny
green	teacher	she	money	daddy

The first week in Grade 3 is summarised in Table: 5.3 below. These were the spelling lessons observed in Grade 3.

Table: 5.3 Spelling lessons for Grade 3 during the first week

Monday	Tuesday	Wednesday	Thursday	Friday
A new sound was presented (ee) and its five spellings were introduced ee/ea/e/ey/y	Worksheet 2 required the learner to look at a word list and spot the sound, highlight it and write it down under the correct heading, in a similar fashion to the teacher.	Learners read the sound story 'Sally the green sheep' and spotted all the /ee/ sounds and listed each under the correct spelling.	Read 'The greedy sheep' and do syllabification.	Spelling activity based on three exercises:

Learners said the sound and wrote the spellings of the sound in the air as the teacher said it.	Most learners did what was expected of them with ease.	The teacher encouraged the learners to have keywords for each spelling, for example, ee like in <i>bee</i> , ea like in <i>beach</i> , y in <i>happy</i> , to help them to distinguish between the different spellings for the same sound.	Add a suffix –ly and practice segmenting and blending longer words like:	Link words with the correct meaning, crossword puzzle and an ‘add another vowel’ activity.
The teacher categorized the /ee/words that the learners said.	Some learners skipped the sounding out part and merely copied the words on the sound lines.	Learners also made drawings next to each word to enhance memory.	Happily, hungrily, greedily and discussed what happened to the y.	
The teacher wrote scrambled letters on the board and said: “I want you to build the word <i>money</i> .”	These learners did not follow the teacher’s instructions.			
How many sounds can you hear? How many letters do you see?	She explained to them that if they skipped this important step, they would be cheating themselves.			
<i>n m ey o _</i>				
Worksheet 1 the learners sound out the word and copy it on the sound line. For example, easy = 4 letters but only 3 sounds				
the answer is <i>ea s y</i>				

With regards to developing the learners' phonics, the following was stated by P3:

P3: "I do not teach as indicated in the lesson plan. I do switch to concentrate more on spelling activities while doing shared reading when I realise that learners cannot read. I prepare a lesson plan to cater for all groups of learners and integrate my lessons to all other existing subjects".

The analysed data from all three teachers revealed that they all used different approaches to teaching phonics. During the stimulated recall interviews, it was discovered that the three teachers understand phonic instructions differently. In other words, classrooms practices in P1, P2 and P3 are constituted by the particular words used ('sayings'), the particular activities done ('doings'), and the particular relationships ('relatings') which exist in the interactions between the people, in this case, the learners and the teachers, and the resources used to enable teaching. Kemmis & Grootenboer (2008), posit that for the learners to participate fully in a lesson it requires coherence through the demonstration of comprehensibility about what message the teacher is trying to convey. The learners show their comprehensibility when they complied with the instructions that the teachers (P1, P2, & P3) gave. The instructions P1 and P2 gave, for example, P1, "open your mouth and say *a* as for '*apple*' not like *e* for '*egg*'", P2, asked all the learners to read the passage in unison, asked them to identify the three letter words that contained an /o/ sound, and all the learners were again asked to write those words in their exercise books as a test, while P3 asked the learners to give examples of /ee/ words.

The perspective of ToPA (Kemmis & Grootenboer, 2008; Kemmis et al. 2014), offers an analytic mechanism for understanding and articulating the particularity of 'everyday' social practices as they are constituted in particular sites, in particular projects like learning to read through phonics instruction lessons taught by all three teachers. The elements of practices that took place in the three teachers' classrooms were the instructions given and the activities learners were expected to do. It was observed that the instructions (sayings) and the activities (doings) were too many and most learners could not finish within the planned time. Kemmis & Grootenboer (2008), argued that the ToPA is the preconditions (i.e., the cultural-discursive, material-economic and social-political arrangements of practice) that are seen in the three teachers' classrooms and how it enables and/or constrains the conduct of pedagogical practices of the teachers when the phonics lessons were taught.

According to Kemmis et al. (2014, p. 218), ToPA makes it possible to describe in fine-grained ways the arrangements that influence and shape practices that not only ‘hang together’ coherently and comprehensibility in the ‘sayings’, ‘doings’, and ‘relatings’ found there at the site, but that makes participating in the activities possible. Kemmis (2012), on the other hand, further states that the ‘sayings’, for example, memorizing the words and reminding the learners to remember the special // word ‘doings’ and ‘sayings’ (writing a test of those words and reading a text), and ‘relatings’ (the instruction given to the learners and the interaction between the learners when they were given the group activities) in the phonic instructions constrained their ability to learn the letter sounds appropriately. Data analysis shows that both P2 and P1 taught the learners’ letter–sound correspondence and they encouraged rote learning by constantly reminding learners to remember the special letter // /. Conversely, the instructions P3 gave resulted in learners not knowing how to spell words with the /ee/ sound but the intended focus was to sound words with the /ee/ sound as indicated in table 5.3 above.

P3 influenced what the learners did (‘relatings’) by teaching different letter sounds that were not planned as he pointed out that “*I do not teach as indicated in the lesson plan*”. As per Kemmis et al., (2017) viewpoint, he indicates that the theory of practice architecture of cultural-discursive and social-political arrangement shaped the practice of the (‘sayings’) used and the dominant characteristic (‘relating’) shown as it happened in this site. Most learners in the P3 class did not do the activities as instructed. As a researcher, I agree with Kemmis et al., (2017) who hold that ‘sayings’, ‘doings’, and ‘relatings’ of practice are shaped by our own lived experiences within society, as well as the beliefs or familiar patterns and shapes that characterize institute practice. Below highlight the presentation and analysis of vocabulary development in the three teachers’ classes.

5.3.2.3 Vocabulary Development

In P2’s class, I observed that she engaged learners in oral, choral and silent reading after listening to the story she had read. The activities observed in her class were validated by her words during the stimulated recall interview (see appendix 3), “*I read for them while they are listening to act as a role model before they read.*” The strategy seemed appropriate according to P2 as she confirmed during the interviews

that the learners could emulate good reading skills from the teacher. The following extract illustrates how she conducted her lesson:

After the learners had read the story in unison from the few copies made from the textbook, P2 placed them in groups of six. P2 gave each group 2 copies made from the textbook so that they could share as there were not enough copies for each learner to receive their own copy. *“Class listen while I read the story and then read after me when I will read for the second time!”* P2 commented during the interview that when the learners were given a chance to read in groups and individually in that particular reading lesson, it happened that these learners had to read in unison due to a lack of photocopy paper that the school experienced. P2 further revealed that *“I just managed to make two copies for each group to use”*. The practice tradition of material-economic that was practised as indicated in the above statement shows that the learners were constrained by the limited reading resources given to them. This contributed to the difficulty experienced by most of the learners to achieve the lesson objective. It was also observed that even if the teacher wanted these learners to read properly, she was unable to provide copies to each learner due to a lack of resources. Below is an extract from the story that P2 read to learners.

On Saturday, there was a football match in our school. The Zebras played against Rhinos. The people who came to watch the game were cheering and making a lot of noise. The referee was Mr Minu. The goalkeeper for Rhino team was hurt on the head and was taken to the hospital. He was replaced by a new goalkeeper. The Zebra team won the game with two goals.

Learners were given a chance to read the story individually to their peers with the help of the group leader. P2 chose one learner in each group to act as a group leader. At the end of this exercise, one learner from each group was asked to read aloud to the class while others were listening before silent reading commenced. During silent reading, I observed that each learner was given a copy by P2 to read from. The element of practice, as viewed by Kemmis (2009), in the sentiment that is indicated above, expresses that the ‘sayings’ and ‘relatings’ enabled and constrained the learners’ practice. It was observed that some learners who were given a chance to read to their peers struggled with the pronunciation of some words and the teacher did not assist. She left it to the group leader to assist the other learners who were struggling, but the assistance from the group leader did not happen.

I observed that the learners were struggling to pronounce some of the words, like *referee*, *cheering*, and *replaced*. It seemed that the teacher also needed to work on the learners' decoding skills. The learners who struggled to read the text skipped letters in between the above-indicated words when reading them. For example, in the word *referee*, some just read *refe-* but struggled with *ree*. The way the teacher (P2) taught had both cultural-discursive and social-political elements. The cultural-discursive elements relate to the way the teacher (P2) conceptualised teaching and learning as this affected the way she introduced the reading passage to the learners. P2 thought, as indicated during the interview with her, that she ensures that she reads to the learners. Then she asks the learners to read after her. Her belief limited the learners' ability to take ownership of their learning. It seems to me when she responded that she believed that the learners probably could not read without her help. The social-political element relates to the way she instructed the learners to read in unison, this practice constrained some learners because they depended on those learners who were allowed to read. She then asked one learner from each group to read to the whole class. It was seen that some learners were hesitant and shy (relatings). Conversely, when learners read in unison their 'relatings' to each other were melded as Kemmis et al. (2014), states because they were dependent on each other to accomplish the given task.

The teacher did not explain the difficult words before she began reading the story. The teacher (P2) did not realize the confusion she made of the /ee/ sounds in words such as *referee* and *cheering* because in the word *referee* the sound /ee/ differs from the sound /ee/ in the word *cheering*, and this confused most of the learners. During the stimulated recall interview, the teacher acknowledged the mistake made. She said: "*I notice that some learners were confused and struggled to pronounce the long vowel /ee/ in the above words*". She further said: "*I never taught long vowels in the previous lessons and this made learners not reading the words correctly*". Kemmis et al. (2014), argue that the theory of practice architecture pre-conditions the teaching practice by both enabling and constraining many features that permeate the classroom life. These features all help to constitute educational practice, but teachers are not always aware of them because teaching is a complicated activity which requires one to think, act and make judgments, often spontaneously, while the lesson is in progress. Sharing textbooks among learners is a constraining factor because it negatively affected the learners' reading opportunities. Textbooks relate to

the teachers' daily teaching, both in teaching content and how it is taught. Learners can perform better once they are referred constantly to what is written in the textbooks. Access to books by all learners helps them understand what is being taught in everyday lessons. In P2's class, it was observed that some learners did not get the chance to read and others did not follow exactly what was read due to the shortage of textbooks.

During the second week of observation, learners were engaged in the construction of meaning from the text. P2 first explained the meaning of words that were likely to be new to the learners such as *canoe* and *paddle*. She felt these words were difficult and might reduce the chances of the learners comprehending the text. The following extract was an example of what was observed in P2's classroom:

P2: Who can read one word on the chalkboard? e.g. Canoe.

P2: Excellent, that is correct. What is the meaning of the word canoe?

Solo: A boat.

P2: Good. What kind of a boat is a canoe? (No answer). It is a small boat that you row using a paddle. Who can come and point to a canoe from the picture chart?

Kado: (Points to the canoe).

P2: Good girl. The man is using a paddle to row the canoe. Class say paddle.

Based on my observation, the passage read contained words such as canoe and boat and it showed that these words were not familiar to most of the learners, because they contained long vowels such as /oe/, and /oa/. P2 revealed during her interview that short vowels are taught first to avoid confusion. Only then are long vowels introduced once learners are comfortable with the short vowels. There was also a possibility that most of the learners might not have seen a *boat* or a *canoe* in real life that was depicted in the pictures. During observation, the learners in P2's class were not shown pictures of a canoe or boat. It seemed that it was essential for the learners to be exposed to the meaning of new vocabulary to facilitate comprehension before the learners read the given text.

Learners in this Grade 2 class were also asked to read in pairs before reading in groups. This was done to help the learners to construct meaning from the text by asking them the following questions: *What is the meaning of the word canoe? and*

What kind of a boat is a canoe? It seems that this was a good strategy the teacher employed because the questions that she posed encouraged critical thinking from the learners' side.

When I analysed the responses from P2, she emphasised that the most valuable strategy used to enrich the learners' vocabulary was pre-teaching new words in a text before the reading experience. Contrary to P2, P1 and P3 taught vocabulary by explaining difficult words using concrete materials and pictures to enable the learners to understand the meaning of new words. I concur with the strategy P1 and P3 used, because Turner (1999), asserts that learners who use manipulative in reading lessons usually outperform those who do not. I believe that when a teacher uses concrete materials to explain new words, the lesson becomes interesting, fun and enjoyable and the learners are more able to concretise the new words. Moreover, it incorporates new knowledge into existing knowledge. The teacher's either alone or by engaging the learners' preview the reading materials to determine unfamiliar words. The selected words are defined and their meanings are discussed. P1 and P3 wrote the new words on the board so that every learner could see what the written word looked like. The element of practice that was demonstrated here aligns with doings as indicated in ToPA. P1 and P3's instructions assisted the learners to achieve what was expected of them. This process allowed the learners to develop an understanding of the word's connotations as Waring & Donkaewbua (2008) noted. The ensuing discussions around the words were important as this activity informed the teacher on how well the learners understood the words. After pre-teaching, learners could begin to read the text. This approach is supported by Walpole & McKenna (2012) (see chapter 2 of this study), who argued that vocabulary instruction, therefore, must also include implicit instruction methods, such as exposing the learners to some new words and providing them with increased reading opportunities. Techniques such as task restructuring and repeated exposure, including having the learner encounter new words in various contexts, appear to enhance vocabulary development as it was observed. P1 and P3 also confirmed the same during their interviews.

5.3.2.4 Fluency development in teaching reading

During the classroom observations in all three classrooms, two forms of how fluency was developed emerged namely: repeated reading and guided repeated oral reading skills.

Repeated reading involves asking the learners to read and reread a passage or story. The learners are required to reread a story a certain number of times or until a specified level of fluency is reached (NRP, 2000). This approach allows the learners to respond to what they have read rather than merely reading the story or passage time and again without a deeper understanding of the text.

According to NRP (2000), the repeated reading strategy facilitates concept development and strengthens comprehension. This activity happened in all three participants' classrooms. P1 and P2 were in agreement and they demonstrated the repeated reading strategy whereby they required learners to devote working more on the memory task of decoding unfamiliar words, contrary to P1 and P2, P3 said that *"I always begin with some form of introductory explanation of the passage to connect it to the readers' background knowledge and to highlight important vocabulary"*.

Comparisons among different methods of guiding repeated oral reading indicate that most methods were successful in producing improvement in fluency as alluded to by NRP, 2000. During the observation of P1 and P2, they asked some learners to read a few phrases and short sentences that were written on the board. I observed that there was a slight improvement in some learners' reading fluency that was produced by the usage of the repeated reading strategy in classes P1 and P2. This resulted in the learners being able to shift from word recognition to comprehension of the text as learners read the passage. While in P3's class, some learners focused their attention on what the text meant because they connected their ideas in the text to their background knowledge (Schallert & Martin 2003). It was observed that the learners in P3's class tried to explain some keywords in the text to the whole class when they were asked by the teacher. This means that the fluent readers recognized the words and comprehended them at the same time.

In summary, fluency can be conceptualized as both a predecessor to and an end result of comprehension (Schallert & Martin, 2003). Some aspects of fluency may depend on a thorough understanding of a text. However, some components of

fluency appear to be basics for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader changes. Doherty (2012), argues that fluency changes depending on what the reader is reading, his/her familiarity with the words, and the amount of their practice with reading text. Moreover, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Doherty (2012), signifies that fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience. To align the above findings to the theory of practice architecture, Kemmis et al. (2014; following Bourdieu, 1990), asserts that participants' dispositions and actions are shaped by cultural-discursive, social-relational and material-economic conditions expanding on the conceptual content used. The element of practice in the above finding indicates that sayings, doings and relatings that are found in or brought to the site for the practice were enabled by the theory of practice architecture that is composed of the three dimensions. These dimensions are the semantic dimension in which it is possible to say things and be understood; the dimension of physical space-time in which it is possible to carry out relevant activities; and the social-political dimension in which it is possible to relate appropriately to others in the practice (Schatzki, 2002).

5.3.2.5 Comprehension strategies used in teaching reading

Whilst phonics supports learners in decoding text, without comprehension, they are unable to engage meaningfully with reading. If the learners lack both decoding and comprehension skills, which are believed to be equally important to the process of successful reading skills at that stage, then it could be difficult for them to cope with reading in upper grades. P2 and P3 view comprehension as essential in reading and those teachers can foster their learners' comprehension by engaging them in different activities. Their views are emphasized in the following extracts:

P2: "I think the methods that I use are effective because most of the learners are showing signs of improvement in reading and understanding what they have read about".

P3: "To be sure check if learners really understand the passage read, I ask them questions and if they give correct answers, then I will know that they have comprehended".

Data analysis shows that both teachers believed that once the passage is read by the learners, the next activity is to ask questions to find out whether they understand or not. During the stimulated recall interviews, I enquired why the questioning approach was the only method used in finding out whether learners understood what was read. Both P2 and P3 responded that asking questions is the only way they could use to check the learners' understanding because the questioning technique helps the reader to clarify and comprehend what he/she has read. Contrary to what both teachers believe in, my argument is that there are several ways the learners could respond to the passage read. Role-play or retelling the story; are methods by which many learners could showcase their understanding better. According to Kemmis (2014), the cultural-discursive and the material-economic arrangements such as asking the learners questions to show if they understand the passage read, constrained the practice of learners because some learners were unable to answer questions correctly as was observed in P2 and P3's classrooms. This in itself demonstrated the communication breakdown from the teachers' side ('sayings') that played a role in facilitating learner understanding. As such, it constrains the activities that the learners were engaged in ('doings'). P1 on the other hand believes that vocabulary is important in comprehension and that it is the basic aspect of learning how to read in the Junior Primary phase. This is because learners require a sufficient oral vocabulary base for them to comprehend what they are reading. If vocabulary is difficult for the reader, then they will fail to comprehend the text they are reading, therefore, providing explicit vocabulary explanations before reading is essential to enable comprehension. The following extracts illustrate P1's point: P1: *"I select vocabulary words from the text that I feel will be difficult and explain the meaning of the words and ask them to create their own sentences before reading. I stress the importance of knowing punctuations because they are very important to interpret the message well"*. Data analysis shows that all three teachers commented that together with phonics, comprehension is central to learners' reading development in the Junior Primary grades and later in the higher grades. Schallert & Martin (2003), as stated in chapter 2 of this study, assert that the more background knowledge a reader has that connects with the text being read, the more likely the reader will be

able to make sense of what is being read. In my view, I agree with P1 and the scholars, Schallert & Martin (2003), with the notion of ensuring that the learners acquire more vocabulary for them to understand whatever they are reading. In light of the theory of practice architecture, the practice traditions that emerged from the findings would understand practice simply as the actions or activities undertaken for a specific purpose. From an educational perspective, this view of practice sees the practitioner, in this case, the teacher, as a technician who undertakes specific activities to 'produce' certain learning outcomes (Kemmis et al., 2014). Kemmis et al. (2014), argue that this technical viewpoint is limited in that it is "as if it were the teacher alone who produces the outcome ... and overlooks the agency of the learner" (2014, p. 25). All three teachers confirmed during interviews how their teaching practice ('doings') constrains the practices of learners during the comprehension lessons. The next section presents the challenges the participating teachers experienced when teaching reading.

5.4 CHALLENGES EXPERIENCED BY TEACHERS IN TEACHING READING.

5.4.1 Language barriers and the resources used during a reading lesson

Table 4.2 in chapter 4, indicates the diversity of languages that were amongst the three participant teachers. It is viewed that all three teachers did not capitalize on the learners' home language as a good foundation for teaching them English. All three teachers experienced difficulties in transferring content knowledge in English reading lessons, which they use as the main LoLT at the school. For example, during the interview, the teachers mentioned their lack of proficiency in other languages as expressed in the following excerpts:

P1: *"Yo, I can't understand these children. I speak Runyemba. I sometimes struggle to explain some concepts in English. I always try my level best where possible to use pictures so that they can get the meaning of what is taught."*

P3: *"My mother tongue is Rukwangali and do not manage the English language well. I just have a problem with the learners that speak other languages such as Runyemba and Afrikaans because I am not able to speak their languages. It is easy with the Rukwangali learners because I could ask one of them who understand my language and explain in a simple term so that everybody can understand."*

The result shows that the teachers, P1 and P3, have similar challenges when it comes to the language of learning and teaching (LoLT) whereby they struggle to pass on the correct information to the learners due to either a lack of proficiency in the learners' home language or the LoLT. P1 and P3 purport that *they sometimes fail to understand some of the learners properly since those learners speak Afrikaans*.

The analysed data collected from the two teachers', P1 and P3, during interviews indicate that they are not English speakers. This implies that the learners are possibly left at a disadvantage due to the teacher's lack of proficiency in the LoLT. If these teachers are confronted with difficult words then it is more likely to be difficult for them to explain the meaning in English for the learners to understand the text. I noticed during observation that where translation happened as in the class of P3, it placed learners at both an advantage as well as a disadvantage. When the teacher used the language the learners understood, it placed them at an advantage because the learners understood what is expected of them. The translation method on the other hand places the learners at a disadvantage because they become overly dependent and will never make an effort to learn the LoLT. Despite the advantages of translation as a means of communication using the language learners understand (Cook, 2010); it is considered a poor learning strategy when it comes to the language of learning and teaching (LoLT) approach. Cook (2010), as already alluded to in chapter 2, argues that the best way for the learner to gain mastery in the target language is to think and act in that language and this could increase proficiency in the target language.

In this context, the theory of practice architecture (Kemmis, 2017), such as cultural-discursive that preconditions the thinking and 'sayings' that justify practices, material-economics that preconditions and give content to the 'doings' and social-political arrangements that preconditions and give content to the 'relatings' constrained the element of practices for the participating teachers and learners during the reading lessons. These arrangements often unfold following general rules about how things should be done by both the teachers as well as the learners. These rules are outlined in the curriculum the teachers use to execute their work. Therefore, the cultural-discursive, material-economic and social-political arrangements that prefigure and shape the distinctive sayings, doings and relatings (Kemmis et al., 2014), negatively affect the practices of teachers as it influences the substance of the talk – 'sayings' exchange as they engage their learners in day-to-day lessons.

The three teachers critiqued the nature of their classroom practices that occurred concerning their work. They shared their disappointments and asserted that some learners fail to participate fully as expected because of their lack of proficiency in the LoLT.

English is used as a LoLT at the school. Therefore, teachers and learners are expected to communicate in English most of the time as the principal informed me during the interview with her. The principal indicated that the more the learners practice English the more proficient they will become. Both learners and teachers are not English speakers as indicated in chapter 4 of the study. All the teachers resort to translating some words, especially those that are unfamiliar to the learners during teaching. This practice is also known as code-switching. Code-switching is an activity that aims to facilitate the communication process by interpreting the information received in one language (L1) into another language (L2), and vice versa. The basic function of code-switching is to transmit the appropriate meaning of a word or a sentence linguistically, semantically and pragmatically. If this complex process is carried out on a professional level, then, it could be possible to say that translation has reached its ultimate goal (Malahat, 2010).

5.4.2. Lack of resources

Teachers complained about the lack of resources. During observations, there were some books written in Rukwangali, however, there were no books to support Runyemba. The few Rukwangali books were not enough for all the learners. During the interviews, P1 and P3 revealed that there were also not enough English books for all the learners in the class. As a result, learners have to share textbooks. This prevented the learners from taking them home to practise reading. Parents could not assist their children either with reading as many families do not have books at home. Both P1 and P3 were concerned about the lack of textbooks. However, neither of them had a suggestion as to how to overcome the problem. This situation negatively impacts the learners' reading skills as they had limited reading opportunities and are limited to read text within the classroom only. Below is an example of some of the books the school bought. The learners used these books during the second week of reading.

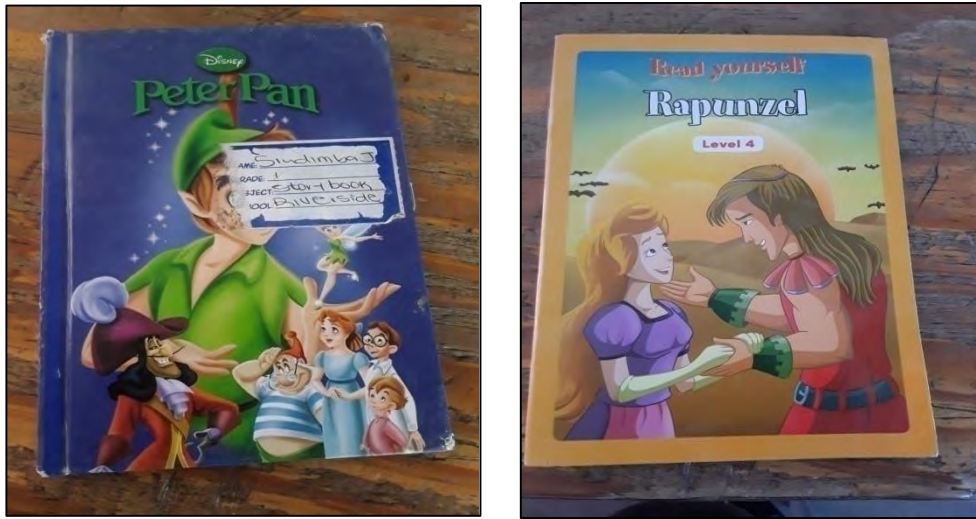


Figure 5.2. Textbooks that are used by learners in the school during the reading period.

All three teachers were concerned and revealed during interviews that Grade 1 to 3 learners had no access to libraries because they are considered too young to join the school library. As a result, the teachers had to make use of copies made from textbooks to ensure that each learner was issued with a reading text. Most activities were only done in the classroom and the teacher marked these written activities in the classroom for immediate feedback purposes. It was observed that when the teachers were busy marking, learners did not do anything. During the interviews, all three teachers indicated that they do not have any extra activities that are prepared for the learners to do while they are marking activities in the classroom. This means that the learners were given minimal reading activities thus preventing them from acquiring the much-needed reading skills. The lack of appropriate reading materials in the classroom constrains many learners' reading opportunities that could encourage their independent reading during their spare time. It also meant that those learners were limited to books that they could take home so that the parents could also assist them with reading. During interviews, the teachers had this to say about the lack of resources and its impact on the teaching-learning process:

P2: *“Ooh no, it is too much of a hassle. The learners don’t have internet at home. The parents don’t help them, because they too do not have books at home. This means that I must provide them with information.”*

P1: *“Uhm, my learners do not get activities that they supposed to do at home due to lack of reading resources we have at the school and we don’t allow them to take the few reading books home. They don’t go to the library.”*

P3: “The thing is that the school depends entirely on parents’ contribution for us to purchase textbooks. The Ministry of Education do not support us in any way, the school is just on its own”.

The above excerpts indicate that the lack of resources had a negative impact on both the teachers and the learners. Teachers had to improvise by providing learners with some reading text. This did not encourage the learners to read extensively and independently during their spare time or even when they go home as revealed by the teachers during their interviews. The learners only read what was given to them by the teachers in the class. The fact that the learners were not able to take books home to read did not promote progress in acquiring reading skills. The extracts above have two dimensions namely: lack of resources and funds. In light of the practice traditions of ToPA as noticed in the above findings the cultural-discursive, material-economic and social-political arrangements enabled and constrained the practice of teaching and the practice of learning to read. Both teachers and learners at this school experienced this as it was observed and revealed during interviews. At the same time, the cultural-discursive arrangements both assemble and are influenced by the material-economic arrangements whereby learners are confined to sharing textbooks and copies made by teachers. The learners at this school depend solely on what the teachers have to provide them in terms of reading resources during the reading period.

Firstly, in *physical space-time*, I observed different activities that took place in P1, P2 and P3’s classrooms. These activities influenced the different ways of doing or accomplishing the reading lessons. All three teachers purposely influenced how the learners can take turns (‘relatings’) reading the story in the textbooks or worksheets. It was observed that the learners were sharing as entities which co-inhabit the space of the classroom as they work and interconnect with one another. Specific physical set-ups like having the learners working in pairs, small groups, or in a whole class group arrangement, resources and materials (‘doings’) like printed worksheets were required and used in small groups. This happened so that the learners could support each other as they were allowed to interact with each other whilst working on their worksheets.

Secondly, in their *social space*, the learners in all three classrooms experienced different kinds of social arrangements such as participation rights and routines that

shaped their roles and relationships between them. For example, when P2 asked Kado “can you give the book to Sesi to read the next line”, she was signalling that all learners are required to read a line until everyone gets a turn and that is how the relationship worked. In other words, P2 manoeuvred her learners into practices associated with participation and positioning (Kemmis et al. 2014).

As the school relies only on the financial contributions the parents make, buying sufficient reading resources is compromised. This reduces the intended outcome of reading which is to enable the learners to become competent readers. The findings revealed that the school operates on its own without any assistance coming from the Ministry of Education. This posed a challenge for both the participating teachers and the learners of not achieving the intended result as the three teachers pointed out during their respective interviews. In light of the above findings, the element practices of ‘relatings’ are shaped by distinctive social-political arrangements. This architecture does not predetermine the practice, but they enable or constrain it (Kemmis et al., 2014). Kemmis et al., further notes that when sayings, doings and relatings support the practice, change is possible. These factors are caused by the hierarchical structures that exist in the Namibian education system.

The following section highlights the presentation and analysis of classroom factors impacting teaching reading.

5.5. CLASSROOM FACTORS IMPACTING TEACHING READING

5.5.1. Methods used in the teaching of reading

Learning to read is one of the most important things a learner will do before the age of 10. That is because everything from vocabulary growth to performance across all major subjects at school is linked to reading ability. To achieve this, teachers need to use different teaching methods that will enable the learners to read fluently. The section below highlights the different methods used in teaching reading lessons.

5.5.1.1. Guided reading

All three teachers were in agreement that they made use of guided reading, grouping learners in small groups of six or eight. The learners were grouped in more or less the same reading ability groups. Each learner had a copy of the same reading text. Learners targeted various reading skills. They focused on phonics, knowledge of sentence structure and comprehension in these particular lessons. The teachers

helped the learners to sound out unfamiliar words and assisted them to use the context of the story and sentence to guess the meaning of the words. They questioned the learners to establish whether they understood what they had read. During the interview, when asked what method the teachers used in teaching reading, P2 said the following:

P2: "Guided reading approach is the one I always use in my classroom because when learners are properly guided then there will be no problem for them to read. I guide them always like asking them to identify the letters they know from the reading text, drill with them how to sound those letters properly and let them write spelling for the same letters."

Fountas & Pinnell (2010), as already alluded to in chapter 2, assert that guided reading is a small-group instruction designed to assist learners with different reading abilities. It supports the learners in developing reading fluency. During observations, guided lesson activities aimed at teaching reading comprehension through various techniques were observed. The three teachers focused on reading components such as comprehension, fluency, vocabulary, word solving and other skills. The teachers did this task by selecting texts that are appropriate to the learners' reading abilities. Thus, the methods the teachers used enabled them to develop the learners reading and language skills simultaneously. These teachers had a system in place for teaching reading. It was observed that they taught reading, writing and speaking simultaneously so that the learners could learn using the association between the different ways of acquiring a language. In summary, the practice traditions that are visible in the above findings according to Kemmis & Grootenboer (2008) and Kemmis et al. (2014), all demonstrate that as the teachers plan what action they will take, they consider the situation in terms of the practice architectures according to their situation. The cultural-discursive, material-economic and social-political arrangements that hold existing practices in place. These teachers include the way objects are named and discussed (among other cultural-discursive arrangements), the use and availability of resources, time and space (among other material-economic arrangements), and the points of tension and agreement governing people's working lives (among other social-political arrangements). These arrangements (cultural-discursive, material-economic and social-political) hold the practices in place and provide the resources (the language, the material resources, and the social resources) that make the practice possible. For example, the teachers

discussing (sayings) their teaching practice use a specialised vocabulary for talking about it, they use the resources of the specialised cultural-discursive arrangements of 'inquiry, learning and teaching'. They also do (doings) particular kinds of things in class. The teachers helped the learners to sound out the unfamiliar words and assisted them to use the context of the story and sentence to guess the meaning of the words. They questioned the learners to establish whether they understood what they had read, doings made possible by the particular material-economic arrangements (material resources) of the classroom arrangements of things and places in space and time. The learners involved in the practice relate to one another (relatings) in particular ways made possible by the social-political arrangements found in or brought to the site.

5.5.1.2. Teacher-learner interaction

It was also observed that all three teachers practised a teacher-centred approach. Cristillo (2010), indicates that a teacher-centred pedagogy is associated with the top-down approach (as already outlined in chapter 2) that reinforces passive learning, and rote memorization and impedes the development of higher-level cognitive skills. Based on my observation and the responses I received during the interviews, both P1 and P3 did not encourage learner interaction. During the interview, both P1 and P3 confirmed my assumption by saying; *'we use teacher-centred method because we sometime have to take full control of the lesson so that learners can be supported properly.'* From the extract above, it is evident that changing the practices, the understanding of practices, and the conditions under which the practices are carried out requires changing the 'sayings', 'doings', and 'relatings' that comprise the teachers' practices. Schatzki (2002), suggests that if we hope for change to be sustained, we will need our 'sayings' 'doings', and 'relatings' to form coherent patterns that 'hang together'. Brophy (2006), as mentioned in chapter 2 of the study, supports Schatzki (2002), indicating that the "primary emphasis for classroom management in a behavioural model is the use of techniques that bring learners' behaviour under stimulus control when education is teacher-centred" (p. 149). I believe that teachers act in such a way because they assume that the classroom remains orderly and learners are quiet while the teacher retains full control, thus denying them to actively participate in their learning. If the process of teaching and learning is teacher-dominated, instruction becomes boring for learners and they may miss important facts (Brophy, 2006). The teaching approach of the teachers

dominates the teaching and learning process. It is often inherited from the way they were taught in the past and it takes time to change their beliefs. Due to this belief, the chances of the learners losing sight of their goals become more apparent as compared to when they are given opportunities to construct their knowledge (Brophy, 2006).

5.5.1.3 Learning environment

When teachers were asked the question on *what are the constraining factors when teaching a reading lesson in your class?* They offered the following responses:

P1: *“Lack of resources especially readers for the learners and as a private school even though we use the Namibian curriculum, we are not funded in any way and the school mostly download resources from internet”.*

P2: *“Grade level materials are always downloaded, and I make sure that copies are made from it and give every learner or pairs of learners to read from it”.*

Apart from the few textbooks the school has, the classrooms are furnished with incidental reading materials placed in various subject corners. Incidental reading is reading undertaken throughout the teacher’s day-to-day routine (Horst, 2005). As you enter the classroom, you can see beautiful, visible flash cards displayed in every subject corner in all three participating teachers’ classrooms. Below are some displays noted during a classroom observation.



P1’s classroom displays





P3's and P2's classroom displays

Figure 5.3. The displays in the three classrooms

The walls were beautifully decorated with number charts, alphabet charts, charts about the days of the week, months of the year and phonic charts to support incidental reading. The learners in P2's class recited and sang the days of the week song e.g. (days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday).

Apart from the above, the school has enough chairs and desks for each learner. It was observed that in all three classrooms, the environment was conducive to learning. During the interviews, all three teachers confirmed that displays communicate powerful messages about what is valued. Displays help the learners build a culture of learning within and beyond the classroom. P1 and P2 indicated that the displays help the learners to give purpose and value to their classroom activities. P3 on the other hand said that displays help the learners become focused even when a teacher is not present in the class. In light of practice traditions of the theory of practice architecture, the displays that were observed in the three teachers' classes preconditioned the elements of practice for both the teachers and the learners. It was observed that the learners could relate their day-to-day learning to what was displayed around the classes. The atmosphere amongst learners seemed good and they were happy.

5.6. CONCLUSION

In conclusion, this chapter presented and analysed the data collected from observations and interviews. From the data collected and analysed, themes and subthemes were identified relating to the research questions. The research questions that informed the study are, firstly: What pedagogical practices do teachers use to mediate the reading lessons? This was answered in this chapter. To unpack it further, various perceptions regarding pedagogical practices used in teaching reading were presented from the viewpoints of the teachers. Secondly, what factors enable and constrain the mediation of reading lessons? To answer these research questions, they were unpacked through the presentations and analysis of factors that enabled the teachers' pedagogical practices and strategies used in teaching reading, the challenges experienced by the teachers, the classroom factors impacting teaching reading, teacher-learner interaction and the learning environment and how it affected the teaching practices that were discussed.

Lastly, the data analysis indicates that the Grades 1-3 teachers in this study are not yet confident about the approaches used on how reading is supposed to be taught. It was an outcry from all three teachers that the Ministry of Education, Arts and Culture should start realising that learners who are schooling at private schools should not be entirely left in the hands of the teachers and parents if quality education is to be realized. Adams (1993), argues that quality education can only be realized once the

Ministry of Education takes into account the global and international influences that propel the discussions of educational quality for all learners. He further states that school life and educational policy go into the teachers' perception of their employment. The condition of infrastructure, availability of textbooks and other learning materials all influence the teacher's experience as an educator (Adams, 1993). The next chapter discusses the presented and analysed data further.

CHAPTER 6: DISCUSSION, RECOMMENDATIONS AND CONCLUSION

6.1. INTRODUCTION

The previous chapter dealt with presentation and analysis of data. The purpose of this chapter is to provide a discussion on how the findings of the study can contribute to a conceptual understanding of the pedagogical practices that teachers used when teaching reading. This is also about research findings in the literature as well as those presented in chapter 5. The discussion reflects a combination of data from the interpretation of classroom observation results, semi-structured interviews and stimulated recall interviews (See chapter 5). The data helped to illuminate the features of the teachers' pedagogical practices used in teaching reading lessons. A key message that emerged from the findings is that teachers who teach at private schools should be included in the continuous teacher development workshops that the various education districts offer. This will enable these teachers to remain abreast of current reading pedagogies, especially as the Sunnyside Academy Primary School where the study took place also follows the prescribed Namibian curriculum.

A detailed discussion of this chapter will continue to answer the research questions and address the range of themes that emerged from the findings of the study (see Chapter 5), which are as follows:

1. Factors that enabled and constrained the teachers' pedagogical practices and the strategies used in teaching reading.
2. Factors affecting the effective use of teaching methods during reading instruction.

6.2. FACTORS THAT ENABLED AND CONSTRAINED THE TEACHERS' PEDAGOGICAL PRACTICE WHEN TEACHING READING COMPONENTS.

6.2.1. PHONEMIC AWARENESS

All three teachers highlighted that teaching reading at the Junior Primary level was a challenge because they were not guided by their supervisor when they started teaching those grades. This made it difficult for them to know whether the approaches used to develop the learners' phonemic awareness skills, such as the letter-sound relationship and alphabet letters, were what the supervisor expected of them. The three Junior Primary teachers commented that they were not receiving assistance from their supervisor. The lack of support may have emanated from the

fact that the school head was not well versed with the Junior Primary curriculum as they admitted in the interviews. The findings of the study confirm the recommendation made by the National Reading Panel (Spear-Swerling & Brucker, 2003, 2004), who argued that when teachers at the foundation level are not assisted on how reading should be taught at an early stage than they would not be critical research-based educators. Darling-Hammond (2006), explains the term 'critical research-based educator' as an approach that allows the teachers to be researchers that discover new knowledge and collaborators who can learn from one another as an essential part of encountering the ever-increasing demands or a deepened knowledge base for teaching diverse classrooms. I argue that if teachers are to successfully teach phonemic awareness to children who are learning to read, they must have a solid understanding of these foundational reading components.

Aligning to the theory of practice architectures that conform to this study, Kemmis (2005), argues that since practices are constituted by these extra-individual features as well as through the action of individual practitioners, changing practices is an extra-individual process. Kemmis (2005) explains the term extra-individual features as characteristics that an individual has when he or she makes a decision of what to do and how it can be done without consulting anyone. Changing practices requires changing not only the actions of individuals but also making changes in the social, discursive and historical dimensions in which practices are constituted and reconstituted as they evolve (Kemmis, 2005). The section below discusses how phonics instruction took place.

6.2.2. PHONICS INSTRUCTION

The study showed that all three teachers used different approaches to teaching phonics. From the findings in chapter 5, the three teachers understand phonic instructions their way. P1 repeatedly reminded learners to remember a letter they had learnt previously. P2 used a memorizing strategy for the learners not to forget what was learnt in the reading lesson the previous day, while P3 shifted from teaching what was planned to what he thought was necessary for him to teach but not what is set in the curriculum. The findings show how teachers lack the understanding of how reading should be taught. Findings from the study indicate that teachers have the notion that they are the ones who have all the answers to what the learners need to learn. The elements of 'sayings' (memorising words and reminding

learners to remember the special word /i/, 'doings' (writing a test of those words and reading a text), and 'relatings' (the instruction given to learners) during the phonics instruction lessons constrained the learners' ability to learn letter sounds correctly as per observation. For example; P1 and P2 taught the learners letter-sound correspondence, and they encouraged a rote learning approach whereby they kept on reminding learners to remember the special letter /i / while P3 confused learners by asking learners to spell words with /ee/ sounds, instead of sounding words with the /ee/ sound as indicated on the worksheet (see table 5.3 in chapter 5). P3 also used his authority as a teacher ('relatings') to teach different letter sounds that were not planned as he pointed out during his interview that "*I do not teach as indicated in the lesson plan*".

From the statement made by P3, he chose not to follow the lesson plan because he believed that the learners should first know the spelling of the words rather than the sounds of the letters. P3's opinion indicates how the theory of practice architecture of cultural-discursive and social-political arrangements pre-condition the practice ('sayings') and the teacher's influence on what learners are expected to learn ('relating') that happened at this site. As a researcher, I agree with Kemmis (2007), who holds that 'sayings', 'doings', and 'relatings' of practice are shaped by our own lived experiences within society, as well as the beliefs or familiar patterns that shape and characterize practice. This was evident in P3's approach to teaching phonics as he followed his own belief rather than what is considered pedagogically correct (Darling-Hammond 2006). The section below discusses the development of vocabulary instruction.

6.2.3. VOCABULARY DEVELOPMENT

As it is indicated in Chapter 5, P2 developed the learners' vocabulary knowledge by reading the passage to them and then asking them to repeat it after her. P2 also gave copies of the text to the learners who were divided into two's to first read in pairs, then in unison. When these learners read the passage given to them, I saw that a word such as *canoe* that was taught consists of two syllables *ca-noe* and it consists of four sounds c – a – n – oe. During the time of observation, the study shows that most of the learners in P2's class struggled to pronounce the word 'canoe' properly since the sound oe at the end of the word is a long vowel sound. It is the voiceless velar stops that were not taught earlier as P2 revealed during the

stimulated recall interviews. Voiceless velar stops, according to Pape (2014), are words such as canoe that are pronounced in the back of the mouth and made by placing the back of the tongue up against the velar palate to stop the air from flowing while your vocal cords are not vibrating. This is tricky and it requires constant practice (Schatzki, 2002). The result revealed that the teacher did not put much emphasis on teaching the long vowels to enable the learners to read all the words in the passage with ease. It appeared that learners in P2's class consequently progressed to the next lesson with content gaps. Schatzki (2002), affirms that 'sayings', 'doings', and 'relatings' "are positioned as central to understanding the nature and sociality of practices" (p, 70). Schatzki (2002), further argues that the teacher may not be aware of the 'sayings' and 'doings' (although it might imply) how the 'sayings' and 'doings' make evident or possible particular relationships between people in the practice and between people and the world around them. For P2 and her learners, as they participate in the reading passage lesson (evident in both the transcript and seating arrangement), they relate to one another and their immediate world shows the relationship that enabled their practices. At the same time, P2 revealed during the interview that the lack of consistent practice of long vowel sounds constrained their reading as the learners struggled to pronounce the word 'canoe' correctly. Below is the discussion of fluency development in teaching reading.

6.2.4. FLUENCY DEVELOPMENT IN TEACHING READING

The study indicated that all three teachers understood that the learners must first know the decoding strategy required to develop phonics skills that would enable them to read fluently. In other words, fluency is reading with ease, speed and accuracy and keeping the balance of the natural rhythm of the spoken language (Konza, 2011). All three teachers highlighted that it is through fluency that learners move from 'learning to read into reading to learn'. This means that through fluency learners could first be taught the ability to read and then be exposed to reading with the purpose to comprehend. It was obvious during the classroom observation in all three Junior Primary classes that most of the learners were confidently reading short sentences that were written on the board. Konza (2011), supports the view of Hudson, Lane & Pullen (2005), that in reading comprehension, fluency is an important component of reading comprehension. Below is the discussion of how comprehension was developed in the three Junior Primary classes.

6.2.5. COMPREHENSION DEVELOPMENT

The three teachers' responses to the interview questions showed a clear indication that they were familiar with certain strategies on how reading comprehension should be taught. During the interviews, P2 and P3 revealed that they usually use questioning techniques to check for the learners' prior knowledge about the text that was read. While P1 indicated that she always teaches and explains the difficult words that the text contains before asking learners questions so that she can ascertain whether the learners know what the text is about. I interpret this to mean that if the comprehension development strategies were taught effectively, the learners' results were likely to be better. As a researcher, I am cognizant of other potential factors that impede comprehension development, for example when the teachers read the story and asked the learners to read afterwards. The teachers assume, as revealed during interviews, that the learners understood what was read. The teachers' assumptions could have influenced the learners' performance on the reading comprehension tasks undertaken during the classroom observations. Knowledge gaps in the learners could be seen in the particular reading comprehension texts.

The analysed data revealed that the three teachers did not use all the comprehension strategies to activate the learners' prior knowledge. Both P2 and P3 focussed on the 'question and answer' strategy and mostly used questions which were straightforward and required one- or two-word answers. Learners were not given time to elaborate on their answers so that they could demonstrate their reasoning and comprehension of the reading texts. Dewitz (2009), states that learners can perform better in reading comprehension tests if they are taught ways that can help them to apply the strategies to help them in other situations. Another finding by Hall (2014), states that the teachers do not necessarily teach the learners how to apply reading comprehension strategies. They are taught when reading different texts to rather engage in guided practice to use a particular strategy during a particular lesson to complete a task. In such cases then, learners do not necessarily use a particular strategy to improve comprehension but rather to complete a task the teacher has assigned to them.

Harvey & Goudvis (2007), took an interest in investigating the strategies that proficient readers employ to understand what they read. After a thorough

investigation, these authors found strategies which they believed would aid learners in their reading and compiled a list of strategies believed to be used by proficient readers to make meaning from texts. An example of the strategies is listed below:

- Making connections between what they know and the new information they find in the text they read,
- Asking themselves questions and asking questions about the author and the text,
- Making inferences during and after reading,
- Determining important ideas and themes in texts.

Harvey & Goudvis (2007), further expressed that teachers might not be familiar with more comprehension development strategies or might lack the confidence to teach them. They further suggested that teachers must be informed about the variety and importance of reading comprehension strategies. Teachers are expected to read extensively and monitor their thinking processes to teach comprehension effectively Harvey & Goudvis (2007). The section below discusses the challenges that teachers experienced in teaching reading through the LoLT and the recourses used.

6.3. TEACHING CHALLENGES

6.3.1. THE LANGUAGE OF LEARNING AND TEACHING (LoLT)

The language of learning and teaching played a significant role in this study. The results showed that all three teachers are not First language English speakers, and neither were the learners that they taught. The Ministry of Basic Education, Sport and Culture (MBESC, 2005) emphasises that the medium of instruction in Grades 13 should be the mother tongue language or the predominant local language for the learners to acquire the basic skills of reading, writing and concept formation. This is likely to create a strong foundation for further language acquisition. However, the same policy allows schools to teach learners in English as a language of learning and teaching (LoLT). As already alluded to in chapter 1, in the school where the study took place English is used as the language of learning and teaching because most learners who attend classes at the school come from multi-cultural diverse backgrounds. This special case is supported by the objective of the National Curriculum for Basic Education (NCBE, 2016). It states that when learners enter a school where the language of learning and teaching is an additional language for the learner, teachers and the school should make provision for special assistance and supplementary learning for the additional language. This only happens if the majority

of those learners do not speak the language of learning and teaching. In this particular case, Rukwangali is used as a medium of instruction from Grade 1-3 by the majority of schools in the Kavango West region. The study result indicates that all three teachers and learners are not well versed in English. This made it difficult for these teachers to teach certain words, that they found difficult when vocabulary and comprehension tasks were taught. The lack of language proficiency for both teachers and learners constrained their practice as supported by Kemmis and Grootenboer (2008); Kemmis et al. (2014). These authors note that the tradition of practice through the specialised language used in this practice, for example, the passage read that is outlined in the curriculum, impedes the understanding of both the teachers and learners. The theory of practice architectures offers an analytic mechanism for understanding and articulating the particularity of 'everyday' social practices as they are constituted in particular sites in particular projects such as learning to read as observed in the three classrooms.

The particular words used by all three teachers when teaching the five components of reading both constitute the practices in classrooms such as the particular activities done, and the particular relationships which exist in the interactions between the people and teaching materials involved. For engaged participation to occur amongst the people involved within the respective site, teaching needs to be logical and direct as learners may lose understanding if teaching remains at an abstract level.

6.3.2. CONSTRAINTS TO TEACHING METHODS DURING READING INSTRUCTION

When teachers were asked about what hindered the effective use of the reading methods in their classrooms, the following factors emerged: the teachers' ability levels, the learners' involvement and the resources used during reading lessons.

There were doubts amongst the three teachers on the effectiveness of the teaching methods they used to develop the learners' reading skills. Based on the responses from the three teachers, it was suggested that to improve the effectiveness of their methods, they should use a variety of methods. The finding in my study is consistent with findings from the research the Australian government conducted which found that, "all learners learn best when teachers adopt an integrated approach to learning to read that explicitly teaches phonemic awareness, phonics, fluency, vocabulary

knowledge and comprehension” Department of Education, Science and Training (DEST,2005,p.11).

6.3.2.1. THE TEACHERS’ ABILITY LEVELS

The data revealed that some of the reasons that caused the teachers to struggle to effectively use the methods to teach reading in their classrooms were the lack of knowledge and the lack of confidence in themselves. The finding revealed that two of the teachers, P1 and P3, from the study, were unsure about the methods they used. As such, they preferred to come up with some alternative ways to teach reading. This is how one of the respondents illustrated his view:

‘There are a lot of things which can hinder a skill, when you go to a certain class you find some teachers are behind the skill of words; then they have to go over and over again [some material] before kids adopts or understand what is going on’.

Klopper & Nel (2010), supports this view. Their study indicates that learners in Southern Africa have problems reading due to a lack of teacher expertise in teaching reading and the teachers being inadequately trained. Two of the teachers also revealed that they taught reading through the use of the drilling method. Whereas one teacher revealed that she did not know how to deal with or assist learners who struggled with reading so she mostly just ignored them as she states in the interview *that “I use teacher-centred method because I sometime have to take full control of the lesson so that learners can be supported properly.”*

6.3.2.2. THE LEARNERS’ INVOLVEMENT

The finding indicated that all three teachers felt that most of their learners were shy and did not participate as expected in the classroom. This made reading instruction more difficult for them as they needed their learners to be actively involved for them to succeed and progress in their reading ability. All three teachers thought that the learners were not actively involved because they lacked interest in some of the reading activities given to them. After all, some words in the text were difficult to pronounce. The top-down theory, as indicated in Chapter 2 of this study, emphasises that effective reading instruction starts with the learners’ prior knowledge. One implication of this is that the learners will find it difficult to learn reading if they are not actively involved in the process.

In this study, the results also revealed that the learners' confused letter sounds in English with letter sounds in their first language. The concept of first language and mother tongue are used interchangeably. Since some letter sounds in English do not always represent the actual letters for example the /c/ sound, learners found it difficult to grasp the correspondence between letters and sounds in the language when they read a word such as /cat/ the /c/ sound becomes /k/, but in the word /cell phone/ the /c/ sound becomes an /s/ sound. While the /c/ sound in the first language is a *click* sound like in the word *cumáte* with a click [l] sound, though it begins with a /t/ sound in the neighbouring language like in the European loanword *tomate* (tomato), etc. All these words are names of places and people that are found in the Rukwangali language. This letter sound confuses most learners once they see words in a passage that is written with it. This confusion hindered their reading ability and their participation in English reading instruction. Generally, this is not a problem in African languages used in the Kavango West region, because there is a one-on-one correspondence between the letters and sounds. One of the teachers identified another problem that adversely affected a learner's involvement in learning how to read in English as a second language. P1 indicated that because of mother tongue interference, several learners had problems with pronouncing English words. This constraint inhibited fluent reading and proper reading development.

6.3.2.3. RESOURCES USED TO TEACH READING

For reading instruction to be effective various resources are needed. It starts with the simplest resource, which is entry-level reading materials in the target language. The result from all three teachers indicated that their school lacked these resources. The resources they were using were mostly printed from the internet, thus, reading resources are limited in supply. One teacher reported that even though their school had a library, learners were not allowed to take out books. During her interview, the teacher said that grades 1-3 learners are still young and may not be given books to take home because they would not take good care of the books. The fact that the learners may not take books from the library is in contrast to Siyave (2011), who states that children need to be given books to practice reading to develop as readers. According to the Ministry of Education (2005), books help learners to develop language structure, syntax, and style as well as deepen the use and understanding of punctuation and the expansion and development of their

vocabulary. As such, the learners were only allowed to develop reading skills from books within the confines of the classroom.

Results of the study highlighted that the parents were the main source of financial resources through tuition fees. The fact that the parents are the main source of funding for purchasing textbooks, readers and other related resources that the school requires is a limiting factor. This finding revealed that the funds were insufficient to buy these resources for every learner in the school. This was a challenge the school faced, therefore, it could not meet the one textbook to one learner ratio that was proposed by the Ministry of Education, Arts and Culture in Namibia. The findings revealed again that the lack of resources compromised the ability to develop the reading components for the Junior Primary learners to become proficient readers.

Both Schatzki (2012) & Gherardi (2009), reveal in their study that practices occur with human and nonhuman (e.g. tools, technologies, objects) actors in space and time. These materials arrangements and non-human actors constitute the practices. For example, in a classroom, practices are constituted by the material arrangements of the desks, whiteboards, books, etc. Relying on the printed worksheets from the internet, reading these stories as indicated by all three teachers both enabled and constrained the actual learning outcomes of most learners at this school. The findings revealed that the stories the learners read could not arouse their pre-knowledge because the content of the stories did not relate to something that the learners already know. The lack of relevant local materials hindered the reading development of many learners. The decisions that were made between the school and the parents to buy resources instead of being provided by the Ministry of Education Arts and Culture do not benefit these learners because insufficient funding is one of the constraining factors that were found in this study. In terms of equal provision of resources, despite the lack of funds the Ministry of Education faces in the country, it would be important to support some private primary schools in the region with resources such as textbooks. In the Namibian context, one of the requirements for private schools to qualify for a subsidy was that 10 percent of its enrolment should be disadvantaged children. Therefore, the school where the study took place did not meet this requirement. The section below discusses the limitations of the study.

6.4. LIMITATIONS OF THE STUDY

The study was limited to one school in an urban area in Nkurenkuru town in the Kavango West region. It is a newly established town, which has only two registered private primary schools. Out of the two schools, I selected the one where the study was conducted. The school is regarded by the community as a top performer in the region. Many parents of the children who attend this school testify that their children read short sentences and phrases when given a book in comparison to the learners' who attend the public schools that are in the same vicinity. With this notion that the school is performing well in the region, I chose this school so that I could learn more about the reading practices the teachers employ. The school offers only one kindergarten, one pre-primary class and one class per grade in Grades 1- 3. Therefore, it was not possible to compare the teachers' practices teaching the same grade. The research was confined to Junior Primary Phase teachers only. Therefore, the size of the study may be considered a limitation. Ideally, this population should be more diverse in gender, geographical region, and background. While the findings of this study indicate that the methods or approaches to teaching reading to Junior Primary Grades 1-3 learners have their strengths and weaknesses, insufficient data was collected to make a generalisable conclusion about the usefulness of the methods used to teach reading to beginners. It is believed that some information could be obtained from more than one school so that the data could be compared. In light of the above findings, I would like to make the following recommendations as discussed in the next section.

6.5. RECOMMENDATIONS

The Namibian curriculum emphasises reading from books. However, as noted in my observations, this did not seem to take place in practice at the research site as a consequence of there being insufficient reading books and reading resources in general. The study recommends that the Ministry of Education should provide textbooks to all schools sufficient for all learners. The National Policy Guide for Junior Primary Subjects Grades 1-3 NIED, Ministry of Education (2014) introduced the reading period. The emphasis of the reading period is to offer learners an opportunity to develop and practice valuable reading skills in an informal setting without structured input from the teacher.

Based on this study, I recommend a compulsory reading program at Higher Education Institutions responsible for teacher education. This will empower the teachers so that they may enter a Junior Primary classroom with more confidence to teach the various reading components to promote reading skills among the learners in their care. This should include the different pedagogical approaches and methods to be used to teach reading. Without adequate teacher education in the teaching of reading, and without a clear and convincing rationale for why teachers should employ various teaching methods, teachers could be confused and might even resist the change. It is urgently needed for the teachers at this private school to be allowed and encouraged to attend the workshops that the region offers.

This study recommends more collaboration between Private and Public schools when planning and conducting in-service training and courses. Private schools should not be excluded and should conduct their affairs without any intervention and supervision coming from the Directorates. All teachers need to keep abreast of new developments in the field of language and literacy development to effectively challenge and critique new approaches. This study recommends that teacher development, especially in-service courses, will need to be planned to take into account the needs of both the learners and the teachers. All teachers need to be exposed to a variety of alternative approaches to teaching reading and then allowed to make appropriate decisions to meet the needs of the learners whom they teach. Given that the three participating teachers expressed a need to learn more about how to intervene when learners experienced difficulties in reading, I would recommend that teachers learn more about how learners acquire language and literacy skills that are relevant to their contexts. To improve the situation, the study recommends the drawing up of methods or approaches to teaching reading skills in all languages, which will advantage the teaching of reading methods. The approaches and methods should not only be conveyed to teachers in written form but opportunities should be created where the teachers can gain practical experience to develop the skill of teaching reading. Thereafter, teachers need to demonstrate their ability to apply this skill. The shortage of reading materials and texts was obvious. There is a need to develop locally based materials as recommended by the Read Educational Trust, (2005). For example, the stories that the teachers and parents tell the learners could be written and recorded on CDs (or electronic storage devices) and be made available in print for learners to read and to be read to.

Approaches and methods that have been overlooked should be complemented with those identified in this study. Good teaching is always needed, but a good method in the hands of a good teacher is ideal (Teale, 2000). Furthermore, I recommend that the schools should buy sufficient and relevant resources so that each child could have access to books to improve their reading skills. Resources should be evaluated to ensure that they are relevant to the context of the learners. The school should have a functioning library. The teachers should monitor the books and the learners should have access to the books, regardless of their age. Learners should be encouraged to read for pleasure, to develop their love for reading books and increase their vocabulary which, in turn, will promote comprehension.

6.6. CONCLUSIONS

This chapter has discussed the results presented in Chapter 5 that answered the main research questions of the study namely:

What pedagogical practices do Junior Primary teachers use to mediate reading?

What factors enable or constrain the mediation of reading lessons?

The main purpose was to understand the current status quo in the practices employed by the three Junior Primary teachers at Sunnyside Academy Private School. The data highlights the factors that enabled or constrained the effective teaching of reading skills. The results showed that the teachers' lack of subject content knowledge as well as the resources that could add value constrained the quality of teaching reading skills.

The teachers' responses to the interview questions that form part of the main research questions showed a clear indication that they were familiar with the five components of reading. The extent to which the teachers indicated that they knew and used the strategies could not be seen in the way that the learners performed the activities given to them during the classroom observations. This means that if the strategies employed during reading lessons were effective, it is unlikely that the learners would experience problems with the activities they were given. If there were no constraints experienced, then probably the learners' results would have been better. One of the concerns that emerged strongly from the teachers was that the learners are confined to the materials printed from the internet due to the lack of

reading books. This means that these learners rarely learn or read stories that are familiar to them. In this vein, their prior knowledge of whatever they learn daily in reading lessons was jeopardized as they were unable to integrate new knowledge with known knowledge.

Teachers must receive thorough training to teach reading effectively and sufficient reading resources should be provided to meet the needs of all learners, thus, enhancing reading skills within the Namibian context.

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Appendix 1: Permission letter to the Director of Education

Shimafo Hildegard
P. O. Box 1244
Rundu
Namibia

To: The Ministry of Education Arts and Culture

Attention: The Director of Education Kavango West Region: Mrs Teopolina Hamutumua

CC: The Chief Education Officer: **Mr Edward Likuwa**

Private Bag 6193
Nkurenkuru
Namibia

RE: APPROVAL REQUEST TO CONDUCT RESEARCH AT A PRIVATE PRIMARY SCHOOL IN KANDJIMI CIRCUIT.

Dear Madam

My name is Shimafo Hildegard. I am a Senior Education Officer at the regional education office in Nkurenkuru. I am a registered Masters in Education (Primary Education) student at Rhodes University in Grahamstown, South Africa. Given the challenges that we face with regards to the development of Junior Primary learners' reading, I am interested in learning from fellow teachers who are deemed to be successful in the teaching of reading. I thus wish to explore the pedagogical practices of these teachers so as to inform my work as a Senior Education Officer.

The primary aim of this qualitative case study will be to explore the pedagogical practices Junior Primary teachers use to mediate reading at Sunnyside Academy Primary School. My research asks two questions:

- *What pedagogical practices do Junior Primary teachers use to mediate reading?*
- *What factors enable or constrain the mediation of reading lessons?*

To answer these questions and achieve the aims of the research, I wish to collect data from selected *Junior Primary teachers* through observations and interviews.

Therefore, I am seeking permission from your office to allow me and three Grades 1 – 3 teachers' at Sunnyside Academy Primary school those who are to participate in this research. Each teacher will be asked to provide written consent before any data collection commences. They will also be informed that their participation is voluntary and that they may withdraw from the study at any time. I will also seek approval from the parents of the children in the classes where my research will take place. Lessons will be video recorded, but these will only be viewed by me, and in some instances, my supervisors. Extra caution will be taken during and after the video recordings to protect learners' identities. No learner will be referred to by name. The school and teachers will all be given pseudonyms to protect their identities.

If you would like more information with regards to the ethical issues related to the research please contact the ethics coordinator, Mr Siyanda Manqele (s.manjele@ru.ac.za). Should you deem my behaviour to be unethical in any way, please do not hesitate to contact Mr Siyanda Manqele or my supervisors, Dr Lise Westaway (l.westaway@ru.ac.za) and Ms Bev Moore (b.moore@ru.ac.za).

On completion of the research, I will share my findings with the participating teachers, in various national for a (staff meetings, teacher workshops etc.) and possibly through conference papers and articles.

Approval from your esteemed office is highly appreciated. Please do not hesitate to contact me on the provided details for further questions and information on my research.

Yours in education

Ms. Shimafo Hildegard

Mobile: 0811452812

E-mail shimafohildegard@gmail.com

Appendix 2: Permission letter to the Principal

Shimafo Hildegard

P. O. Box 1244

Rundu

Namibia

To: Sunnyside Academy Primary School

Attention: The Principal

Private Bag 6162

Nkurenkuru

Namibia

RE: APPROVAL REQUEST TO CONDUCT RESEARCH AT A PRIMARY SCHOOL IN KANDJIMI CIRCUIT.

Dear Madam

My name is Shimafo Hildegard. I am a Senior Education Officer at the regional education office in Nkurenkuru. I am a registered Masters in Education (Primary Education) student at Rhodes University in Grahamstown, South Africa. Given the challenges that we face with regard to the development of Junior Primary learners' reading, I am interested in learning from fellow teachers who are deemed to be effective in teaching reading. The teachers at your school are regarded in the region as successful teachers of reading. I thus wish to explore the pedagogical practices of these teachers so as to inform my work as a Senior Education Officer.

The primary aim of this qualitative case study will be to explore the pedagogical practices that the Junior Primary teachers in your school use to mediate reading. My research asks two questions:

- *What pedagogical practices do Junior Primary teachers use to mediate reading?*
- *What factors enable or constrain the mediation of reading lessons?*

To achieve this purpose and the aims of the research, I wish to collect data from selected Junior Primary teachers through observations and interviews and video recordings. My intention is to spend time twice a week for a period of one month in each of the teachers' classrooms to observe how they teach reading. Two of the lessons will be video-recorded. We will watch one of the videos together to discuss your pedagogical practices in teaching reading.

Therefore, I am seeking permission from you to allow me access to the three Grades 1 – 3 teachers' at your school those who are to participate in this research. Each teacher will be asked to provide written consent before any data collection commences. They will also be informed that their participation is voluntary and that they may withdraw from the study at any time. I will also seek approval from the parents of the children in the classes where my research will take place. Lessons will be video recorded, but these will only be viewed by me, and in some instances, my supervisors. Extra caution will be taken during and after the video recordings to protect learners' identities. No learner will be referred to by name. The school and teachers will all be given pseudonyms to protect their identities.

If you would like more information with regards to the ethical issues related to the research please contact the ethics coordinator, Mr Siyanda Manqele (s.mangele@ru.ac.za). Should you deem my behaviour to be unethical in any way, please do not hesitate to contact Mr Siyanda Manqele or my supervisors, Dr Lise Westaway (l.westaway@ru.ac.za) and Ms Bev Moore (b.moore@ru.ac.za).

On completion of the research, I will share my findings with you and the participating teachers, in various national for a (staff meetings, teacher workshops etc.) and possibly through conference papers and articles.

Your approval to conduct this research in your school will be highly appreciated. Please do not hesitate to contact me on the provided details for further questions and information on my research.

Yours in education

Ms. Shimafo Hildegard

Mobile: 0811452812

E-mail shimafohildegard@gmail.com

Appendix 3: Permission letter to the Junior Primary Teachers (Grades 1-3)

Shimafo Hildegard
P. O. Box 1244
Rundu
Namibia

To: Sunnyside Academy Primary School
Attention: Junior Primary teachers (Grades 1-3)
Private Bag 6162
Nkurenkuru

RE: APPROVAL REQUEST TO CONDUCT RESEARCH AT A PRIMARY SCHOOL IN KANDJIMI CIRCUIT.

Dear Sir/Madam

My name is Shimafo Hildegard. I am a Senior Education Officer at the regional education office in Nkurenkuru. I am a registered Masters in Education (Primary Education) student at Rhodes University in Grahamstown, South Africa. Given the challenges that we face with regards to the development of Junior Primary learners' reading, I am interested in learning from fellow teachers who are deemed to be effective teachers of reading. I thus wish to explore the pedagogical practices of these teachers so as to inform my work as a Senior Education Officer.

The primary aim of this qualitative case study will be to explore the pedagogical practices that you, and your colleagues in the Junior Primary phase, use to mediate reading. My research asks two questions:

- *What pedagogical practices do Junior Primary teachers use to mediate reading?*
- *What factors enable or constrain the mediation of reading lessons?*

To achieve this purpose and the aims of the research, I wish to collect data during the reading lessons in your class through observations and interviews and video recordings. My intention is to spend two days a week for a period of one month in your class observing you teaching reading. Two of the lessons will be videorecorded. We will watch one of the videos together to discuss your pedagogical practices in teaching reading. Therefore, I am seeking permission from you to allow me to spend time in your class observing your reading lessons.

Your participation in this research is voluntary and you may withdraw from the research at any time. The school and you will be given pseudonyms so that you are not identifiable in the research.

I will also seek approval from the parents of the learners in your class. Given that two of the lessons will be video recorded, I will ensure that the learners' identities are protected. The videos will only be viewed by me, and in some instances, my supervisors. No learner will be referred to by name.

If you would like more information with regards to the ethical issues related to the research please contact the ethics coordinator, Mr Siyanda Manqele (s.manqele@ru.ac.za). Should you deem my behaviour to be unethical in any way, please do not hesitate to contact Mr Siyanda Manqele or my supervisors, Dr Lise Westaway (l.westaway@ru.ac.za) and Ms Bev Moore (b.moore@ru.ac.za).

On completion of the research, I will share my findings with you, in various national for a (staff meetings, teacher workshops etc.) and possibly through conference papers and articles.

Your approval to conduct this research in your school will be highly appreciated. Please do not hesitate to contact me on the provided details for further questions and information on my research.

Yours in education

Ms. Shimafo Hildegard

Mobile: 0811452812

E-mail shimafohildegard@gmail.com

Appendix 4: Consent letter to the Parents

P. O. Box 1244
Rundu
Namibia

Dear Parents

My name is Shimafo Hildegard. I am a Senior Education Officer at the regional education office in Nkurenkuru. I am a registered Masters in Education (Primary Education) student at Rhodes University in Grahamstown, South Africa. Given the challenges that we face with regards to the development of Junior Primary learners' reading, I am conducting a case study on how successful Junior Primary teachers teach learners to read.

I will observe your child's teachers teaching reading for a week. This will take place during normal school hours in their English periods. The focus of my study is not your child's learning; rather I am interested in how your child's teacher teaches reading. Your child's anonymity will be a matter of priority in this study.

If you consent to me conducting my research in your child's classroom, please sign and return the form below. If you feel that you need more information with regards to ethical issues please contact the ethics coordinator at Rhodes University, Mr Siyanda Manqele (s.manqele@ru.ac.za).

Do not hesitate to contact me for any queries and information on the research.

Yours in education

Ms. Shimafo Hildegard cell no: 0811452812

Appendix 5:

Confirmation Letter to the parents

Please circle **Yes** or **No**

Yes, my child has permission to participate in the research project.

No, my child has no permission to participate in the research project.

Learner's name _____ Parent's signature _____ Date: _____

Appendix 6: Observation Schedule

School: _____ Scheduled length of period: _____
 Teachers: _____ Topic: _____
 Number of learners: _____ Grade: _____
 Objectives covered: _____
 Time teacher spent on reading components: _____ min ----- Time
 learners spent on reading task: _____ min -----
 Start time of observation: _____ End time of observation: _____

Instructions: The observation schedule below is a checklist with defined characteristics that I am going to look for. In my research, I'm going to try and find out what the Junior Primary teachers' practices entail not check whether they are fulfilling certain requirements.

Features	Notes
What is the nature of the learning environment? <ul style="list-style-type: none"> ○ print on walls ○ book corners ○ availability and accessibility of texts 	
Availability and use of learning and teaching support materials in the reading lesson	
The teacher engages the learners in the development of phonemic awareness, phonics, vocabulary and fluency through a variety of authentic literacy opportunities, models and demonstrations.	
Organization of the resources during the reading lesson	
Organization of the learners during the reading lesson The nature of the reading activities (group-guided, shared, paired and individual)	
Characteristics of reading developed in the reading lesson (phonemic awareness, phonics, vocabulary, fluency, comprehension) how are	

these characteristics developed?	
<p>Interactions:</p> <ul style="list-style-type: none">○ between teacher and learners○ between learners ○ questions asked ○ feedback○ code-switching <p>Other activities related to reading:</p> <ul style="list-style-type: none">○ Assigning reading homework○ Written tasks etc.	

Appendix 7: Semi-Structured interview questions on reading

- How many years have you been teaching?
- How many years have you taught in the Junior Primary phase?
- How many years have you taught in grades 1 or 2 or 3 (depending on which teacher is being interviewed)?
- What is your highest professional qualification?
- What are your first memories of learning to read (prior to school and/or in school)?
- How did you learn to teach reading when you were at college / university?
- Describe a typical reading lesson in your class.
 - Probe questions:
 - How do you organize the learners?
 - How do you organize the resources?
 - What kind of books do you give the learners to read? ▪ What strategies do you use?
 - What strategies do you use to develop the learners' phonic skills, vocabulary, fluency and comprehension?
- What factors constrain you when teaching a reading lesson in your class?

Appendix 8: Stimulated recall interview questions

These questions will emerge out of the lesson observation. After the lesson, I will watch the video recordings and develop a set of questions to ask for clarification or elaboration. These could be:

- Explain to me what you're doing there? □ Why did you choose that strategy?
- Why did the learner respond in that way?
- Why did you choose to use that resource?
- How do you support learners with reading difficulties?

Appendix 9: Transcription of stimulated and semi-structured interviews:

1. How many years have you been teaching?

P1: I have been teaching for 3 years as a literacy promoter. At this school I am only here for the past 7 months teaching grade 1.

P3: I was a temporary life skill teacher from grade 4-7 at Sitopogo Cs for 3 years. The contract got finished than I applied here at this school in 2018. I was appointed to teach grade 3 up until now. This is my second year teaching the same grade.

Ms P2: I have been teaching Grade 2 for the past 5 years at this school.

2. How many years have you taught in Junior Primary Phase?

P1: Just 7 month

P3: 2 years only

P2: I taught 5 years in Junior Primary Phase.

3. How many years have you taught in grade 1, 2, or 3?

P1: I just taught grade 1 for seven months since I am employed.

P3: Teaching only two years in grade 3.

P2: I have teaching grade 2 only for five years.

4. What is your highest professional qualification?

P1: Grade 12 and Certificate in Early Childhood Development (ECD) in family literacy training at Kamutjonga Inland Fisheries for one 1 month.

P3: Grade 12 and Diploma in Junior Primary Education (DJPE) at Linefas College.

P2: Grade 12 and Diploma in Junior Primary Education (DJPE) at Linefas College of Adragogy.

Theme: Experience

5. What are your first memories of learning to read (prior to school and/or in school)?

P1: As far as I can remember when I was in grade 4, the teacher use to write a words on the chalkboard and then he will ask you to read or repeat after him and from there he will than give exercise books to learners to copy those words in the books. Sometimes he writes the words for few minutes on the board and then he cleans the board and asks you to write spelling test.

5.1 Follow up question: Did this approach help you know how to read?

P1: Not at all.

P3: I remember our grade 2 teacher use to give us alphabets and vowels and was only taught in Rukwangali. I cannot really remember our teacher teaching us alphabets or vowels in English; it was a difficult situation for me.

5.2 Follow up question: How did you learn to read in English?

P3: I found a Caprivian teacher in grade 4 teaching us English as a subject as well as social studies and this is the time I started learning some words in English but it was difficult for me. Some learners use to laugh at me when it was my turn to read, I was having a bad feeling and I wanted to leave school but the teacher use to encourage me to keep on pushing.

P2: The teacher use to start with the song, drill alphabets and she would ask learners to drill after her.

5.3 Follow up question: Did this approach help you know how to read?

P2: Those years the teacher use to teach reading once a week compare to nowadays teaching approach were learners read on a daily basis. The approach actually did not help at all.

6 How did you learn to teach reading when you were at college/university?

P1: Unfortunately I did not qualify to further my studies at any college because my grade 12 result did not qualify me.

P3: The tutor that we had used to concentrate more on alphabet names rather than sounds. This actually destroyed my pronunciation up until now. He always uses to give us activities to exercise on our own.

P2: During the time I was in college the tutor use to ask us to construct two letter words using single letters.

Theme: Prior Knowledge

7 Describe a typical reading lesson in your class?

P1: When it is a reading period learners are expected to know the names of the alphabets, upon knowing all letters is when learners are given an opportunity to drill sounds of this letters.

P3: First off all as teacher I use to find suitable method such as teaching learners all alphabets, vowels and then later teach the sounds of all alphabets but with the help of pictures. I also teach all four skills because learners need to listen attentive first before they can be asked to speak or imitate what was heard, then drill letters with them, and then ask all of them to write spelling of the letters learned. Once one of these skills is omitted, the learners will find it difficult to know how to read any word.

P2: Guided reading approach is the one I always use in my classroom because when learners are properly guided then there will be no problem for them to read. I guide them always like asking them to identify the letters they know from the reading

text, drill with them how to sound those letters properly and let them write spelling for the same letters.

Theme: Teaching methodologies

Probe questions:

7.1 How do you organize the learners?

P1: Learners are always organised in pairs when given reading activities. The clever learners are grouped behind the other learners most of the time while the slower learners are placed in front of the class so that they can concentrate.

P3: I always give individual learners activity to enable me identify those learners who find it difficult to master it so that they are assisted properly. Once they all get it right I then organise them in pairs or small groups so that they can learn from one another.

P2: I use to put them in groups of four in that group two learners are the once that are good and two are those who are slow. I always do this because I know that learners really learn fast from one another than from an adult. I see that learners are in their comfort zone when they are helped by their peers. They feel encouraged and those that find it difficult at first they always imitate what other learners are doing.

Theme: Classroom Organization

7.2 How do you organize the resources?

P1: Most of the time resources are downloaded. Sometimes our principal buys few grade level books that go hand in hand with syllabus from the bookshops and give it to us to use.

P3: Some books are downloaded and I always make copies for learner and this is only used during reading period.

P2: Grade level materials are always downloaded, I make sure that copies are enough for learners to use in groups or pairs.

7.3 What type of books do you give the learners to read?

P1: I give passage copied from the non-fiction story book because the school do not have enough books and learners are just given this to read during reading lesson. When learners are given those passages, they are always requested to identify difficult words in the text, ask them to predict what the story is all about by looking at the pictures. Difficult words are explained to learners, read sentence by sentence while asking learners to explain what they understand. Later on I read the story and explain. Sometimes learners' are asked to role play the story.

P3: Some are fiction and non-fiction story books but grade level books.

P2: We have few phonics and grammar books at school that we use. We also encourage parents to buy short/ grade level 2 story books from the nearby bookshops for their children and they are requested to bring those books to school

so that learners make use of it during reading period. As a teacher I use to show parents the type of books to buy such as the books that are written with big font, short sentences, clear and colourful pictures.

Theme: Lack of Resources

7.4 What strategies do you use to develop the learners' following skills?

7.4.1 Phonemic awareness:

P1: I always develop learners phonemic awareness by teaching them the lettersound relationship for example; when introducing the D, learners can brainstorm a list of word that begin with /d/, such as dog, dot, doll, desk duck, dig, dull etc.,

I sometimes model singing an alphabet song with learners while tracking each letter and its sound with an alphabet on paper that show pictures of the object named in the song. I sometimes send learners home with the same letter sound learned in the class to drill.

P3: As learners begin to learn sight words while they master specific phonemes, pairing Letter Buddies Starters with the letter books is a natural and effective way to build phonemic awareness. These books include repetitive and simple sentences structure with many sight words especially in grade 3. Acquisition of vocabulary words beginning with that letter, and recognition of sight words.

P2: I always use alphabet manipulative to develop learners' phonemic awareness skill because this is an easy way to engage young learners with hands on activities. You can have learners match upper-and lowercase letters to build letter identification, practice spelling words, or create a new word by changing the initial letter to improve blending skill.

7.4.2 Phonics

P1: I always ask learners to sing the alphabet song, sing it as a rap, skip every other letter, and start the song beginning with the letter of learners' name, play with letters. Sometimes when learners are given a word **cat** or **banana** the first thing is for the learners to remember the syllabification of the above words for example-**at**, **ba-nana**.

P3: I always start the easiest words and go through with them. First of all they have formulated one letter word, two letter words and three letter words.

P2: I normal guide by the phonics books that I have. I also let learner drill letter sound. I always encourage learner to use their prior knowledge.

7.4.3 Vocabulary

P1: I always help learners to pronounce the word correctly, explain the word in the language they understand and also in English. I also give learners opportunity of making or writing a short sentence using the vocabulary word. I always give this activity to individual learners to contrast sentence to test their knowledge and understanding.

P3: We have got chapters or stories that learners read for understanding, if they come across the new word that they don't understand I always ask them to list those words on a paper as they are reading. When all learners complete their reading text, I then ask the group leaders to come forth and write all words on board, before I go through explaining the meaning of each word, I do sometimes ask other learners in the class if they can identify words that they are familiar with and explain it to the class and then go through all words explaining one by one sometimes pictures to simplify it. In our class most learners speak different languages and when explaining those words we only use English to avoid discrimination.

P2: What I normal do when learners are given a story or a passage to read, I will ask them to explain the meaning of the difficult word identified and then later I have to explain word by word using pictures sometimes so that all learners can read for enjoyment. I give word parts; guide them to look back and forth in a more explicit way.

7.4.4 Fluency

P1: Giving them snacks is what I do to encourage every learner to read fast. The more I do it the more the learners try to read fast always.

P3: I always make sure that learners read with speed and making sure that words are pronounced correctly using punctuation marks. Learners achieve this because they always compete and here I always tell them those who will finish reading the passage of four short sentences within 1 minute that is the group to win a packet of sweets.

P2: It is always a challenge especially with the slow learners but I always encourage them to read fluently by giving them snacks when they read fast and accurately. I use memory skills whereby I always ask learners to close their eyes during spelling time and this the time I test learners how they can set letters together to form or build words.

7.4.5 Comprehension

P1: I always give them the story books to read, after reading I ask individual learner to tell me of what she/he understood or the difficult word they don't understand and explain it. I sometimes give them question to answer in their exercise books.

P3: When I give them the story to read, I ask them questions to tell me what the story is all about, ask them to identify characters and the main character. I always ask them to tell me about the lesson learnt from the story; I sometimes ask them whether it's a fiction or non-fiction story.

P2: When I teach a story, we read together at the end I ask questions based on what was read. Even if I give them questions or activities learners will able to answer those questions without any challenge. Sometimes learners are given opportunity to act the story in small groups according to what was read and this is the activity most of the learners like most. This is how their speaking skill is been improved.

Theme: Strategies that promote the teaching of reading

8. What factors constrain you when teaching reading lessons in your class?

P1: Lack of resources especially readers for the learners and as a private school even though we use the Namibian curriculum, we are not trained in any way for us to gain new insight for the current practices all teachers are using in the country. I also face challenges transferring content to learners in English and most learners do not get the information well.

P3: We are not taking part in any professional development training that takes place in the region for us to acquaint ourselves with the approaches used in the current situation. Resources are also a challenge, as said earlier that we depend only on parents support and materials we always download from internet. Another major challenge is the language of teaching and learning.

P2: The first challenge is lack of adequate reading material, because the school is just dependent on the financial support from the parents and it's not enough to cater for all the resources teachers need to implement the curriculum fully. Secondly, language barrier. The school uses English as a LoLT while most learners and I speak different languages. The proficiency because a challenge

Appendix 10: Ethical Clearance

Dr Lise Westaway
Faculty of Education
Rhodes University
Dear Dr Westaway,

20 March 2020

RE: Research Ethics Approval Ms Hildegard Shimafo (17S8153)

I hereby grant provisional ethical approval for the study proposed by Ms Hildegard Shimafo, M.Ed. candidate in the Department of Education (Full thesis), provisionally titled "Pedagogical practices used to teach reading".

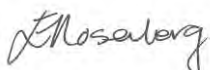
I would like to reiterate the reviewers' comments that anonymity may not be possible, and request the candidate to consider that anonymity may not be desirable, for example: the teachers may want to be recognized for their contribution to the study; and it may be counterproductive to ask the teachers to *not* call their students by name during recorded lessons.

Approval will only be finalised once the Education Ethics Chair (E.Rosenberg@ru.ac.za) and Education Ethics Manager(chakonagamu@gmail.com) receive and acknowledge the valid, signed permission letter from:

- The Namibian Ministry of Education Arts and Culture (Director of Education).

Approval has been granted for 1 year. An annual progress report will be required in order to renew approval. An email reminder will be sent in this regard. Please notify the Education Ethics Chair should any substantive change that deviates from this application, be made during the research process. Please also submit a brief report upon the completion of the research. The purpose of this report is to indicate whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose of which the Education Ethics Committee should be aware. If a thesis or dissertation arising from this research is submitted to the library's electronic theses and dissertations (ETD) repository, please notify the Chair of the date of submission and/or any reference or cataloging number.

The Provisional Ethics Clearance Number for this study is 2020-03/3. Yours faithfully,



Prof Eureka Rosenberg
Education Ethics Chair

Copied to:
Dr Gamuchirai Chakona

