



**Exploring Pedagogies that teachers draw on to teach reading in Grade 10
English First Additional Language Inclusive Classes**

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By

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DECLARATION

I the undersigned, hereby declare that the work contained in this dissertation is my original work and that I have not previously submitted it at any university for a degree. Wherever I have used the work of other scholars, I have acknowledged them in accordance with Rhodes University reference guidelines.

Signature:

Sheillah Ndlovu

February 2024

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ABSTRACT

This qualitative, interpretive study explored the pedagogies teachers drew on to teach reading in Grade 10 English First Additional Language inclusive classes. Over the years, children with learning difficulties have been excluded from formal learning and placed in special schools. However, the transformation through inclusive education allows learners with learning difficulties to be enrolled in mainstream schools. Unfortunately, mainstream teachers were not trained to address learning difficulties. It is for this reason that this study explored the pedagogies that teachers drew on to teach reading through an exploratory case study of five teachers and grade 10 learners, noting responses of learners with learning difficulties at one school in John Taolo Gaetsewe (JTG) district in Northern Cape.

This study was guided by Sen's capability approach. Semi-structured interviews, focus group interviews, and non-participant observations were used to collect data on the pedagogies teachers draw on to teach reading in inclusive classes and learners' views on how they want to be taught reading. The collected data was analysed through a thematic data analysis approach with the hope that the findings will help to develop and enrich teachers in teaching reading in inclusive classes to engage all learners.

Findings revealed that the participating teachers drew from various pedagogies such as Reading to Learn, Establishing, Maintaining, and Consolidating, and Question-Answer-Relationship. The similarities among these pedagogies are their repetitive nature and that they provide maximum opportunities for learners with various needs, abilities, and challenges to succeed. The teachers' self-developed strategies were influenced by the need to promote Ubuntu and collaborative learning. Knowing learners and their weaknesses was key to developing strategies. Teachers can draw from various pedagogies to teach reading in an inclusive class. This study recommends using multimodal texts, compulsory inclusive education during initial teacher education, and combined use of pedagogies.

Keywords: inclusive education, learning difficulties, pedagogies, capability approach, reading

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LIST OF ACRONYMS/ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
ANA	Annual National Assessment
ASD	Autism Spectrum Disorder
ATP	Annual Teaching Plans
CAPS	Curriculum Assessment Policy Statements
CRPD	Convention of the Rights of Persons with Disabilities
DBE	Department of Education
EMC	Establish, Maintain and Consolidate
FAL	First Additional Language
FET	Further Education and Training
HOD	Heads of Departments
JTG	John Taolo Gaetsewe
NSC	National Senior Certificate
PGCE	Postgraduate Certificate in Education
PIRLS	Progress in the International Reading Literacy Study
QAR	Question-Answer- Relationship
RESEP	Research on Socio-Economic Policy
RtL	Reading to Learn
SBST	School Based Support Team
SGB	School Governing Body
SIAS	Screening, Identifying, Assessment, and Support
SMT	School Management Team
UDL	Universal Design of Learning
UNESCO	United Nations Educational Scientific and Cultural Organisation
ZPD	Zone of Proximal Development

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter provides an overview of the study, which aimed to explore the pedagogies that teachers draw on to teach reading in grade 10 first additional inclusive classes. This chapter outlines the background and problem of the study, research aims and objectives, the motivation and significance of the study and an overview of the following chapters of the thesis.

1.2 Background and Statement of the Problem

The United Nations Children's Fund (UNICEF, 2017) defines inclusive education as a system that includes all learners and supports them in learning regardless of their physical, mental, social or cultural differences, impairments or barriers. Denum and Olivia (2009) define learning difficulties as challenges resulting from learning, social and medical impairments. These conditions affect the daily functioning of an individual and last a lifetime. Such conditions include verbal autism, attention deficit hyperactivity disorder (ADHD), bipolar and dyslexia, to mention a few. In the John Taolo Gaetsewe District (JTG), most learners with learning difficulties also have social and economic problems, such as poverty and child-headed families. This is also indicated in the studies by Mawela (2018) and Deghaye (2021) who concur that there is a problem with reading in the Northern Cape due to poor socio-economic conditions. In the JTG district, most learners with medical challenges also have social challenges resulting in learning difficulties. This study explored the pedagogies that teachers draw on to teach reading in inclusive classes comprising learners who cannot be accepted in special schools due to mild learning difficulties and have been put together with learners who do not have any learning difficulties.

The White Paper 6 Policy (DoE, 2001) promised compulsory inclusive education by 2021. However, it is still a struggle to implement in most schools for many reasons, such as the stigmatisation of learners with learning difficulties and traditional teacher training in universities that does not include inclusive education. The policy makes it compulsory for learners with learning difficulties to be enrolled in mainstream schools to promote diversity

and integration. The White Paper 6 Policy (DoE, 2001) makes it clear that special schools must be reserved for severely disabled learners and be used as support centres for mainstream schools. The Special Schools Admission Policy (DBE, 2014) states that enrolment of learners with learning difficulties at special needs schools must be the last option. Enrolling learners into schools according to their disabilities is exclusionary and discriminatory. Sigmoney (2018) highlights that the recipients of special needs are viewed as needing assistance and objects of pity who depend on others. Enrolling learners with learning difficulties in mainstream schools and using pedagogies that do not benefit such learners promotes exclusion. This means that learners with learning difficulties may be enrolled in mainstream schools and still be excluded from the curriculum if teachers do not modify pedagogies or develop strategies that promote integration and diversity and suit the learning needs of such learners.

When inclusive education was introduced, the Department of Education (DBE) was aware that traditional teacher education in most institutions did not include inclusive education. This is why in 2014, a Screening, Identifying, Assessment, and Support policy (SIAS) was developed as a tool to support the implementation of inclusive education and to ensure that mainstream schools welcome all learners and overhaul the process of identifying, assessing and providing programmes for all learners who are likely to be marginalised and excluded (DBE, 2014). The SIAS policy (DBE, 2014) also guides teachers on their new roles of gathering information about learners who are at risk, adjusting pedagogies and classroom environments and coming up with self-developed strategies to promote learning for all learners. The SIAS policy (2014) and the United Nations Educational Scientific and Cultural Organisation (UNESCO, 2015) concur that teachers are mandated to modify pedagogies, classrooms and content to include all learners. As a result, educators must draw on or modify pedagogies to teach reading in inclusive classes to ensure that all learners are included and engaged in learning.

According to Statistics South Africa (Stats SA, 2021), 3% of 15-year-olds and 9% of 17-year-olds dropped out of school in the Northern Cape. The reasons for dropping out of school include disability (22.7%) and poor academic performance (21.2%) (Stats SA, 2021). Learner dropout due to disability is an infringement on the right to basic education. Schoeman (2018) indicates that in 2018, approximately 90% of disabled children in the world did not attend school. According to the Human Rights Watch (2019), 650 000–750 000 children with

disabilities remained out of school in South Africa; 121 500 learners with disabilities attended mainstream schools, while 11 500 children with disabilities were on waiting lists to enrol in special schools. Shepard and Mohohlwane (2021) indicate that 16.3% of learners who dropped out between the ages of seven and 17 were due to disability or illness. Research conducted by a group of researchers at Stellenbosch University (2021) and Kika and Kotze (2019) revealed that the highest number of grade repeaters and dropouts in poor socio-economic regions was found in grade 10. The common reason for grade repetition and dropout in poor communities is cited as poor literacy and numeracy skills, meaning that such learners cannot engage with the curriculum due to poor literacy levels.

Learners who struggle to read effectively in grade 10 cannot engage with the curriculum and may repeat a grade or drop out of school. Shepard and Mohohlwane (2021), Kika, Kotze, and the DBE (2019) and Stellenbosch University group of Research on Socio-Economic Policy (RESEP) researchers (2021) found that the highest number of grade repetitions and dropouts were in grade 10 from schools in poor communities. The common reason for grade repetition and dropout is cited as poor literacy and numeracy skills in poor socio-economic regions. This study explored the pedagogies that teachers in a mainstream school currently draw on to teach grade 10 learners with learning difficulties to read to access education, post-schooling activities and the labour market. The researched school had 16 known learners with learning difficulties. The learners' difficulties were only disclosed to the teachers who teach them. Ten such learners were in grade 10, two were in grade 12, and four were in the senior phase. As a result, I wondered about the pedagogies that teachers draw on to teach reading in inclusive classes.

The DBE inclusive unit (DBE, 2014) recommends that learners be admitted to special schools until the age of 15 years. Learners older than 15 years attending mainstream primary schools had to be enrolled in mainstream high schools in their vicinity for secondary schooling. This means that if a learning difficulty had not been discovered at primary school, the learner would have to be enrolled in a mainstream high school. Deghaye (2021) indicates that 50% of schools in South Africa reported being unable to screen learners for learning difficulties. This indicates that some teachers do not have knowledge of learning difficulties, hence, learners with learning difficulties are unlikely to be identified to receive the support they deserve to learn effectively.

Triebel (2001) and Bloch (2006) indicate that there is poor literacy in Africa. The interpretation of the Progress in the International Reading Literacy Study (PIRLS) for 2006, 2011, 2016, and 2021 by Spaul et al. (2023), the Annual National Assessment (ANA) report (2016) and research done by Mawela (2018) and Taylor et al. (2003) indicate that there is a problem with reading in South African schools, especially in low socio-economic areas. Some learners with learning difficulties also live in South Africa's poorer socio-economic regions. The sampled school is in the JTG district in the Northern Cape, a poor socio-economic district with 85.4% (Stats SA, 2015) of the population receiving grants and subsidies – in 2018, the region had 70.4% of children receiving grants (Stats SA, 2024).

In 2023, the Northern Cape produced the country's lowest National Senior Certificate (NSC) pass rate. Muroa and Harrison (2020) state that learners' academic performance is closely related to their family literacy environment and parents' literacy levels. Bernstein's social theory of schooling indicates that learners from poor socio-economic backgrounds have a poor command of the English language due to less experience in the second language (Taylor et al., 2003). Among other reasons, a lack of effective reading contributed to the poor results. Therefore, if learners from poor regions who do not have learning difficulties struggle to read effectively, then the situation may be worse for learners with learning difficulties.

Research done by Awada and Gutiérrez-Colón (2018) in Lebanon focused on teaching reading to learners with dyslexia only and recommended strategies such as using visual aids, movies and summaries. Awada and Gutiérrez-Colón (2018) indicate that none of the strategies can be used in isolation or be effective for all learners. Price-Dennis et al. (2015) researched the use of digital literacy practices in an inclusive classroom in the United States of America which I feel may not be feasible in South Africa due to a lack of resources in most poor socio-economic regions. Page (2017) researched the inclusion of learners of diverse genders and an inclusive gender curriculum. Coleman et al.'s (2000) research in the United States of America focused on reading interventions for students with emotional/behavioural disorders. The findings included strategies such as daily reading, having a reading lesson and learning to read by reading. This emotional/behavioural study was an intervention that only focused on a small group of learners with a common learning difficulty and does not apply to this study. McDaniel et al. (2010) researched the perceptions of corrective reading for struggling learners with emotional and behavioural disorders. The recommendations included choral responding, modelling and praise for students who had not

yet mastered the basic reading skills. Learners with different learning difficulties may not respond in chorus responses. Fouse and Morrison (1997) recommend using children's books as interventions for learners with ADHD. They argue that children's books promote social and emotional growth, meaning that the research was done for learners with social and emotional problems.

Nthibeli et al. (2022) researched teaching learners with autism in an inclusive classroom. The research was about the general teaching of learners and did not include a subject or reading as it focused on ensuring that teachers notice autistic learners in class and include them in learning. It may not be possible to find learners with one learning difficulty grouped in one class in grade 10 since learners are grouped according to subject choices and not learning difficulties and abilities. As a result, this study aimed to research the pedagogies that educators draw on and the self-developed strategies they use to teach effective reading in an inclusive classroom.

Kruger and Yorke (2010) researched collaborative co-teaching of numeracy and literacy in an independent school and their findings promote the unity between teachers and learner supporters in teaching. However, mainstream schools in South Africa are government-funded and cannot afford learner supporters. Mosito et al. (2017) researched enhancing the reading abilities of learners with intellectual impairments through computer technology; their findings indicate that computer-assisted learning has the potential to isolate reading processes. Inclusive education aims to include learners with learning difficulties in mainstream schools. Mokoella (2016) embarked on a study about conceptualising peer tutoring as a teaching method in an inclusive classroom. This method may work in content subjects and at times in language teaching. It may not be feasible to teach effective reading in poor socio-economic regions like the Northern Cape because there is a problem with reading in this region – most learners are not in a position to teach others to read. Peer tutoring requires monitoring and may make learners with learning difficulties seem like objects that always depend on others. It may also strain the teacher-learner relationships because these are encouraged through interaction.

The above findings indicate that learners with mild special needs are admitted into mainstream schools, yet most teachers are not trained in inclusive teaching. Enrolling such learners in mainstream schools and not modifying pedagogies or developing strategies to

engage all learners in the curriculum, further excludes learners with learning difficulties. The language of teaching and learning in most schools is English, meaning that learners with learning difficulties must be able to read English to engage with the curriculum, prepare for NSC examinations, post-schooling activities and labour market access. Most learners in poor socio-economic regions like the JTG district in the Northern Cape, struggle to read. If learners who do not have learning difficulties struggle to read effectively, learners with learning difficulties may struggle more. As a result, I was curious to know the pedagogies that teachers draw on to teach reading in inclusive classes, when their teacher education did not include inclusive education.

This study will not only be helpful to the Department of Education in developing and empowering educators who were not trained in inclusive education during their initial teacher training and are already in the system, but it will also help teacher training institutions to prepare pre-service educators to teach in inclusive classes. The findings can be used to plan necessary in-service training and workshops and empower educators in teacher training institutions.

1.3 Research Aim and Objectives

1.3.1 Research aim

This study aimed to explore the pedagogies that teachers draw on to teach reading in Grade 10 English First Additional Language (FAL) inclusive classes.

1.3.2 Research objectives

The research objectives of this study were as follows:

- To find out the views, ideas and suggestions of learners with learning difficulties on how they are taught to read.
- To understand the teachers' beliefs and understanding of pedagogies that are meaningful in teaching reading.
- To find out the self-developed strategies that educators use to teach reading in an inclusive class.

1.3.3 Research questions

This study was framed by the following research questions:

1. What are the views and ideas of learners with learning difficulties on how they are taught?
2. What are the teachers' beliefs and understanding of pedagogies that are meaningful in teaching reading in inclusive classes?
3. What observable self-developed strategies and pedagogies do teachers draw on to teach reading in inclusive classes?

1.4 Motivation for the Study

Teachers play a pivotal role in implementing and promoting inclusive education and ensuring that learners participate in learning programmes. Their attitudes, pedagogical knowledge and skills have a major influence on achieving inclusive education. Traditionally, mainstream teachers were not trained to address barriers to learning, but the transition towards inclusive education has obliged educators to accept learners with medical barriers in mainstream schools (Dreyer, 2017). This means that most educators are not empowered to teach in inclusive classes but are expected to welcome and teach learners with learning difficulties in mainstream schools. These traditionally educated teachers are expected to develop strategies and modify pedagogies to suit the needs of diverse learners to implement and sustain inclusive education. Since most teachers are not empowered with knowledge of inclusive education, I wondered about the pedagogies they draw from to teach reading in inclusive classes. However, it is noted that recently, most universities have been training pre-service educators in inclusive education such as Sol Plaatjie and the University of South Africa.

The research done by Dreyer (2017) highlights that 65% of primary school teachers did not have formal qualifications and skills for addressing learning difficulties. Deghaye (2021) concluded that more than 50% of South African schools had teachers who lacked knowledge in inclusive education. The study further revealed that Limpopo and Northern Cape had the least number of suitably empowered educators to teach for inclusive education.

Inclusive education is concerned with identifying and addressing exclusion in teaching hence, all learners are supposed to access and participate in learning programmes (DBE, 2014; UNESCO, 2018). Educators must identify and support such learners' needs in every way possible. One of the ways to support such learners is by making education accessible through teaching reading.

Alfonso (2017) indicates that learners in an inclusive classroom have various abilities and needs, therefore, there is a critical need for varied learning outlets. Educators need to adapt and develop strategies that motivate and engage learners with various abilities, so they are free to explore their interests. Razel et al. (2013) concur that teachers need to identify the needs of learners and apply, adapt or modify pedagogies and strategies that respond to those needs.

Sigmoney (2018) indicates that pedagogies and self-developed strategies that help learners with challenges are also likely to benefit learners with no learning difficulties. Skae et al. (2020) highlight teaching cognitive strategies to support diverse learning styles as important to accommodate all learners. Killen (2015) indicates that no single strategy is always effective for all learners. As a result, this study explored the pedagogies that teachers draw on and the self-developed strategies they use to teach reading in inclusive classes.

1.5 Significance of the Study

The study was undertaken because traditional teacher education does not include inclusive education, yet these teachers are expected to welcome and embrace learners with learning difficulties in mainstream classes because the Department of Education enrolls these learners in mainstream schools. As a result, I wondered what pedagogies these teachers draw on to teach diverse learners. This study may assist other educators in teaching learners with learning difficulties in mainstream schools. This study may also assist subject advisors when preparing workshops to empower educators. Seeing learners with learning difficulties being accommodated and taught to read in mainstream schools is the desired result.

1.6 Overview of the Study

Chapter One outlined the background and statement of the problem, research aim and objectives, research questions and the motivation and significance of the study. Chapter Two

will present a literature review, pedagogies that teachers draw on to teach reading in inclusive classes, and the theoretical framework used to guide the study. Chapter Three focuses on the methodology of the study and its design, how it allowed the data to be explored and how the data was analysed to answer the research questions. It briefly explains the approach to the research undertaken and how it aligns with the purpose of the research. It also discusses the choice of using a case study to collect data, a detailed description of the research tools used and how the data was analysed. The ethical implications involved in conducting the research in this study are discussed in this chapter. Chapter Four analyses and discusses the data collected through class observations and semi-structured and focus group interviews with learners and teachers. Chapter Five concludes this study, summarises the findings and makes recommendations for future studies and various stakeholders.

1.7 Conclusion

This chapter presented the background and statement of the problem, research aims and objectives, the motivation and the significance of the study. The next chapter discusses the literature review and the theoretical framework.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter explores literature related to the study namely, learning difficulties, the importance of reading, the international and national history of inclusive education, reading pedagogies, and the theoretical framework that guided this study.

2.2 Learning Difficulties

Erginer (2022) explains that learning difficulties are medical neurodevelopment disorders that involve significant difficulties in the acquisition and use of skills in listening, reading, speaking, writing, reasoning, and mathematic abilities. Learners experiencing general developmental delays may struggle with many major developmental domains, such as intellectual, emotional, and social skills. Learning difficulties are slightly different from learning barriers because learning barriers may involve the understanding of information and development and may be caused by social or environmental aspects such as anxiety, loss of parents, child-headed families, poverty, hunger, violence, abuse, social setup and relations at home as emphasised by Bronfenbrenner's (1998) ecological theory. The common learning difficulties in the researched school and grade 10 learners include dyslexia, bipolar, ADHD, partial hearing and visual impairments.

2.2.1 Autism spectrum disorder

Without a definite understanding of the condition, knowledge of autism spectrum disorder (ASD) has been built on shaky foundations Holcombe and Plunket (2016, p. 2). Jacobson et al. (2007) indicate that autism affects social, communicative (including language) and behavioural or imaginative functions. Jacobson et al. (2007) note that children with autism are anxious when they do not know what is expected of them. This means that autistic learners become anxious when they read and fail to understand what they are supposed to do. Khoirunnisyak et al. (2017) explain that children with autism disorders have communication barriers, challenges interacting with other children, and lack of attention

span as well as repetitive or preventive behaviour. Ballerina (2017) indicates that communicating in verbal and non-verbal language can be very challenging for autistic children, in addition to their lack of concentration and understanding of any kind of instruction. All children with autism need a great amount of structure, concreteness, and systematic well-planned skills (Jacobson et al., 2007, p. 55). A study conducted in the Western Cape by Pillay et al. (2020) found that from a population of 154 353 children attending school in Cape Town, 940 autistic children were identified, representing 0.08% of autistic children. There are currently no reliable studies indicating the figures of autistic children in South Africa.

2.2.2 Attention deficit hyperactivity disorder

Attention deficit hyperactivity disorder (ADHD) is another common learning difficulty. Tshikani et al. (2020) define ADHD as a cognitive or behavioural developmental disorder characterised by inattentiveness, over-activity, and impulsivity. Tshikani et al. (2020) highlight that learners affected by ADHD have difficulty staying focused, lack persistence, are disorganised and fail to manage time. “ADHD is a neuro-behavioural disorder and scientists specialising in special education and psychology have defined ADHD as poor performance due to poor concentration” (Khusheim, 2022, p. 113). Hyperactivity can be of three types. First is the compound, in which the child suffers from distraction and hyperactivity. The second type is somewhat normal, but the child suffers from a lack of focus. In the third type, the child is very active but has high concentration – this is the least common category among students. According to Schoeman and De Klerk (2017), ADHD is the most common mental disorder affecting 2.0% to 16% of the school-age population in South Africa. Bolinger et al. (2020) concur that a child with impulsivity might speak out in class without permission or talk to other students at inappropriate times. Furthermore, Bolinger et al. (2020) emphasise the importance of a teacher’s patience, tolerance, and understanding of ADHD to manage such learners.

2.2.3 Reading comprehension disability

Snyder and Hall (2022) view reading comprehension disability as a reading disability in which a person has difficulties understanding words or a passage that they are reading. Some children with this disability may be fluent in reading but have problems with comprehending. In contrast, some may have problems with pronunciation and word

recognition, failing to understand important ideas and getting frustrated in reading passages. Snyder and Hall (2022) indicate that reading comprehension disorder is diagnosed by specialists as specific reading comprehension deficit (S-RCD). Teachers must be aware of such learning difficulties, especially in teaching reading in inclusive classrooms, to cater to different learners.

2.2.4 Bipolar and dyslexia

Bipolar and dyslexia are other learning impairments that are common in the South African context. The ENIGMA Bipolar Disorder Working Group (2022) defines bipolar disorder as a severe mental disorder characterised by episodic alterations in mood and activity levels, including depression, hypomania and mania; it affects 1% of the world's population. Pienaar (2013) agrees that one in 10 people in South Africa have dyslexia. Israel and Charlie (2020) indicate that children with bipolar struggle with memory and recalling information, which is an intrinsic barrier to learning. Dyslexia is a learning disorder in which a person often has difficulty reading and interpreting what they read. Sruthi and Utteka (2021) explain that a learner with bipolar or dyslexia may struggle with all the major language skills, that is, reading, writing, spelling, and comprehension.

2.2.5 Hearing impairments

According to Mpofu and Chimhenga (2013), learners with partial hearing impairments have difficulty hearing certain sound frequencies with background noise. Mpofu and Chimhenga (2013) indicate that such learners struggle with grammatical and syntactic structures. They may speak differently because they have limited access to their voices. As a result, their participation and interaction are often limited, causing low self-esteem and isolation. Algesa (2014) says that learners with partial visual impairments have a slow speed in reading which makes them slow in acquiring knowledge through reading. Graham and Bellert (2005) concur that slow reading makes it difficult to retain information for a long time, thereby restricting the learner from constructing meaning and preventing them from thinking about the text while reading.

2.3 Challenges Faced by Learners with Learning Difficulties

Graham and Bellert (2005) highlight that learners with learning difficulties can experience comprehension problems for various reasons. They struggle to read fluently, have difficulties recognising and appropriately applying background knowledge, have poor reading and word recognition skills, have limited vocabulary knowledge, have limited reading skills and have a limited understanding of text structures. Limitation in text structure hinders learners from getting the appropriate information from the given text. Graham and Bellert (2005) highlight that learners with learning difficulties may fail to differentiate between factual and informative texts. This makes it difficult for learners with learning difficulties to acquire knowledge because reading primarily involves the function of extracting information from the text. Graham and Bellert (2005) ascertain that learners who struggle to read are slower in developing a sense of the vitality of the main characters, setting, problem, complications and resolutions. If learners fail to understand the basic components of texts they might find it difficult to follow stories or analyse them.

The PIRLS report (2023) and the ANA report (DBE, 2014) indicate that there is a problem with reading in South Africa. Learners who wrote the ANA examinations and PIRLS could not infer, read and understand the given texts in English home language and English FAL. This is an indication that learners who do not have any reading difficulties also struggle to read. Therefore, if learners who do not have learning difficulties struggle to read, then there is a possibility that learners with learning difficulties experience a worse situation. The PIRLS (2006, 2011, 2016, 2021) reports have not reported on the performance of learners with learning difficulties but have reported on overall results.

2.4 Importance of Reading

Madikiza et al. (2022) indicate that reading helps learners acquire and communicate information. Taylor et al. (2003) concur that good reading skills assist learners to access more knowledge outside the classroom independently. Reading in English implies teaching and learning because most schools in South Africa use English as the medium of instruction. Hence, learners who read successfully and effectively are more likely to produce good results than learners who cannot read effectively.

Graham and Bellert (2005) indicate that learners who read can monitor their comprehension and ask questions to gain clarity or understanding. This may be a challenge for learners with learning difficulties because if they do not understand anything, they will not have questions to ask – this means that there will not be any learning or knowledge acquisition. Such learners may not be able to answer examination questions.

Saricoban (2002) indicates that reading involves several cognitive processes with communicative value and functions as an active skill. Hence, learners need to be able to read effectively. “Effective reading refers to reading accurately and efficiently and understanding as much of the passage to achieve a purpose” (Greenwall & Swan, 1986, p. 2). Effective reading is the ability to read appropriately with understanding, write or perform an assigned or voluntary task. Greenwall and Swan (1986) state that a learner who reads successfully must be able to extract the main ideas and distinguish between important and unimportant ideas. A learner must be able to read for specific information, understand text organisation – how the sentences are joined, how the paragraphs follow each other, predict what the passage may be about through reading the passage’s title and be able to infer meaning from the passage. Frankel et al. (2016) indicate that there are principles that guide and underpin successful reading, such as the constructive process, fluency, motivation and continuous development of the skill.

Taylor et al. (2003) state that reading and writing play an important role in learning and understanding the language of learning and teaching. Reading constitutes the primary engagement in formal education, the ability to read with comprehension and to learn from reading is the foundation for most other activities in schooling. Skills such as mathematics, science, language, the arts and ethics are essential components of a good foundation in the education system (ASSAF, 2011). If learners understand the language of teaching and learning, it will be easy to understand the content in class and textbooks.

Grade 10 is a foundation for the NSC, post-schooling and labour market access. Learners start reading and studying independently in this grade. As a result, learners who cannot read effectively cannot engage with the curriculum and may repeat a grade or drop out. Kika and Kotze (2019), the DBE (2021), Stats SA (2021) and RESEP (2021) indicate that the highest learner dropout and grade repetition is in grade 10. The reasons for dropping out include poor literacy and numeracy levels and disability issues. English is a language of teaching and

learning in many schools in South Africa, hence the relevance of the study. As a result, grade 10 learners need to read effectively to prepare for national examinations and post-secondary school activities.

Krajick and Sutherland (2010) argue that reading, writing, and oral communication are critical literacy practices for participation in a global society. Walker and Unterhalter (2007) explain that basic capabilities for educational functions include literacy, which is the ability to read and write, mathematical abilities and social participation in social activities. McBride-Chang (2013) defines literacy as the ability to read and write through conceptualising various environments in which children acquire literacy. Frankel et al. (2016) concur that reading, writing, and oral language contribute to literacy by extracting, constructing, integrating, and critiquing meaning through interactions and involvement with texts in socially situated practices.

2.5 International and National History of Inclusive Education

Sigmoney (2018) indicates that recipients of special needs education are seen as needing assistance and as objects of pity who are always dependent on others. Special needs education excludes learners from the curriculum and exposure to various teaching pedagogies. Kochung (2011) states that inclusive education aims to remove exclusion within and outside school environments by enacting or modifying legislation, policies and educational practices to reorganise education systems and promote the acceptance of all learners independent of their learning difficulties. As a result, the United Nations Convention on the Rights of People with Disabilities (UNCRP, 1989) raised concern about educating disabled children; Article 23 indicates that children with learning impairments must participate actively in the community. The Jomtien World Conference of Education for All: Meeting the Basic Learning Needs (1990) promotes the right of all learners to attend the full cycle of primary education. The Salamanca conference (1994) highlighted the development of the UNESCO statement which makes it compulsory to implement inclusive education and emphasises that children with learning difficulties must attend schools in their neighbourhoods.

The South African constitution draws its policies from international policies. Darlton and Mckenzie (2012) indicate that Section 29 of the constitution advocates the availability and accessibility of education for everyone to learn. Inclusive education is concerned with identifying and addressing exclusion in education and developing teaching and learning

environments that support all learners' access, belonging, participation and success of all learners (UNESCO, 2018). The SIAS document (DBE, 2014) provides guidelines for the role of parents and teachers in implementing and supporting children with disabilities in mainstream schools. The Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements (2011) provides practical guidance to school managers and teachers for preparing lessons and teaching in an inclusive class. The Convention of the Rights of Persons with Disabilities of 2007, highlights that the education system must facilitate the admission and education of people with learning and physical disabilities for free within their communities. This makes it clear that policies have been put in place – the challenge is for educators to be empowered with the appropriate skills, strategies and knowledge to teach effectively in inclusive classes. Lathan (2023) says that inclusive education allows specialists and educators to work together in one environment and tends to benefit learners with and without learning disabilities.

The DBE (2005) confirms that inclusive education is not only about learners with difficulties but also includes all learners so they can all reach their full potential. Deghaye (2017) argues that inclusive education has been slow because teachers are inadequately trained to adapt curricula and teaching methods to include learners with learning difficulties. Deghaye (2017) further claims that schools receive little external support from districts and specialists such as psychologists, social workers and therapists. This clearly indicates that teachers have the huge task of developing strategies and adapting pedagogies so that they can teach effectively in inclusive classes.

The DBE (2005) defines a mainstream school as a school with a principle that accepts any learner and makes provisions if that learner has special needs. This indicates that learners with various learning challenges must be accepted in any school of their choice. That particular school must make the necessary arrangements and have programmes to assist such learners in reaching their full learning potential. This reveals that teachers must develop strategies and modify teaching methods to accommodate all learners.

Abosy and Koay (2008) indicate that inclusive education is necessary because it allows all learners to learn by appreciating their differences and integrating learners from different backgrounds. This highlights that inclusive education helps every child to develop to the best of their ability. It is imperative to note that inclusive education aims to identify specific

barriers or limitations in each individual and apply the best possible teaching pedagogies, teacher-developed strategies or remedies to allow learners with learning difficulties to participate in the classroom and social activities like any other learner as indicated in the White Paper 6 (DOE, 2001).

2.6 Reading Pedagogies

Mortimore (1999) defines pedagogy as a science or art of teaching influenced by the teacher, classroom or other contexts, content and belief about learning. This indicates that pedagogy is affected by various factors that can positively or negatively impact teaching and learning. The findings in this study showed that the teacher-participants drew from the Reading to Learn (RtL), Establish, Maintain and Consolidate (EMC), and Question-Answer-Relationship (QAR) pedagogies, hence, these pedagogies will be discussed in this chapter.

2.6.1 Reading to Learn by Rose

The RtL pedagogy was developed by Rose (2008) to improve teaching and learning by developing literacy skills through scaffolding. The pedagogy has six steps which are detailed below in Figure 2.1.

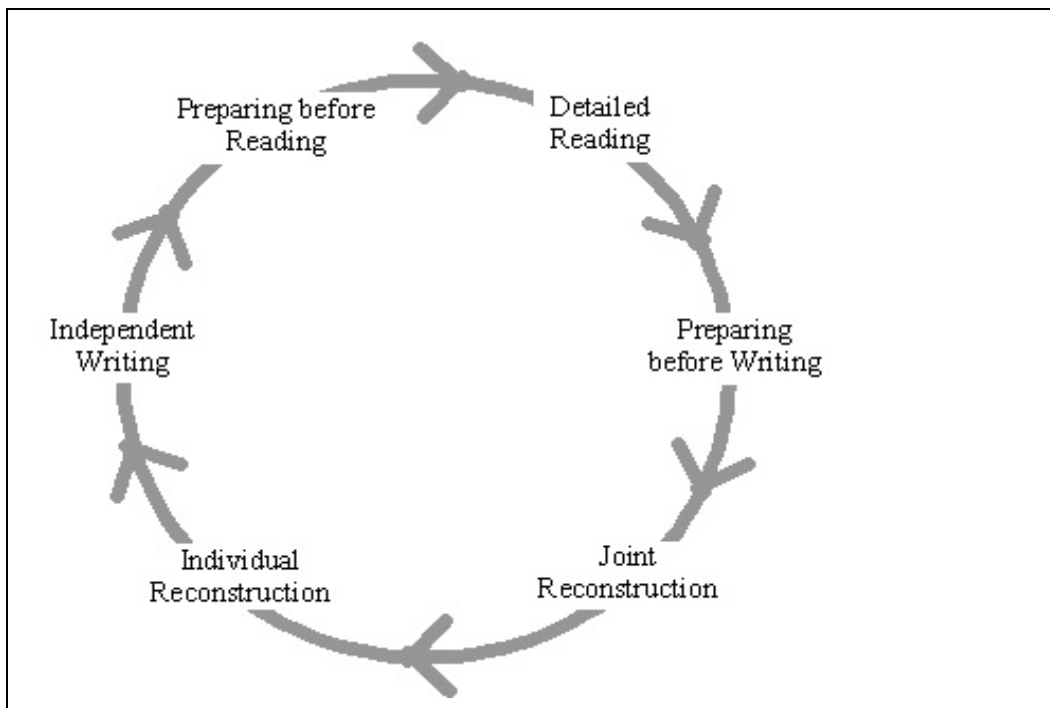


Figure 2.1: The RtL cycle (Rose, 2005, p. 147)

2.6.1.1 Stages of the RtL cycle

Stage 1: Prepare before reading

During the first stage, the teacher models reading by reading the text aloud and summarising it while the learners listen.

Stage 2: Detailed reading

During this stage, the learners read after the teacher. The teacher reads each sentence aloud and the learners follow the teacher. As they do so, they point to each word with a finger. After reading, the teacher also provides the meanings of the sentences and/or difficult words.

Stage 3: Preparing before writing

Learners can summarise the story or write notes about the text. This is a way of checking if the learners understood the text. This is also when learners can answer some questions based on the story.

Stage 4: Joint construction

The whole class writes a new story or passage on the board. The class can use the same keywords in the story or text to create their own story with new events, characters and settings. The theme may be similar, but the characters and some events may differ. The learners create the story while the teacher listens and writes it on the board. This activity can be done by the whole class or in groups depending on how the learners have mastered the text. The teacher must ensure that all learners participate.

Stage 5: Individual reconstruction

At this stage, each learner will write a new story or text using keywords from the initial passage. If it is a factual text, then the learner will write their own notes based on the topic's concept.

Stage 6: Independent writing

This is the final stage where the learner is given a formal or informal task to write on their own without the teacher's help. A related theme may be given so that learners can be creative. The task is assessed by the teacher.

2.6.1.2 Summary and analysis of RtL

The RtL pedagogy is repetitive which encourages intensive reading of a text and promotes using a similar theme within a cycle. Mgqwashu and Makhathini (2017) indicate that RtL is an ongoing teaching pedagogy; since it is a cycle, it allows learners to improve their reading skills over time. It has been proven to help weak learners from poor socio-economic rural backgrounds to read and write effectively at their levels. Mgqwashu and Makhathini (2017) further emphasise that Rose (2005) developed RtL as a response to his experiences with underprivileged learners who struggled to read from the Pitjantjatjara community in Australia. Mawela's (2018) study, conducted in a poor socio-economic context, highlights that RtL can be used to enhance classroom practice, thereby improving reading and writing in classes. It is apparent that the pedagogy has been widely studied in poor socio-economic areas, hence one wonders if it can be effectively applied in areas or classes where most learners are fluent readers, as the pedagogy caters mostly for learners who struggle to read. Hence, there is a possibility that the pedagogy may not challenge fluent readers because there is an overemphasis on reading at the expense of critical thinking skills.

2.6.2 Establish, Maintain and Consolidate (EMC2) (Klapjwik, 2015)

The framework by Klapjwik (2015) is called the EMC2: E – Establish; M – Maintain; C – Consolidate; and 2 – indicating that the above stages must be done repeatedly. It is a reading strategy framework divided into three phases: establishing meaning (before reading), maintaining meaning processes (during reading) and consolidating meaning-making (post-reading). Figure 2.2 below shows Klapjwik's EMC2 pedagogy stages of teaching reading.

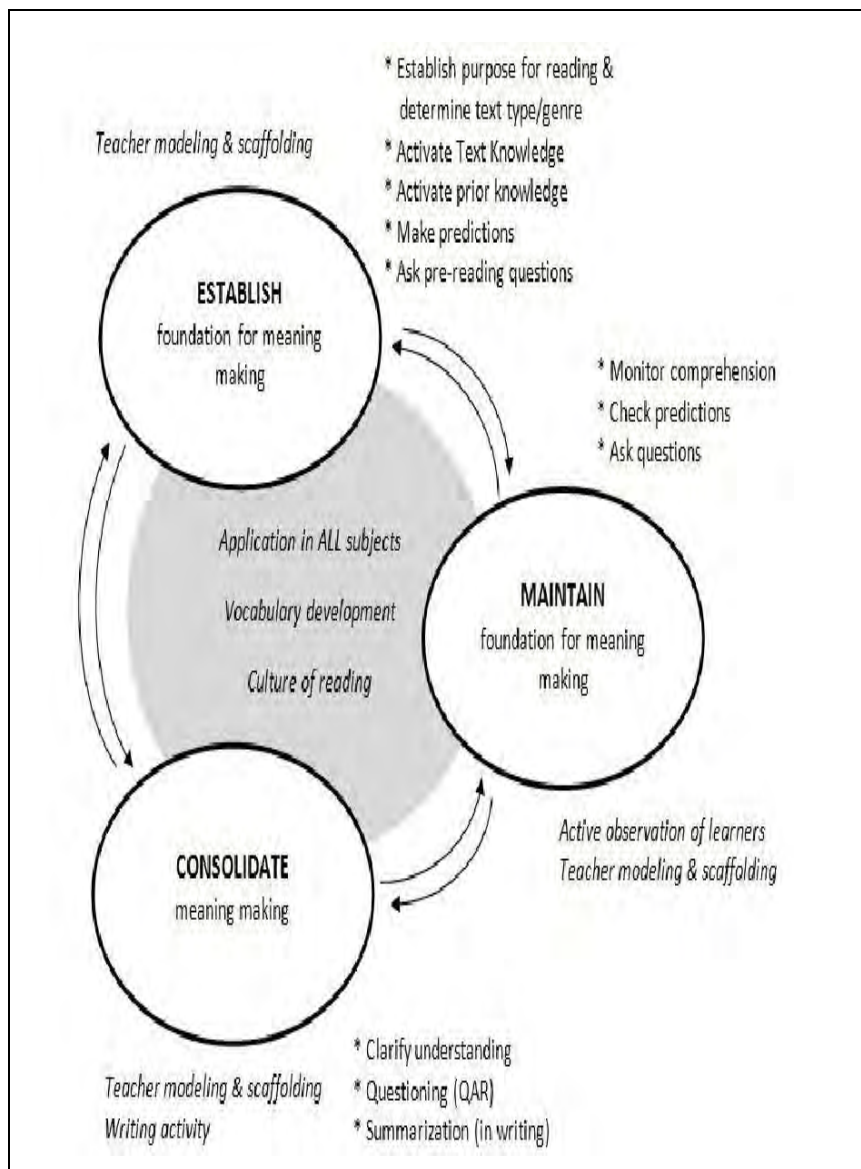


Figure 2.2: EMC2 = Comprehension: A reading strategy instruction framework (Klapwijk, 2015)

2.6.2.1 The EMC2 reading instruction framework

Establishing meaning (before reading)

Klapwijk (2015) explains that it is important to establish the purpose of reading and determine the text type in this phase. The purpose of reading must be established and indicated to the learners to mentally prepare them and activate knowledge that they have on the topic or the text. Learners can also make predictions on what the text is about which may be written down by the educator before reading the text. The teacher can also ask other questions based on the topic or title of the text during the reading process.

Maintaining meaning (during reading)

This stage ensures that both the educator and the learners are active participants. Learners monitor their reading and understanding in this phase and the educator monitors the learners. This phase emphasises that the learners must keep track of not only reading but also understanding what they are reading. They must immediately apply fix-it strategies if they do not understand. In this stage, educators get to know more about their learners' reading behaviours and problems and note learners who have lost interest in reading. In this stage, the learners are taught reading strategies like scanning and skimming and take turns reading the specific text.

Consolidate meaning-making (after reading)

This stage may include checking the pre-reading questions and predictions. This is an activity that happens after reading. Learners may be given questions to answer orally or in their books. This is also regarded as the QAR session because learners are asked different types of questions with an intention of informally assessing their understanding. At this stage of reading, a summary of the text may be done. Summarising requires an intense understanding of the text. The teacher may engage in a question-and-answer session before learners can start writing activities related to the text. This method can be used after effectively using the RtL methodology.

2.6.2.2 Summary and analysis of the EMC2

The EMC is a pedagogy that guides teachers on comprehension instruction. Klapwijk (2015) developed this pedagogy for teachers to apply when teaching comprehension in classrooms. The pedagogy is more concerned about the teacher following the steps of teaching reading than the learners learning to read; therefore, it does not allow learners to take responsibility for their reading. Klapwijk (2015) further emphasises that the pedagogy is designed for South African teachers, which means it may be limited to South African classrooms yet reading is an international problem. The pedagogy focuses on teachers' engagement with texts that will be read in class, lesson planning, and teaching of reading comprehension; therefore, its success depends on the teacher's ability to implement it.

2.6.3 Question-and-Answer Relationship method

The QAR method of teaching reading was first described by Pearson and Johnson (1978) and later refined by Raphael and Pearson (1985) and Raphael (1986). The method teaches learners to realise the need to consider two sources of information when reading a text: (a) information acquired from their personal experiences and (b) information provided by the text. The QAR instruction method teaches learners three comprehension strategies: (a) locating information, (b) determining text structures and how they convey the information, and (c) determining when an inference is required or invited (Raphael, 1986). This method is a questioning strategy that emphasises the relationship between the question, the text, and the reader's background.

In this pedagogy, learners are taught four types of QARs to find the information they need to answer the questions.

- The teacher introduces the QAR method and explains the four types of QARs.
- The teacher models the QAR process by using a short reading passage. First, they read the story and questions to the students. Then they identify which QARs are evidenced through the questions given. Finally, they answer questions and discuss.
- The teacher practices identifying the QARs with the class.
- The teacher provides independent practice.
- The teacher gradually increases the length and complexity of the texts used with the QAR method.
- The students continue to use the QAR method throughout the year.

2.6.3.1 QAR descriptors

Think and search – The answer is in the selection, but students must put together different information pieces. The answer is found in more than one place.

Right there – The answer is in the text and is usually easy to find. The information is found in one place.

Author and you – The answer is not explicitly stated in the text. They must think about what they already know, what the author tells them in the text, and how it fits together.

On my own – The answer is not text-based. Students may be able to answer the question without reading the selection using their experiences and background knowledge.

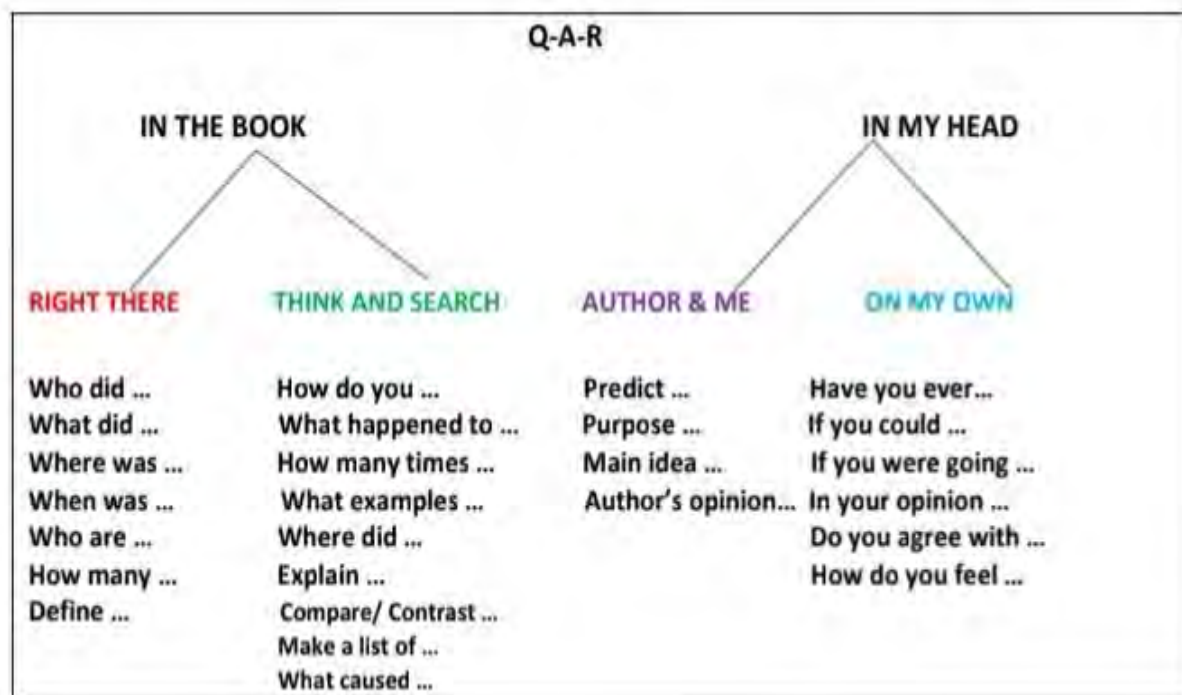


Figure 2.3: The QAR method (Raphael, 1986)

2.6.3.2 Summary and analysis of the QAR method

The QAR method mainly focuses on the knowledge of the text and links it to experience as it teaches learners when and how to use the text when answering questions. This pedagogy does not encourage intensive reading as its central focus but concentrates on recalling facts and critical thinking. Nurhayati et al. (2019) researched the effectiveness of the pedagogy in a mainstream classroom, and it was a success. Therefore, it can be a pedagogy ideal for learners who are fluent readers. However, some learners may not be able to use the context of the passage as a starting point for critical thinking if they do not understand the contents of the passage. Awada and Gutiérrez-Colón (2018) indicate that difficulty in decoding words and learning new vocabulary is a challenge, making reading for comprehension complex for learners with dyslexia. Therefore, if teachers use this pedagogy exclusively, learners with learning difficulties such as dyslexia will be excluded from reading because the pedagogy focuses on the content of the text, which learners with learning impairments may not easily

access. However, this pedagogy can be used with another or self-developed strategy to ensure effective reading.

2.7 Theoretical Framework

Sen's (1992, 1999) capability approach was used as a lens for this study because it focuses on removing barriers, stigmatisation, and marginalisation that hinder learning for some learners. The capability approach is relevant and appealing in inclusive education because inclusivity and equality focus on individual unique learners receiving the education that best suits their needs and enables them to succeed later in life. The approach also emphasises human diversity which is an important aspect of inclusive education. Sen (1993) defines capabilities as a combination of things that a person can do or become. Sen (1992) formed the capability approach, based on two claims. The first claim is that human beings are thoroughly diverse. Indeed, human beings such as learners in an inclusive classroom are diverse in terms of needs, learning styles, capabilities, and socio-economic status, to mention a few. The second claim is that all major ethical issues and theories of social arrangement share an endorsement of equality. Kisby (2010) and Walker (2006) indicate that this approach provides a broader view of what a person can be or what they can do rather than being a passive recipient of education.

2.7.1 Equality in the capability approach

Sen (1992) indicates that equality is in the form of capability equality and can only be achieved if diverse beings are given opportunities that help them achieve what they are capable of. A capability approach ascertains that the well-being of a person depends on their capability to be an active participant in society. In modern society, an individual can be an active citizen or member of the community by being useful like contributing to society using skills or knowledge that they acquired. Education can help a being to be a useful member of society. Walker and Mkwanzani (2015) ascertain that education contributes to the development of human capabilities, such as the capability to read fluently and effectively, which will, in turn, help an individual to acquire knowledge. Therefore, basic capabilities such as reading need to be promoted in inclusive classes so that learners with learning difficulties can access the curriculum.

2.7.2 Pedagogies in the capability approach

This approach guided this study because it explored the pedagogies in the literature review which are in line with the capability approach. Walker (2006) indicates that Sen's (1992) capabilities are aligned with the education policies, the constitution (1996), and the South African curriculum (2005). Sen's (1992) capability approach is based on diversity and equality which are the basis of inclusive education and are embedded in the SIAS policy (DBE, 2014) for teachers to consider when adapting pedagogies and developing individual strategies.

Sen (1992) emphasises the importance of schooling to nurture future capabilities. Nussbaum (2003a) concurs that children should have compulsory education to develop capabilities that will enable them to make genuine and valid choices in the future. This applied to this study because for learners to have choices they must be exposed to education. For learners with learning difficulties to be exposed to education in mainstream schools, they must be able to read. For learners to be able to read, various pedagogies and self-developed strategies must be adapted. This approach explored the pedagogies and self-developed strategies that teachers draw on to empower learners' opportunities to access the curriculum.

2.7.3 Disability in the capability approach

For learners with learning difficulties to be exposed to education they must have equal opportunities with learners who do not have learning difficulties. Sen (1992) indicates that unequal social and political circumstances of recognition and redistribution lead to unequal capacities. Walker and Unterhalter (2007) emphasise that learners differ in abilities which results in inequality. Sen (1992) also highlights equalising human capabilities, that is, equalising learning opportunities for all learners to become what they want to be. This links to the social environment in class, the classroom setup, pedagogies, or self-developed strategies that recognise and emphasise equal chances of learning, choices and inclusion of all learners. The capability approach stresses that equality of opportunities is achieved through equality of capabilities, meaning that learners must be given equal opportunities to access education.

Sen (1992) also indicates that capabilities are opportunities, freedom or agency to achieve what one considers valuable. Sen (1992) suggests that to develop human capabilities, humans

must have freedom of choice and participate in making decisions at various levels. Alfonso (2017) highlights that teachers need to adapt pedagogies that motivate and engage learners, allowing them the freedom to explore their interests. Walker and Unterhalter (2007) state that literacy is empowering and essential for fostering public debates and dialogue. Walker and Unterhalter (2007) further highlight that agency emphasises that each person is dignified and responsible for shaping their own life rather than being instructed on how to think. Teachers have opportunities to create maximum opportunities for learners with various needs, abilities and challenges so that all learners have choices. Teachers must decide the best strategies to create these maximum opportunities. In considering agency, we need to ask if different learners are recognised socially and educationally as having equal claims on resources and opportunities. This approach helped me to investigate the factors that influence the choice of self-developed strategies or adapting pedagogies that teachers use to teach reading. The approach helped to clarify and understand if learners were allowed to choose how they wanted to be taught.

The capability approach by Sen (1993) is a framework for evaluating and assessing individual well-being and social arrangements. Sen (1992, 1993) indicates that a good and just institution focuses on individual abilities and freedom. Sen (1993) regards education as a way of redressing injustices by including the excluded and marginalised groups in decision-making. The SIAS policy (DBE, 2014) states that decisions about learners with learning difficulties must not be made without those learners' input. This entails that the concerned learners' voices must be prevalent when adapting pedagogies or self-developed strategies so that they are free to choose strategies or adapted pedagogies that motivate them to engage in learning. This approach eliminates the idea that learners with difficulties are objects who always depend on others.

Another important aspect of the approach is functioning or achieved outcome (Sen, 1992), which takes place because of the opportunities that are given to someone to achieve a desired result. Walker and Unterhalter (2007) indicate that functions may include the ability to read. The basic capability approach for educational functioning includes literacy, numeracy, social participation, learning dispositions, physical activities and practical reasoning. This implies that the pedagogies that teachers draw on to teach reading in an inclusive classroom must enable learners to attain desired outcomes such as reading and participating in class. Nussbaum (2003a) further emphasises that literacy promotes human dignity. This approach

determined how the pedagogies that teachers draw on develop capabilities and the conditions under which they can be applied to promote human dignity, capabilities and functions.

According to Walker (2006), the capability approach evaluates how pedagogic practices give learners the opportunities to acquire knowledge, think critically, and read effectively for pleasure and/or assessments. Walker (2006) concurs that the capabilities approach prioritises respect and recognition, learner agency, fairness, diversity, and instilling confidence and self-esteem in learners for purposes of development, knowledge, and principles or beliefs that guide an individual's behaviour and responsibilities.

2.7.4 Education and the capability approach

Walker and Unterhalter (2007) indicate that in education, capabilities can be attributed to curriculum, teaching, and learning resources that shape specific desired opportunities. Therefore, the capability approach is based on the capability to function and the notion of well-being. Walker and Unterhalter (2007) further ascertain that the absence or lack of opportunities to be educated disadvantages an individual because the capability of being educated plays a pivotal role in developing and expanding other capabilities. Unterhalter (2009) explains that education has an interpersonal impact, as it enables people to use the benefits of education to help others as well as themselves and can therefore contribute to democratic freedoms and the overall good of society. The capability approach concurs with the children's constitutional right to education. Walker and Unterhalter (2007) highlight that education is assumed and expected to be empowering and transformative; however, if the quality of the education is poor, it disadvantages learners as it does not help them achieve their freedoms. Education contributes to interpersonal skills so that they can help others, thereby promoting social benefits (Walker & Unterhalter, 2007).

Walker and Unterhalter (2007) further argue that the experiences at school will affect learners' choices after schooling. The experiences listed include curriculum, pedagogy, assessment, and whether or not all students are equally valued and respected (Walker & Unterhalter, 2007). Therefore, if these aspects affect learners who do not have learning difficulties, then they are likely to have a relatively deep effect on learners with learning difficulties. Sen's (1991, 1993) capability approach applies to education because literacy is fundamental to education. Reading is a branch of literacy equally important to listening, speaking, and writing. Walker and Unterhalter (2007) further indicate that the four language

skills are important to develop functionings and human dignity. Nussbaum (2000) in Walker and Unterhalter (2007) confirms that literacy expands human capabilities, especially the lives of those who have been historically and intentionally excluded from achieving the function of being literate. Much learning is promoted by social functions such as cooperating, being part of a group, and supporting or being supported by others (Walker & Unterhalter, 2007).

Sen (1999) associates conversion factors with the capability approach. Conversion factors are various ways resources could be translated into functionings or well-being (Sen, 1999). This means that the capability approach should satisfy cognitive needs and integrate educational elements such as social integration, personal preference, class organisation, and learning materials into teaching and learning. Hence, the conversion factors may be used to address inequalities in education. Gore and Walker (2020) indicate that the capability approach integrates individuals and their agencies through conversion factors.

Figure 3.4 below shows how well-being is achieved from conversion factors like opportunities or freedoms which may include inclusive education and a positive school support system for developing capabilities. Functionings can be attributed to achieving good results at school or acquiring knowledge, and lead to educational well-being or satisfaction.

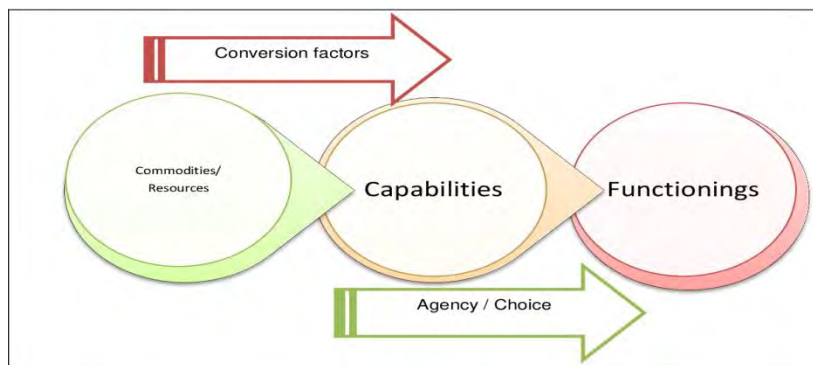


Figure 2.4: Diagrammatic presentation of Sen’s capability approach (Ruswa et al., 2014)

Robeyns (2005) and Nussbaum (2000) emphasise that Sen’s capability approach promotes the capability of an individual rather than the capability of a group or community. This reveals that there is more emphasis on individual success so that one can become a part of the community. This contradicts the beliefs of learning theorists such as Vygotsky (1978), who values all people and encourages social interaction. Robeyns (2005) highlights that the capability approach is opportunity- and not outcome-based. It emphasises that if a person has

an opportunity, then their well-being is being catered to. This indicates that if a learner has the opportunity to learn reading to access the curriculum, then their well-being is being catered to. It does not make suggestions or address the problem of learners whose capabilities mean they cannot attain well-being.

2.8 Conclusion

The second chapter explored the literature review, namely learning difficulties, the importance of reading, the international and national history of inclusive education, reading pedagogies, and the theoretical framework guiding this study. Chapter Three will explore the research design and methodology of this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology of the study and the design that underpinned it. It briefly explains the approach to the research undertaken and explains how it aligns with the purpose of the research. It also discusses the choice of using a case study to collect data. This chapter also provides a detailed description of the research tools used and how the data analysis was done. The ethical implications involved in conducting the research are discussed.

3.2 Research Paradigm

This study was underpinned by an interpretive paradigm and was qualitative in nature. Maree (2016) says that qualitative research provides explanations for the phenomena in a natural setting. De Vos et al. (2011) indicate that the qualitative approach is concerned with understanding the subjective exploration of reality from an insider's perspective. The qualitative research helped me to observe and understand the use of certain pedagogies and strategies in promoting equality and diversity and in teaching reading in inclusive classes.

The research study employed an interpretivist paradigm to explore various realities, allowing me to gain more knowledge and understanding of the phenomena. De Vos et al. (2011) state it is holistic in nature and aims to understand social life and the meanings of human behaviour. Pham (2018) indicates that the interpretivist paradigm focuses on ideas, viewpoints and individual participants' experiences. In this study, the data collected helped me to understand the strategies and pedagogies that the teachers used to accommodate all learners. Nieuwenhuis (2019a) highlights that this type of study allows multiple realities and the study participants become co-creators of knowledge. Therefore, I had to be attentive to how each teacher adapted pedagogies and used self-developed strategies and the circumstances for doing so. This helped me to identify common strategy patterns used by the teachers, pay attention to how learners wanted to be taught, link all the patterns to Sen's (1992) capability approach and code the themes. I also noted the feelings, thoughts and views of learners with learning difficulties on how they wanted to be taught. The interpretivist

paradigm promotes human interaction (Nieuwenhuis, 2019b), meaning that my fellow teacher-participants and I had a mutually beneficial relationship which was strengthened through interviews, class visits, and focus group interviews.

3.3 Research Design

Glathion and Jayner (2005) define research design as a plan for studying the research problem. A case study allows the researcher to use various data collection methods which promote data triangulation to validate findings and conclusions (Maree, 2017). This study adopted an exploratory case study to explore the pedagogies that teachers draw on to teach reading in an inclusive classroom. Yin (2014) indicates that exploratory case studies are used to explore data. A case study investigates a contemporary phenomenon in a real-life context (Maree, 2017). De Vos et al. (2011) explain that qualitative researchers have to use some form of a case study to immerse themselves in the activities of a single person or a small number of people – this is to obtain an intimate familiarity with their social worlds and to look for patterns in their experiences, words and actions in the context of the case study as a whole. In this study, I conducted a case study analysis on five teachers from one school to be involved in their teaching of reading in an inclusive class and to gain familiarity with their teaching of reading to diverse learners. A case study of 10 learners with learning difficulties was explored from the same school to understand their feelings, thoughts and suggestions of how they want to be taught in an inclusive class.

A case study was relevant to this study because it dealt with the real-life experiences of educators and learners, making it easier to collect and analyse data. Maree (2017) emphasises that a case study is researcher friendly as it involves the observation of participants and attempts to provide a holistic portrayal and understanding of the research setting. The study aimed to explore the pedagogies that teachers draw on to teach reading in inclusive classes and the feelings, views, and ideas of learners with learning difficulties; hence, an exploratory case study was used. Yin (2014) indicates that an exploratory case study seeks to explore any phenomenon that interests the researcher.

3.4 Research Methodology

Maree (2016) noted that research methodology includes the steps and the process the researcher takes to collect, analyse, describe, and explain phenomena. Therefore, the

methodology is a logical outline of how data will be collected, the tools that will be used to collect data and how the data will be analysed. I got an opportunity to observe how the classroom environments were conducive for all learners and how the participation of diverse learners was promoted in the classes. The qualitative approach also helped me check if all learners were provided with equal opportunities to learn. Maree (2017) stipulates that using qualitative methodology provides researchers with tools such as semi-structured interviews and observation documents to study phenomena within their contexts. This ensured that the exploration of the study through various lenses allowed multiple facets of the phenomenon to be revealed and understood. Learner-participants were also able to express their feelings, thoughts, and suggestions about reading lessons. Qualitative research allowed the participants to express their views, ideas, feelings, and thoughts, promoting a reflective practice between the participants and me. Maree (2017) and Nieuwenhuis (2019b) concur that a qualitative study allows the researcher to have a mutual, beneficial relationship with participants and facilitates an opportunity to explore the participants' views on the phenomenon being studied.

3.5 Population of the Study

Bertram and Christiansen (2014) define the population as the total number of people, groups or organisations that could be included in the study. The study invited and involved five English FAL teachers teaching grade 10 learners to be part of the study.

3.6 Sampling

“Sampling involves deciding which people, settings, events or behaviours to include in the study” (Bertram & Christiansen, 2014, p. 59). Non-probability sampling was used for this study because it is relevant for qualitative research. Maree (2017) insists that non-probability sampling methods do not randomly select the population, hence, I had to sample specific teachers and learners.

I used purposive sampling to focus on one school's English language teachers teaching grade 10 English FAL. According to Bertram and Christiansen (2014), purposive sampling means the researcher makes specific choices about which people, groups or objects to include in the sample. Purposive sampling was used because participants had to be teaching the English language in one school in the JTG district. The sample size was determined by the number of teachers teaching grade 10 English FAL at the research school, a well-resourced quintile five

high school that always produces good results in the district, even with the presence of learners with learning difficulties. I purposively selected six teacher-participants who were teaching grade 10 English FAL. However, one of the participants pulled out and there were no consequences since participation was voluntary. The teacher-participants were female as no male teachers taught English as an additional language to grade 10 learners. I chose English language teachers because the study's focus was on teaching reading in English as an additional language in inclusive classes. One of the five teachers did not have learners with learning difficulties in her class. However, I still made the class visits so that learners in the other classes would not feel inferior and as a way of maintaining uniformity. The class visits for that particular participant did not form part of the data – only their individual and focus group interview inputs formed part of the data because they had learners with learning difficulties in their grade 9 classes.

I chose one school in the JTG district because most of its learners with learning difficulties have been diagnosed and confirmed by medical practitioners and clinical psychologists; the school also requires medical reports for all learners who apply for concessions. The medical reports are kept in the School Based Support Team (SBST) file, and English language educators are always informed about the learners with learning difficulties. The English language teachers at the selected school formed part of the SBST committee, and it is mandatory for them to teach reading during normal class time and extra classes. An SBST team oversees the concessions and supports all learners experiencing learning barriers and difficulties. English language teachers are expected to teach learners to read so they can engage with the curriculum. It was explained to the teachers that participating in this study would assist them; they could engage with other teachers in the focus group interviews to get insights, share frustrations, experiences, views, reflections, suggestions, pedagogies and self-developed strategies in teaching reading.

I chose grade 10 learners because that is the first year of the Further Education and Training phase, where learners must be able to read effectively for examinations across the curriculum. Learners with learning difficulties were not singled out and I used class lists to divide learners into five to six groups per class for focus group interviews. As a member of the SBST committee, I had access to the files and knew the names of learners with learning

difficulties. I paid special attention to the responses given by learners with learning difficulties in analysing data.

At the time of the study, a special school was being built within the researched school's grounds. During data collection, the learners indicated that they did not want to participate in case I was looking for learners to be enrolled in the special school; therefore, I made it very clear that I was not sent by the department and asked them to introduce themselves with pseudonyms from the onset of the discussion. This helped to assure them that I would not admit them into the new special school being built.

Table 3.1 below shows the profile of the research teachers, their qualifications, empowerment in inclusive education, their role in the school, the number of lessons observed and interviews conducted.

Table 3.1: Teacher profiles

Participant number	Professional qualification	Empowerment in inclusive education	Number of lessons observed	Number of interviews conducted	Role of teacher at school
1	BEd (Bachelor in Education)	No	2	2	PL1 teacher
2	BA (Bachelor of Arts) in Psychology and PGCE (Postgraduate Certificate in Education)	No	2	2	PL1 teacher
3	BEd	No	2	2	PL1 teacher
4	BEd	No	2	2	PL1 teacher
5	BEd	No	2	2	PL1 teacher

All participants were not empowered with inclusive education knowledge in their initial training but the enrolment of learners with difficulties compelled them to read on their own about different learning difficulties so that they could accommodate such learners in their classes. Participant 2 had the advantage of studying psychology which also helped her to understand learners' behaviour more. Teachers 3 and 4 had family members who were diagnosed with different learning disabilities which helped them in understanding certain

learner behaviour traits. I did not create a profile for learners to be sensitive to the learner difficulties they had. Again, some participants did not answer some of the questions and simply agreed with what other learner-participants said.

3.7 Data Collection Methods and Procedure

Data collection was facilitated by non-participant class observations, semi-structured interviews and focus group interviews with learners and teachers separately. Bertram and Christiansen (2014) indicate that non-participant observations include visiting the study site and observing what takes place there. This was done to check how educators adapted pedagogies and used self-developed strategies to accommodate all learners and promote diversity in an inclusive classroom.

3.7.1 Pilot study

Before collecting data, I conducted a pilot study. Barker (2003) defines a pilot study as the procedure for testing and validating an instrument from a small group that is not part of the population. De Vos et al. (2011) point out that a pilot study helps the researcher to identify propositions and research questions that are not practical and need to be changed or edited before the actual interviews with participants. It also prepares the researcher to have a general inquiry plan and become familiar with the questions to be asked. I interviewed an English FAL teacher who was teaching at a different school and was not part of this study to test the interview questions and the recording instruments. Afterwards, I edited some interview questions.

After the pilot study, I had to ask for permission from grade 10 class teachers to mark the register, one class per day, to familiarise myself with the faces of learners who had learning difficulties since I already had the names as a member of the SBST team. This was done so that I could observe such learners in a reading lesson and take note of their ideas during the focus group interviews.

3.7.2 Interviews

I conducted five semi-structured interviews with five teachers. De Vos et al. (2011) indicate that an interview is a social relationship of direct interchange designed to exchange information between the participant and the researcher. Maree (2016) concurs that an

interview is a two-way conversation between the interviewer and the participant to learn about the participant’s ideas, beliefs, views, opinions, and behaviours. Interviews generate a lot of data, as the interviewee reflects on the participant’s behaviours and beliefs by observing gestures, body language and facial expressions, which add value to the responses (Bertram & Christiansen, 2014). Bertram and Christiansen (2014) explain that interviews provide in-depth data from a small population; they also provide the researcher with detailed and descriptive data, and an interviewer can ask more questions to get detailed information. The interviews helped me to understand the participants’ feelings by observing their body language and gestures. Teacher-participants were passionate and knowledgeable about inclusive education but were not empowered with inclusive education training during their initial teacher development or afterwards. This peaked my interest in their reading lessons because the interviews revealed that they were passionate about their teaching.

Table 3.2 below shows the semi-structured interview questions based on the professional qualifications of the teachers, age range, teacher education on inclusive education, knowledge of learning difficulties, pedagogies they drew on, and circumstances for applying pedagogies, to mention a few. Other questions were asked based on responses that I elicited from the teacher-participants.

Table 3.2: Semi-structured interview questions

Questions	Justification
1. What is your age range? 25 -30, 30-35, 40-45, 50 -55 or above 55	To know the age of the teacher in relation to the responses and attitudes towards inclusive education.
2. Where and when did you get a teacher education qualification for teaching?	To establish the period of practice in the profession.
3. During your teacher training, were you trained on inclusive education? If not, were you empowered regarding inclusive education from the department?	To know if the teacher was trained to teach in an inclusive classroom and possible empowerment regarding inclusive education from Professional Learning Communities?
4. How many learners do you have in each class?	To find out the total number of learners in inclusive classes.
5. Do you have any learners with learning difficulties in your grade 10 classes? Please mention the learning difficulties that your learners have.	To establish the participants' knowledge of learning difficulties.

6. What are your feelings about inclusive education?	To gain an insight into the participants' attitudes towards inclusive education.
7. What pedagogies and self-developed strategies do you draw on to teach effective reading?	To find out the pedagogies that the participants draw on to teach reading in an inclusive classroom.

The semi-structured interviews were the first step of data collection because I wanted to understand the pedagogies that the interviewees claimed to use in the classroom before visiting the classes for lesson observations. De Vos et al. (2011) indicate that active interviewing is not confined to asking questions and recording answers; it involves other instances of ordinary conversation, attentiveness, monitoring, and responsiveness. The advantage of using interviews was that I could ask probing questions where I needed more clarity and paraphrase the questions when the participants did not understand. However, in some instances, I did not follow the order of drafted questions; I asked questions based on the responses provided as some responses provided a glimpse of answers to other questions to be asked later. Some participants raised important points that I had to ask follow-up questions on to understand the raised ideas, hence, more detailed and descriptive data was collected. This is also supported by Bertram and Christiansen (2014), who emphasise that interviewing is an excellent method of gaining in-depth data from a few people as a researcher can ask more questions to get detailed information.

De Vos et al. (2011) state that a tape recorder allows a much fuller record than taking notes. However, I took notes of important things that could not be recorded, like gestures, and facial expressions when the participants were being interviewed. At the beginning of each interview session, the participants were reminded that I was not on a fault-finding mission and was not doing interviews on behalf of either the Department of Education or the school and that data would be used anonymously. During the interview, I recorded the interviews using two recording devices to ensure that data was captured.

Maree (2016) indicates that semi-structured interviews have open-ended questions that can be followed up by probing questions and clarifications of responses. The semi-structured interviews allowed me to guide the participants back to the interview if they were sidetracked. I asked similar questions of all teacher-participants to easily identify patterns in the strategies, the feelings of teachers and the pedagogies they adapted to teach reading. It

was very important to determine the teachers' feelings about inclusive education because they affect equality and giving learners opportunities that are prioritised by the SIAS (DBE, 2014) policy and Sen's (1992, 1999) capabilities approach.

Bertram and Christiansen (2014) explain that power relations can influence the interview process. However, I was not in a position of power that could have intimidated colleagues. The interviews also took some time as many took over an hour. The interview responses needed to be verified further by observation, which was true for this research because some participants were unaware of the pedagogies they used to teach reading. Lastly, Bertram and Christiansen (2014) indicate that interviews generate large amounts of data. This was relevant as two interviews were more than an hour long and took a long time to transcribe.

3.7.3 Class observations

Eight class observations with four teachers were conducted in this study. Each teacher was observed twice. Before the initial class observations, I made an appointment with all teachers to visit their classes so that the learners could become familiar with me and would feel comfortable when I visited the class for data collection purposes. Such visits were not recorded because they were not part of the data collection.

Observation means that the researcher "goes to the site of the study, which may be a school, a classroom, a staffroom, or a community meeting space, and observes what is taking place there" (Bertram & Christiansen, 2014, p. 84). Each teacher-participant was visited twice for data collection purposes. During the class observation, I remained a non-participant, observed, and only used an audio recorder to collect data. Bertram and Christiansen (2014) indicate that a non-participant observer does not have influence, does not show any reaction or participate in the field of observation.

During the class observations, I visited the teachers when they specifically taught reading. I used a classroom observation sheet and made notes of some aspects that could not be recorded on the audio, like the seating arrangement of learners, and colour coding of word classes. I only observed and recorded aspects of teaching and learning during the reading lesson. Table 3.3 below shows a lesson observation sheet that was used to collect data, mainly focusing on the atmosphere of the class, the lesson introduction, development, and

conclusion, pedagogies and self-developed strategies, and the use of resources in an inclusive class.

Table 3.3 Lesson observation sheet

NON-PARTICIPANT CLASS OBSERVATION		
Name of school----- Observation date-----		
Name of teacher ----- Class-----		
Subject ----- Reading topic -----		
Total number of learners ----- Total number of learners with learning difficulties-----		
Lesson stage	What will be observed during each lesson stage.	Researcher's reflection on each stage
Lesson introduction	Observe whether the teacher prepares all the learners for the reading topic. Observe if there are any additional materials used to assist learners in understanding the topic.	
Lesson development	Observe the pedagogies and self-developed strategies used and if they include all the learners. Observe the participation of all learners. Observe how the teacher ensures the involvement of all learners in the reading lesson. Observe if the teacher notices and involves all learners.	
Lesson conclusion	Observe learner participation and strategies used in concluding the lesson.	
Assessment	Check if the assessment used during and after reading is accessible to all learners.	
Teaching aids	Check whether the teacher has used any teaching aids and the purpose of the teaching aids.	

Bertram and Christiansen (2014) state that observation is used by researchers to see things that the participants might not talk about during the interviews; the researcher obtains first-hand data, gains insight into the situation and does not rely on perceptions or opinions provided during interviews. Maree (2016) concurs that observation allows the researcher to experience the environment by seeing, hearing and experiencing reality. The observation sheet was prepared before the observation time.

I observed lessons as a non-participant observer. Maree (2016) emphasises that during field observation, the researcher gets into the situation, but focuses mainly on their role as an observer. During observations, I focused on the behaviour patterns in the class to understand the assumptions and use of self-developed pedagogies and to make sense of the social dynamics while remaining uninvolved in any activities, not influencing anything. I did not interact with the participants during the observation lesson; I set up the recording devices, one at the back and the other at the front of the class, sat at the back and wrote notes.

Bertram and Christiansen (2014) mention that structured observation takes place when researchers have a clear idea of what they are looking for in the classroom and will have a structured schedule that is worked out before observation. Maree (2016) concurs that a structured observation has predetermined categories of behaviour that researchers would like to observe, and field notes are normally written as the researcher observes. Reflections on the observed lessons were written on the same day of observation. Maree (2016) encourages researchers to write accurate field notes as they observe. I observed the pedagogies used to teach reading, the seating arrangement, the accommodation of learners with learning difficulties, the use of resources, verbal and non-verbal interactions and the classroom atmosphere.

Bertram and Christiansen (2014) indicate that the disadvantage of observations is that it is difficult to observe everything that happens in any situation, especially if different interactions occur among several people. It may be worse where there is no audio-visual recorder, as in this study. However, I was interested in pedagogies and observing how teachers accommodated learners with learning difficulties, hence the focus was mainly on those learners. Bertram and Christiansen (2014) emphasise that the researcher's presence makes the learners and teachers behave differently during the observation; even so, I looked forward to collecting data in the participants' natural environment.

3.7.4 Focus group interviews

After the class observation, I conducted one focus group interview with five teachers and more than 15 focus group interviews with the learners. However, for this study, I focused on six focus group interviews involving learners who had learning difficulties. There were about

eight to 10 learners in each learner focus group interview. The teacher-participant focus group interview was conducted after the learners' focus group interviews. This was done to understand the issues and suggestions made by learners from the teachers' perspectives.

I decided to use focus group interviews with learners to ensure that the learners with learning difficulties participated in the data collection without being overwhelmed or outshined by learners who did not have learning difficulties. I negotiated meaning where ideas were not clear and confirmed these with the learners.

On the learners' side, the focus group interviews explored the feelings, thoughts, and suggestions on how they wanted to be taught. The SIAS policy (DBE, 2014) and Sen's (1992) capability approach emphasise that learners must be involved in making decisions that concern their learning, hence it was important for the learners' voices to be prevalent in this study.

Maree (2016) indicates that in a focus group interview, the participants are asked the same questions, and the researcher begins by asking broad and less structured questions. De Vos et al. (2011) define a focus group as a group focused on collective involvement – the researcher should create a tolerant environment that encourages participants to share perceptions, points of view, experiences, wishes and concerns without pressurising them to reach a consensus. The focus group interviews helped me maintain the equality promoted by Sen's (1992) capability approach because learners freely expressed their views and ideas on their concerns and how they want to be taught. Table 3.4 shows the learner focus group questions I prepared to mainly focus on the learners' feelings, thoughts and suggestions on reading lessons in inclusive classes.

Table 3.4: Learner focus group interview questions

Questions	Justification
1. Do you like reading? Why?	To find out the learner's interest in reading.
2. Do you always understand what you read? If not, what problems do you encounter?	To know the problems with reading that learners encounter.
3. What do you think must be changed or done during a reading lesson for you to understand and enjoy reading? Why?	To understand the learners' insights on how they are taught.

4. Do you get an opportunity to tell your teacher how you want to be taught? /Have you ever suggested how you want to be taught reading? Why?	To gain an insight into the learners' involvement in teaching and learning decisions.
5. Any other suggestions about reading lessons?	To get insights into the learners' suggestions.

Maree (2016) says that focus group interviews involve five to 12 people, and their purpose is to collect data about a group’s perceptions, feelings and experiences on a specific topic. My groups had eight to 10 learners for each focus group interview. De Vos et al. (2011) explain that focus groups could be meaningful if one wants to explore thoughts and feelings and not just behaviour – things that are not likely to emerge in one-to-one interviews are more likely to come out in focus groups because group dynamics are a catalytic factor in bringing information to the fore. The researcher conducted 15 focus groups with learners but only focused on the six focus groups that the target learners were part of. The six focus group interviews were selected for data analysis based on collecting data from learners with learning difficulties.

I had to ensure that all learners spoke during their focus group interviews; this was done by explaining the questions thoroughly and allowing the learners to talk in their vernacular or home language if they wished to. I had to arrange the seating so that no learner sat behind another – this gave all learners a chance to speak because the main aim was to collect data from learners with learning difficulties.

The focus group interview with teachers was done to discuss the teacher-participants' self-developed strategies and pedagogies that they drew on, feelings, insights, hopes and suggestions to improve learner reading skills. Data was collected over three months. De Vos et al. (2011) argue that the results of a focus group interview cannot be projected onto the population at large. I realised that if a researcher wants to conduct focus group interviews, they must ask participants to bring a pen and provide paper so they can write down points as they wait for their turn to talk. Table 3.5 below shows the teacher-participant focus group interview questions to elicit responses on the self-developed strategies and pedagogies they draw on as they teach reading in their inclusive classes. Most of the questions were developed

after lesson observations because I wanted to gain insight into some aspects that were observed during the lessons.

Table 3.5: Teacher-participant focus group interview questions

1. What are your beliefs about the teaching methods that you use to teach reading in an inclusive class?
2. What are the teaching methods you use or you draw from as you teach reading?
3. What are some of the things that you do besides the teaching methods that you have already indicated? I mean the strategies that you also use to ensure that the learners with learning difficulties also learn?
4. What makes you use pictures for a reading lesson?
5. I realised that you didn't use the textbook, the passages are from a magazine and a newspaper, why is that so?
6. Why is teaching vocabulary so important?
7. Do you think that inclusive education is important?
8. What are some of the challenges that you face when you teach reading in an inclusive classroom?
9. I realised that reading was taught exclusively, why is that so?

3.8 Data Analysis

The study used thematic data analysis because it is an appropriate data analysis tool for an interpretivist paradigm. Braun and Clarke (2006) define thematic analysis as identifying and analysing a wide range of patterns in collected data. This allowed me to link findings to the theoretical framework and identify, code and analyse data (Braun & Clarke, 2006). Thematic data analysis was appropriate for this study because it provided a method to analyse teachers' experiences of adapting certain pedagogies and their practices and the teachers' and learners' behaviours, views and perspectives of pedagogies that the teachers draw on. After transcribing the data, the researcher was guided by the following six steps of thematic data analysis by Braun and Clarke (2006):

Phase 1: Familiarising with data. Braun and Clarke (2006) indicate that transcribing verbal data such as interviews is important to facilitate thematic analysis. Transcribing helped me to go through the data sets and search for meanings or understand the participants' points of view and take note of patterns, or information that I felt was very important in answering the research questions. It took me a month to transcribe the data because, at times I had to interchange the devices; that is, when I could not grasp what was said on one device, I had to use the other. Transcribing helped me to engage and familiarise myself with the raw data so that when I started coding, I could easily get the patterns.

Phase 2: Generating initial codes. Braun and Clarke (2006) emphasise that the second phase entails generating initial codes which are defined as coding interesting features of the data which is relevant to each code. For the feelings and suggestions raised by learners, the themes were data-driven. However, the pedagogies and self-developed strategies that teachers employed in teaching reading in inclusive classes were theory-driven.

Coding was done by colouring similar words/themes, that is, by highlighting the interviews and the focus group interviews. I commented on the highlighted words and linked them to the theoretical framework. For class observations, I made notes on each reading step the teacher made and after each lesson, which took about 38–40 minutes. At this stage, the coloured words/phrases were organised into groups depending on their similarities.

Phase 3: Searching for themes. Braun and Clarke (2006) indicate that this phase, which re-focuses the analysis at the broader level of themes, rather than codes, involves sorting the different codes into potential themes that relate to the research questions and form a pattern within the data. I began by collating all the relevant coded data extracts and searching for potential themes. At this stage, I used a table to sort the different codes into themes and subthemes. Themes and subthemes were identified and linked to Sen's (1992) Capability approach.

Phase 4: Reviewing themes. Braun and Clarke (2006) emphasise that reviewing themes is done by checking if the themes work in relation to the coded excerpts and the entire data set, thereby generating a thematic 'map' of the analysis. At this stage, I had to write evidence for each theme. I also checked if similar evidence occurred in the other data collection tool. Hence, the themes or subthemes that did not have enough evidence or patterns were removed from the mind map.

Phase 5: Defining and naming themes. Braun and Clarke (2006) highlight that this phase includes ongoing analysis to refine the specifics of each theme and the overall key point, generating clear definitions and names for each theme. I had to read previous research to back up the themes and claims. The most challenging task was finding themes for pedagogies that teachers drew on to teach reading in an inclusive class because the teacher-participants drew from various pedagogies and used various self-developed strategies that were similar or different in some instances.

Phase 6: Producing the report. Braun and Clarke (2006) indicate that this phase is the final opportunity for analysis. It involves the selection of vivid, compelling excerpt examples and the final analysis of these extracts relating to the analysis to check if the research question was answered – then using the literature to support the excerpts to produce a scholarly report of the analysis. I had to read extensively to back up the themes with previous literature and the theoretical framework.

3.9 Positionality

In this study, my positionality was as an insider, meaning that I immersed myself in the study to understand the research phenomenon better. I was a member of the SBST committee at the selected school and I worked with my colleagues towards the common goal of helping learners with difficulties to achieve their goals. I was not the head of the department or part of the School Management Team (SMT), so my colleagues were not obligated to be part of the study – they agreed to be my participants except for one who pulled out at a later stage. There were no consequences for pulling out. I was aware that researchers tend to be biased when they are involved in research; still, as a professional, I maintained objectivity when analysing the findings and making proper conclusions.

3.10 Validity and Trustworthiness

It is important to ensure the research is authentic and trustworthy through detailed data description (Maree, 2017). Different methods and tools for data collection were used to ensure trustworthiness, and the collected data supported the findings and conclusion. To ensure the reliability and believability of this study, literature from previous scholars was used to back up arguments. To ensure authenticity, I was transparent about the findings and phenomenon of the study. All the measures for trustworthiness, namely credibility, transferability, dependability and conformability, were applied in the data collection process.

3.10.1 Dependability

The instruments used for data collection were submitted to my supervisor and made available for scrutiny to ensure dependability. De Vos et al. (2011) indicate that the collected data must be detailed, documented and audited to ensure reliability. The individual

and focus group interviews were transcribed before analysis. Maree (2016) asserts that researchers must keep journals as they help others follow the steps and the data collection process. Maree (2016) indicates that the analysis process should be documented so that another person can see the decisions made by the researcher, how the analysis was done, and how the interpretations were arrived at. I submitted my journal together with the recordings and transcriptions of interviews and focus group interviews to my supervisor, for safe keeping at the university.

3.10.2 Confirmability

Lincoln and Guba (1985) define confirmability as the degree of neutrality or the extent to which the findings of a study are shaped by the participants and not by researcher bias, motivation or interest. De Vos et al. (2011) concur that the researcher should provide evidence that corroborates the findings and interpretations using auditing to ensure confirmability. I supported and backed up my findings with previous research and theories.

3.10.3 Transferability

Maree (2016) explains that transferability allows the readers of the research to make connections between a study and their own experiences or research. The context of the study and the teacher-participants' qualifications were described and the learners' learning difficulties were explained. The pedagogies and self-developed strategies that teachers drew on were also discussed.

3.10.4 Credibility/authenticity

Maree (2016) emphasises that credibility is not only enhanced through the development of familiarity with the participants and the participating organisations but also through well-defined, purposive sampling, detailed data collection methods and triangulation. This may include verifying the audio-recorded data with the concerned participants to verify the information they provided and the researcher's interpretation. Credibility was ensured by using two qualitative data collection methods for triangulation and detailing the data analysis.

3.11 Ethical Considerations

The university's ethics committee gave me ethical clearance after scrutinising all the possible risks. Then, I sought permission to research from the Northern Cape Department of Education and the research school, the teacher-participants, learner-participants, and their parents.

3.11.1 Informed consent

Bertram and Christiansen (2014) define consent as the agreement by participants to participate in a study. To ensure that ethical standards were adhered to, I ensured informed consent by providing information about the research and details of the whole process – participants had the right to withdraw at any time, and that their information would be kept confidential and anonymous. Informed consent was sought from the teacher-participants, the learner-participants, and their parents because grade 10 learners are still minors. All grade 10 learners were given consent forms. Those who were not keen to be part of the study were not invited to be part of focus group interviews. The whole data collection process, the researcher's intention, and the detailed process were explained to the learner and teacher-participants. The learners' parents got the consent form and letters with detailed information about the research.

3.11.2 Confidentiality and anonymity

Confidentiality and anonymity were always respected because the participants' identities were hidden, and pseudonyms were used. Teachers, learners and their parents were given consent forms to sign which would allow their children to participate in this study. I explained that there was no harm in participating in the study. Bertram and Christiansen (2014) define non-maleficence as not causing any harm to participants during and after the research process, hence the use of pseudonyms.

Figure 3.1 shows the research design and approach used in this study.

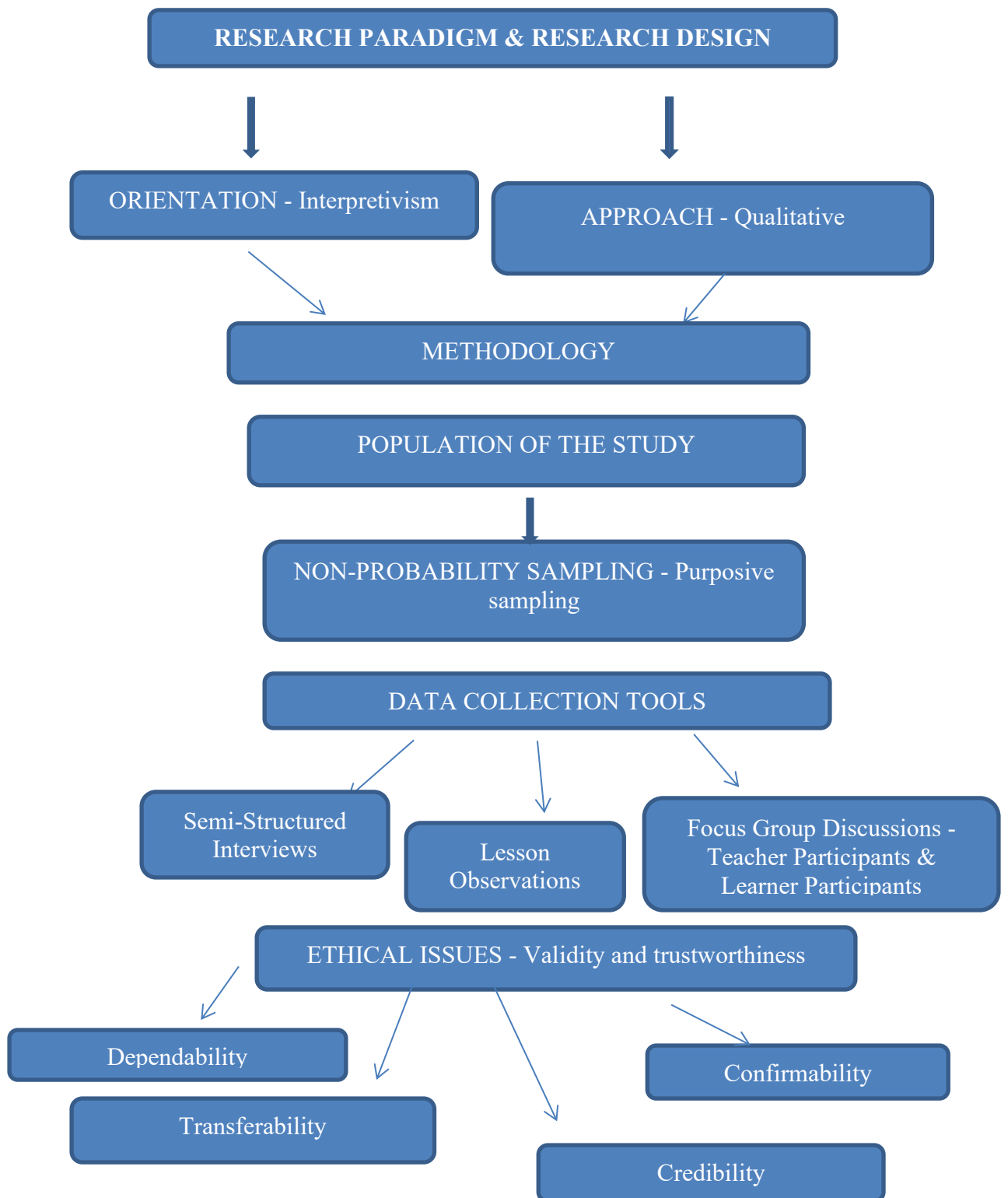


Figure 3.1: Diagrammatic presentation of research design and research methodology

3.12 Conclusion

In this chapter, different aspects of the design and methodology employed in the study were discussed. Explanations were given on the choice of data collection tools and how they align with the research purpose. Furthermore, population size and sampling were discussed. A detailed description of the data collection tools and their advantages and disadvantages were explored. Ethical considerations and their impact on different stakeholders in the study were explained. In the following chapter, data from the participants is presented and analysed.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction

The previous chapter discussed the research context, paradigm, research design, the steps followed in conducting thematic data analysis, and ethical considerations followed in conducting this study. This chapter presents and discusses data collected through eight class observations, five teacher interviews, six learner focus group interviews involving learners with learning difficulties and one teacher-participant focus group interview with five teachers. The discussion of the findings uses verbatim quotes and class observation notes to respond to the following research questions: (i) What are the views and ideas of learners with learning difficulties on how they are taught? (ii) What are the teachers' beliefs and understanding of pedagogies that are meaningful in teaching reading in inclusive classes? (iii) What observable self-developed strategies and pedagogies do teachers draw on to teach reading in inclusive classes? The research questions were answered per Sen's (1992) capability approach. The following themes were derived from the data: pacing, Ubuntu, and diversity, and the pedagogies that teacher-participants drew on were RtL, EMC, and QAR.

4.2 Pacing

Pacing is a constraint to developing reading skills in an inclusive classroom for learners with learning difficulties. Taylor et al. (2003) indicate that pacing refers to the pace at which different outcomes are explored and whether sufficient time is allocated to the various topics without jeopardising coverage. Other factors that affect pacing include daily planning, time allocation, time management, and school activities like sports and extracurricular activities. During a lesson, pacing refers to how topics and activities are sequenced and linked. Despite the satisfaction of teacher-learner interactions, some learners showed dissatisfaction with the pacing of reading lessons. The learners in the focus group interviews believed that the pace of lessons was too fast for them, so they were unable to grasp some concepts.

Learner focus group question: *Have you ever suggested how you want to be taught reading, and what is your suggestion?*

Table 4.1: Extract from learner focus group interviews

Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 5	Focus Group 6
<p><i>China: Ma'am, we do not always get the opportunity for us to like to tell the mam to teach in a certain way because they'll be like maybe the way we're suggesting for them to teach us is a bit slow for them. Then they be like, no, no, we need to finish this quickly, we need to do this quickly, we have a lot of things to do.</i></p>	<p><i>Samantha: Sometimes we need more time to learn and understand because teachers are fast.</i></p>	<p><i>Sunshine: Teachers must be patient with us and teach us how to answer questions.</i></p>	<p><i>Tesa: Teachers always complain that they must complete the term's work, they can't spend more time on one thing.</i></p>	<p><i>Pumpkin: Ma'm, I don't think the time is enough because we get pressurised into reading very, very fast because teachers follow the curriculum and want to finish very fast. Instead of listening to every kid's opinions about understanding the work they continue to teach.</i></p>

In an inclusive classroom, there may be learners who immediately understand, while some may need intervention, more time or patience to catch up. Beghin (2021) mentions that inclusion is meant to benefit all students within a classroom by minimising stereotypes while encouraging learning among all peers. However, if inclusion does not cater for slower learners, then it defeats the whole idea of inclusive education and Sen's (1993) capability approach which regards education as a way of redressing injustices by including the excluded and marginalised groups in quality education.

Slowing down a lesson would mean slowing the pace of a lesson, thereby risking non-completion of the curriculum and placing teachers in compromising positions with the educational officials. However, fast pacing of the lessons is also a risk as it excludes learners with learning difficulties from learning. Therefore, teachers need to find a balance between slower and fast learners so that all learners get the opportunity to acquire knowledge through the ability to read. Teachers also concurred that the pacing is very fast for inclusive classes.

Interview question: *What are the problems you face when teaching in an inclusive class?*

Table 4.2: Extract from teacher-participant interviews

<i>Teacher 4</i>	<i>Teacher 5</i>
<i>You see, we use Annual Teaching Plans (ATPs). Even the ATP that you are given by the Department of Education also does not allow us to concentrate more on reading. You see we are using a cycle and the cycle will demand you to have a reading session maybe one day and maybe the next day we do language and editing skills, then we are doing cartoons and advertisements and so on. And the cycle that we have also does not allow us to have more reading time.</i>	<i>Yeah, time is a limitation, everything just moves fast. We have very little time. Actually, the ATP assumes that all learners in grade 10 can read, so there is a lot of literature as well which makes things worse. Again, we have big classes so it's very difficult to always attend each and every learner.</i>

The curriculum for grade 10 is packed, yet most learners cannot read fluently. Teacher 5 mentioned big classes, which are a constraint to assisting individual learners with learning difficulties. Curriculum coverage is constantly monitored by the Heads of Departments and the subject advisors who report directly to the provincial and national Department of Education.

Learners have ideas on how they can be taught, but the curriculum pacing binds the teachers. Curriculum pacing infringes on the learners' opportunities, freedom, and agencies (Sen, 1992) to achieve what one considers valuable. Learners consider the knowledge of reading a valuable aspect; learning can give them freedom and opportunities. However, the learners' freedom to opt for slow pacing is a contextual factor beyond the teachers.

The DBE assumes that poor results are always associated with inadequate curriculum coverage. Taylor et al. (2003) concur that pacing is strongly related to cognitive demands and if the pacing is too slow, the class falls behind in the intended curriculum and the appropriate levels of cognitive demand suffer. The pacing does not consider the learners' individual differences in reading abilities, knowledge or skill gaps that cannot be easily addressed through reading homework. Therefore, the DBE must design ATPs that accommodate inclusive classes with learners who may be a bit slower than normal classes. Thwala et al. (2020) agree that the fast-paced curriculum and the bulky syllabus in mainstream schools neglect dyslexic learners. Mastropieri and Scruggs (2021) concur that learners with learning difficulties exhibit below-average literacy skills. Hence, curriculum materials must

emphasise, to the extent possible, meaningful and concrete applications of the content to be learned.

In modern society, an individual can be an active citizen or member of the community by being useful, like contributing to society using skills or knowledge acquired at school. Literacy is needed for one to be a useful member of society. Walker and Mkwanzani (2015) ascertain that education contributes to the development of human capabilities, such as the capability to read fluently and effectively, which will, in turn, help an individual to acquire knowledge. Therefore, basic capabilities such as reading need to be promoted in inclusive classes. However, it is a constraint to high school teachers as the DBE assumes that learners at high school already know how to read yet some learners cannot read effectively.

Sen (1992) and Nussbaum (2003a) emphasise the importance of schooling in nurturing future capabilities to enable genuine and valid choices in the future. This applies to this study because for learners to have choices they must be exposed to education. Therefore, curriculum developers must consider that learners with learning difficulties enrolled at high schools have gaps in their learning that need to be accommodated in the curriculum and ATP development to promote equality in education so that they can have choices in life. While slower learners are being accommodated through interventions, learners who do not have learning difficulties could be given cognitively challenging work during that time.

4.2.1 Time allocation

Time allocation in the Further Education and Training (FET) phase negatively affects lesson pacing in an inclusive class. The Curriculum and Assessment Policy (DBE, 2011.) document for English FAL allocates only four hours per two-week cycle for reading and viewing, including the literature. Generally, if a school runs on 40-minute lessons, then it means that the learners will have six lessons of reading comprehension and literature in a cycle. The examination guidelines (DBE, 2021) stipulate that FET learners are expected to spend 50 minutes reading and writing comprehension worth 30 marks. This means that the time allocated for a reading lesson and the examination is prescribed and limited. This is inadequate to accommodate learners with learning difficulties as they learn at a slower pace than others. Some learners may not even be able to read effectively. During the teacher focus group interviews, some teacher-participants expressed their concern over reading time limits.

Focus group question: *What are some of the challenges you face when teaching in an inclusive class?*

Table 4.3: Extract from teacher-participant interviews

Teacher 2	Teacher 4
<p><i>They don't even provide us with time for intervention, you have to do it at your own time while making sure that you are completing the curriculum.</i></p> <p><i>According to their age group, you know, in terms of developmental stages, they are supposed to be able to read 400 to 500 words within the time limit of five to ten minutes.</i></p>	<p><i>You see we are using a cycle and the cycle will demand you to have a reading session maybe one day and maybe the next day we do language and editing skills, then we are doing cartoons and advertisements and so on.</i></p>

Teacher-participants complained that the curriculum was packed so that they did not have enough time to help learners who were struggling to read. The time allocated for curriculum coverage is not flexible for teachers to provide intervention to learners with difficulties. Baatjes (2003) indicates that reading instruction is not readily available in high schools because it is assumed that learners would have acquired basic literacy skills by the end of grades 3 or 4. This could explain the lesser reading time allocated to high school learners in the Curriculum Assessment Policy Statements (CAPS) (DBE, 2011) document. Again, the time allocation for reading does not cater for inclusive classrooms; it only focuses on learners who are well-developed in reading. Even though reading is considered an integral part of learning there is very little time allocated to it in the CAPS document. Chetty (2019) concurs that although the CAPS document helps teachers plan lessons, the pace set for their implementation does not suit all learners as it does not consider the gaps that the learners may have. This is even worse for learners with learning difficulties as it hinders them from acquiring skills and knowledge that may promote their capabilities.

Time allocation is affected by factors such as school organisation, extra-mural activities, staff meetings and departmental workshops. For learners with learning difficulties to be exposed to education, they must have the same opportunities as learners who do not have learning difficulties. Sen (1992) indicates that unequal social and political circumstances of recognition and redistribution lead to unequal capacities. Sen (1992) also emphasises equalising human capabilities; that is, equalising learning opportunities for all learners to

become what they want to be. Both teacher and learner-participants indicated that the pacing of lessons is too fast. Teacher-participants further complained about the ATP and curriculum coverage that are not flexible. Therefore, schools need to maximise time on task while curriculum developers need to be flexible with time allocation to allow teachers to fill in the gaps that learners may have.

The pacing of teaching and learning is guided by time allocation in the CAPS (DBE, 2011) document. The time allocated for reading at high school in a language classroom is inadequate for teachers to teach reading effectively. While the learners are unaware of the time allocated for different activities, educators try their best to stick to the prescribed time allocation. Helping learners with learning difficulties during a lesson affects time management since learners have different learning styles and paces. A teacher may spend a lot of time explaining a concept to a learner or helping a learner catch up before the class moves to the next stage of the lesson. Therefore, teachers need to have pedagogical knowledge and knowledge of the learners’ diverse needs so that they can plan and sequence lessons effectively while accommodating all the learners.

Learner focus group question: *Have you ever suggested how you want to be taught reading, and what is your suggestion?*

Table 4.4: Extract from learner focus group interviews

Focus group 3	Focus group 4
<i>Tithe: Teachers must take us bit by bit during reading lessons.</i>	<i>Spark: Teachers concentrate on grade 12 learners. They even give them extra lessons but they don't do the same with us.</i>

This is a clear indication that learners are unaware of the time allocation as they are more worried about acquiring knowledge, whereas teachers may be worried about both. Learners are observant and aware that grade 12 learners get extra lessons, yet they do not. This makes them feel more attention is given to grade 12 learners than them. While Nguyen et al. (2021) promote extra classes as they have a positive impact on children's grades, especially when there needs to be more time to study each subject, extra lessons may put much pressure on teachers who already have many classes – at the end of the learning day, they could be exhausted or may need to attend to extracurricular activities. In addition, not all learners can

attend extra lessons as some use organised transport with fixed departure times. Bukaliya (2021) concurs that extra lessons put a lot of strain on the already congested timetable. However, any teacher with learners willing to attend extra lessons can organise such with the relevant stakeholders. Curriculum developers must revise the time allocation for reading because reading is an important literacy skill that can help learners learn effectively across the curriculum to achieve the well-being emphasised by the capability approach.

4.2.2 Curriculum

The packed curriculum with limited time is another constraint in inclusive classes because it affects pacing. Mkandawire (2010) defines a curriculum as a series of planned learning activities. Chaudhary (2015) and Karakuş (2021) point out that a curriculum is implemented to provide learners with the appropriate knowledge and skills important for development. Karakuş (2021) further alludes that implementing a curriculum provides learners with skills and knowledge that will ensure that they benefit from opportunities. However, if the curriculum is rushed, it completely prevents learners from gaining the skills and knowledge that they are supposed to acquire – such a curriculum is discriminating and selective because learners with learning difficulties will always be left behind with gaps in their skills and knowledge each year. The pressure to complete the curriculum influences pacing; it makes the curriculum fast-paced so that teachers can complete the prescribed activities for the year. During the interviews, teachers expressed that curriculum coverage is important to the Department of Education, and they are bound to stick to it.

Interview question: *What are the problems that you face when teaching in an inclusive class?*

Table 4.5: Extract from teacher-participant interviews

Teacher 2	Teacher 4
<p><i>The ATP is very fast but we have slow learners. If we don't cover all the work for the term we are labelled as bad teachers.... Nobody asks like, 'Why didn't you do all the work for the term?' It's always, you are behind, you are behind, try to... to speed up. How do you speed up human brain that is already struggling to understand? We are dealing with humans, future of other people and it is not done in one day to make a learner to be able to read. ... You know the ATP is fast-paced, it's for learners who can get things right the first time, those kids who are just intelligent, it's not designed for learners with learning disabilities.</i></p>	<p><i>The reading time is limited, we work according to the ATP so that we don't fall behind.</i></p>

Teacher 2 indicated that the ATP is designed for learners who do not have any learning problems because it does not allow for interventions as the allocated reading time is very short. As a result, teachers have to try and stick to it so that they do not fall behind. A planned, tried, and revised curriculum ensures the interaction of students and teachers in an educational environment; with physical facilities and resources, the targeted goals of the school can be achieved (Olamo et al., 2019) and contribution to the development of society can be provided (Badugela, 2012). Therefore, the curriculum must be flexible to allow educators to deal with skills, knowledge and content that learners struggle with and or lessons for intervention within school hours when all learners can attend. However, the CAPS (DBE, 2011) document and ATP are prescriptive and restrictive, thereby preventing educators from being creative and responsive since the departmental officials are concerned with the number of activities that learners have in their books and not what they cannot do but what they can do now.

The Department of Education admits learners with learning difficulties into mainstream schools but fails to adjust the curriculum and teaching plans to suit such learners; yet, teachers are supposed to devise or modify strategies to accommodate learners with learning difficulties. In my teaching experience, I observed that textbooks provided by the Department of Education do not cater to learners with learning difficulties, such as partial visual impairments and dyslexia. They only cater to learners without learning difficulties, thereby making it difficult for teachers to help those who have them.

Teacher-participants felt that the ATP undermines their responsiveness and creativity. Curriculum coverage needs to be flexible so that teachers can be more responsive to the learning needs of diverse learners and not simply complete the curriculum. Taylor et al. (2003) indicate that a more effective response would be to design teaching programmes that attempt to move backwards and forwards between strong and weak classifications. This means that the curriculum must allow the teachers to challenge academically gifted learners and help learners with learning difficulties develop a deeper understanding of language and its structures. This will enable and promote learner capabilities and equality in education because capabilities can be attributed to the curriculum, teaching, and learning resources, as indicated by Walker and Unterhalter (2007) in Sen's (1992) capability approach and inclusive education.

4.3 Advocacy

Learner and teacher-participants were of the view that advocacy is vital in an inclusive environment. Advocacy is a non-teaching strategy that can help learners with learning difficulties feel comfortable learning in an inclusive environment. An advocate can be a mediator. Brown (1999) says that advocacy is about providing information that can assist the disabled, helping parents debrief among other things. Advocacy means representing the disadvantaged, disenfranchised, excluded and vulnerable populations, mediating between these groups of citizens and governmental agencies such as schools. Advocacy for learners with learning difficulties is important as they are a vulnerable group and have traditionally been even more excluded from decisions about matters affecting their lives. Brown (1999) indicates that advocacy is important because it helps parents maintain positive relationships with the schools that their children attend. Parents can become advocates for their children by providing information to the teachers such as the learners' preferences, the things that upset them, and what they do to calm down the learner. Beghin (2021) stresses the importance of parents of children with autism meeting the teachers and discussing the learner's condition and preferences.

Advocacy aligns with Sen's (1992) capability approach to promoting equality, freedom and Ubuntu and the DBE's (2000) mandate to ensure the dignity of at-risk learners. Alfonso and Suray (2019) indicate that, among other things, advocacy promotes voicing diverse views and demands, economic and social justice, contributes to a more vital, active civil society and strengthens democracy and equality of opportunity. Equality of opportunity is one of Sen's (1992) capabilities, as it ensures the dignity of all humans. Interviews revealed that advocacy can help learners to be free and avoid unnecessary punishment. Teachers and learners concurred that there is a need for advocacy.

Interview question: *What are some of the self-developed strategies you use to accommodate learners with learning difficulties?*

Table 4.6: Extract from teacher-participant interviews

Teacher 1	Teacher 3
<p><i>I actually ask learners as they rotate classes to inform the teacher that learner X has a problem so that the learner does not get punished unnecessarily.</i></p>	<p><i>I also encourage them to go see a clinical psychologist, or rather a clinical educational psychologist, that test that they are given by that Lady helps us to know how severe or how mild the condition is.</i></p>

Focus group question: *Any other suggestions about reading lessons?*

Table 4.7: Extract from learner participant focus group interviews

FG 2	FG 4
<p><i>Samantha: Sometimes I understand the words and everything but from time to time if we're reading in the class, someone would be scared to ask the question, maybe thinking that the other learners will laugh, or the teacher will be harsh. This child will be a bit slow. So the teacher must understand that learners are not at the same level of reading.</i></p>	<p><i>Spice girl: Sometimes it will not help the fact that everyone is laughing at someone while reading because they'll be like, that's a whole class problem.... If a learner is struggling to read as we have a counsellor at school, that learner should like... should go to the counsellor, tell them I can't read this and this is because of what and what state their reasons and the counsellor will go to the teacher and tell the teacher why the child is struggling with this and that, the teacher should not be impatient because being impatient discourages the child.</i></p>

A school counsellor, teacher, parent or learner may become an advocate for learners with learning difficulties. Teachers are not allowed to diagnose learners; they can only highlight the major learner weaknesses and recommend that a specialist examine a learner. Therefore, the psychologist becomes an advocate for the learners by informing the school through a report about the severity of the problem and making suggestions for teaching and learning. The teacher becomes an advocate by making sure the applicable learner is accommodated in class, informing other teachers when the learner is overwhelmed or how they can accommodate the learner in class. The teacher may even ask external oral moderators not to moderate that learner because oral moderation will be done – learners from different classes are chosen and placed in a common room, like the hall, and present their orals in front of a stranger and all the learners in the hall. Language teachers may also inform other teachers about such learners so that the learners are not discriminated against or face any form of exclusion.

It is necessary to identify the need for advocacy support in a community like a school where the rights of learners with learning difficulties may be compromised. Awareness about these rights must be clearly explained to other groups who do not have learning difficulties. This would be a way of addressing inequality and promoting Ubuntu through awareness campaigns such as World Autism Day and World Disability Day. Diversity, inclusion, and Ubuntu should be promoted. Ubuntu will lead to a social transformation where the teachers and learners without learning difficulties embrace the learners with learning difficulties and accept them in their communities. The rights of learners with learning difficulties, as stipulated in the White Paper 6 Policy (RSA, 2001) cannot become a reality if the learners without difficulties and teachers are not empowered with the knowledge of learning difficulties.

Grade 10 learners are normally between 15 and 17 years old. Therefore, they are mature learners who can be told about the learning difficulties of other learners so that when these learners make mistakes in class, they do not laugh but rather accommodate them. The learners who do not have learning difficulties can also help these learners by explaining concepts or ideas or even repeating answers during a lesson. Learning difficulties empowerment sessions should be coupled with human rights, the school code of conduct and class rules so that learners become aware that they cannot mock, tease, humiliate, or use that information against such learners. However, this can only be done through the consent of learners with learning difficulties; if these learners are not comfortable or unwilling to share their information then their wishes must be respected at all costs.

4.3.1 Knowledge of and about learners

Advocacy requires knowledge of and about learners. This knowledge includes the learners' learning difficulties, weaknesses, strengths, and identities. Turrill (2008) indicates that knowing learners' names improves classroom management. Once learners are called by their names, they immediately pay attention. Turrill (2008) further highlights that complimenting a learner using their name makes the compliment sincere and genuine. It also highly motivates learners when they get personalised feedback from the teacher. During the teacher interviews, they emphasised the importance of knowing learners' names as a self-developed non-pedagogical strategy.

Interview question: *What are the strategies that you use to teach effectively in an inclusive class?*

Table 4.8: Extract from teacher-participants' interviews

Teacher 1	Teacher 2	Teacher 3
<p><i>On the first day they enter my class, I let them get up and they have to tell me their name and they have to say it and then I have to say it afterwards and then it immediately breaks the ice.</i></p>	<p><i>So I know my learners' names. I know each and every one of their names. I make it my mission to get to know the child's name. I ask them their name and their surname, the meaning of their name. I also ask them who's the most important person in their lives? If something happens to them, who would they want me to call? I ask their favourite number when they enter into my class. I stand there every period and I say good morning. "Good morning ***. Good morning ***. Good morning ***" et cetera. I make sure that they know that they're important to me.</i></p>	<p><i>I think it has to do with your approach as an educator in the classroom, how you interact with your learners, interacting with them, because in my class, I always tell them I never want to spend a week without knowing everybody's name and everybody's personality. So that's how I get to see if any of them has a special need or any other problems.... They have learning difficulties so when they have learning issues sometimes you will ask the learner a question without knowing that they're going through something like that, when the others laugh at him or her, that's where bunking start. If you can check majority of the bunking happens in language classes or classes where they have to talk in front of other learners.</i></p>

Scrivener (2005) concurs that there is a huge difference in comfort levels if you know people's names because the comforted people stop being scary anonymous entities and start becoming humans. Scrivener (2005) further emphasises the quick and accurate internalisation of learners' names and encourages educators to talk to learners to ease tension as they walk into their classrooms. Therefore, it is important to try to know learners and address them by their names so that they feel comfortable and their self-esteem is boosted. Odari (2020) indicates that learners spend most of their time with their teachers. As a result, this relationship contributes to moulding the characters and personalities of the students. Bolinger et al. (2020) argue that knowledge about ADHD may influence how teachers become supportive of the behavioural issues of such learners in the classroom. Hence, teachers need to know the weaknesses and learning problems of the learners so that they can devise strategies to handle diverse learners.

Beghin (2021) indicates that before a learner with autism is enrolled within an inclusive classroom, it would be in the best interest of the teacher, support staff, parents, and child to meet. The relationship between a student with autism and the teacher is more beneficial and positive if the teacher knows the student and their needs. Beghin (2021) explains that learners with autism learn from their peers in inclusive classrooms and teach their peers about autism which reduces stigma; this creates more positive attitudes and relationships regarding autism and inclusion. Therefore, learners who are free to talk about their learning difficulties can do so and share information with their classmates and teachers. This will help other learners and teachers to understand their behaviours and preferences, thereby creating accommodation through peace and harmony in the classroom. Peers play an important role in showing a child with autism how to interact properly with others. As those interactions continue, there is an improvement in social acceptance, interaction, and communication (Campbell, 2016). This can only be effective if learners are aware of their peers' weaknesses.

Bolinger et al. (2020) emphasise that appropriate gestures are very important in teaching children with ADHD, and the use of these gestures is often influenced by teachers' characteristics such as patience, tolerance, and an understanding of ADHD. Teachers' verbal communication is also important in creating a positive classroom environment. As such, teachers must understand productive and appropriate ways of talking to learners with learning difficulties. Teachers must create peaceful, inclusive classrooms where respect and humanity are a priority to command discipline and make classrooms conducive to learning. Hence, teachers must make it a priority to know their learners, understand their behaviour and learning difficulties and avoid disputes with them. This aligns with Sen's (1992) capability approach and inclusive education policy which highlight maintaining the dignity of learners who are at risk of being marginalised.

4.4 Ubuntu

One of the research questions was to understand the teachers' beliefs and understanding of pedagogies that are meaningful in teaching reading. Teacher-participants agreed that pedagogies that promote Ubuntu and collaboration are important to teaching reading in an inclusive class. Letseka (2011) defines Ubuntu as humaneness, caring, sharing, respect and concern for others, benevolence, compassion, solidarity, and associated values. Mbiti (1969) and Akabor and Phasha (2020) define Ubuntu as a call to react with respect, dignity, and

sensitivity towards one another. Ubuntu is important in inclusive education because it is the main idea behind it. The White Paper 6 Policy (RSA, 2001) and Sen’s (1993) capability approach promote human diversity and dignity for previously marginalised pupils separated from other learners due to learning difficulties, underachievement, and exclusion. The DBE (2000) proposes that the schooling system should equip young people with values of honesty, integrity, tolerance, diligence, responsibility, compassion, justice, and respect which are important for democracy and social justice. This can only be done through inclusive education because the movement emanated as a response to institutionalised segregation in education by integrating social justice practices in education (Dalkilic & Vadeboncoeur, 2016; Slee, 2013).

Akabor and Phasha (2022) argue that learners, irrespective of their differences, have potential, abilities and talents that are unique. Hence, their uniqueness must be respected. Akabor and Phasha (2022) emphasise that any form of treatment that makes some learners different from others is not welcome as it disturbs harmony and the development of proper relationships. As a result, Akabor and Phasha (2022) agree that Ubuntu resonates with the values of inclusive education by promoting cooperative learning, whereby groups work towards a common goal. Teachers concurred that there are non-teaching strategies such as Ubuntu that also contribute to successful teaching in an inclusive classroom.

Focus group interview question: *What influences the strategies or pedagogies that you use in an inclusive class?*

Table 4.9: Extract from teacher-participant focus group interviews

	Teacher 2	Teacher 3	Teacher 4
<i>Again, I try to use strategies that help the whole class and create respect because some learners are bullies.</i>	<i>And I like the fact that my colleagues have talked about Ubuntu because it actually helps to have control in class and to have learners who help and assist each other. You see like all of them pointing out words, nobody mocks anyone they all do the same thing.</i>	<i>I tell them that it's not their fault that they have problems, I share stories about my child who has special needs and my brother so they know there is nothing wrong with them. This is a safe space for you. You say how you feel.</i>	<i>If kids see that another child can't read, they can make fun of that child, so I also try and use things that promote togetherness, you know, things like group work, pair work for Ubuntu.</i>

Teachers were concerned about humanity and unity which make teaching and learning much easier. Promoting Ubuntu by assuring learners with learning difficulties that there is nothing wrong with them and letting them express things that upset them helps build their confidence. Teacher 3 explained that she made learners feel safe in her classroom.

Smith and Banks (2021) argue that teachers are at the centre of influencing learner engagement and outcomes. As a result, using pedagogies that promote respect and harmony is vital because these important aspects of Ubuntu are promoted through learner-to-learner interaction and community learning. Teacher 4 explained that learners learn from each other, thereby promoting social learning acknowledged by the social theory of learning (Vygotsky, 1978), where learners learn from a more knowledgeable other. Teacher 4 used RtL, among other teaching pedagogies. Therefore, RtL is one of the pedagogies that promote inclusivity since all learners can be assigned a uniform task in groups, especially during the reading stage. Baumann et al. (1997) highlight that in his theory, Vygotsky (1978) outlined that all learning is social, and it is only reasonable that all sharing of ideas is a valuable learning technique. Pedagogies that promote Ubuntu are meaningful in an inclusive classroom because they promote togetherness, confidence, unity, and social interdependency, making it easy to learn from the more knowledgeable other (Vygotsky, 1978); this eases the pressure on the teacher as the only one helping all learners to learn which can be time-consuming.

Florian and Black-Hawkins (2011) and Krietma (2022) concur that maintaining respect and the dignity of learners in the classroom promotes recognition and acceptance. Sen's (1992) capability approach emphasises equity as one of its important functionings, as it promotes equality to education in the classroom. Terzi (2007) says that in inclusive education, the capability approach may be used to determine practices that allow for equitable treatment within school systems by providing children the capabilities to accomplish their functionings, stressing the principles of well-being and agency. When learners read, they acquire literary skills; literacy skills help learners access the curriculum; if they can access the curriculum then it means they can access education which promotes dignity and equality in education, thereby giving learners freedom and the ability to become useful to their communities.

Letseka (2011) states that section 17 of the White Paper on Education and Training (1995) requires that the curriculum, teaching methods, and textbooks at all levels and in all programmes of education and training promote Ubuntu through independent and critical

thinking, reasoning and forming judgements among other things. Young (1990) says Ubuntu embraces human dignity through social justice and promotes diversity, race, gender, equality, and social class. Martin (2012) argues that Sen’s (1992) capability approach encourages the development of critical thinking, a key factor for freedom. Ubuntu and the capability approach are weapons that can be used by schools to fight injustice, prejudice and stereotypes. Educators need to keep conscientising learners about respecting others; this not only makes the class manageable but also creates a positive learning space for all learners. It can be done by the teacher who oversees the class through the formulation of class rules and pasting them on the board or where they are visible. Being laughed at causes those learners to develop low self-esteem and shatters their confidence. Therefore, teachers must reprimand learners who laugh at others so that all learners may feel valued. Even though teachers may implement Ubuntu in the classrooms, it is also very important for parents at home to teach it so that it becomes common both at home and at school.

While promoting Ubuntu, it is also important to look into the competitive side of learning in promoting Ubuntu, that is, the role of academic competitions and awards at classroom and school levels. These competitions may automatically exclude learners with learning difficulties as they compete with learners who do not have any.

4.4.1 Collaboration in class

Teacher-participants concurred that grouping learners is important for both Ubuntu and for teaching effectively.

Focus group interview question: *Ladies, I realised that your learners sit in groups in your classes, why is that so?*

Table 4.10: Extract from focus group interviews

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
<i>Some learners are not smart, so it helps to put them into groups so that other learners can help them. They also get to know</i>	<i>Group work makes all learners to be comfortable, just imagine a learner seated alone like a prisoner and confused. It also</i>	<i>No one is an island, if a learner sits alone, they start daydreaming and lose interest, so to keep them within the classroom, you</i>	<i>Group work and pair work faster, learners don't feel lonely. Mam again, remember that some theorists like Vygotsky favour</i>	<i>It actually helps the learners who are slower to have ideas explained to them even in their vernacular. They also get to love one</i>

<i>and understand each other.</i>	<i>helps with communication, learners learn to be friends and know each other better.</i>	<i>have to put them into groups, no matter how small the group may be.</i>	<i>group work so that you can have learners learning from each other especially when you have to work faster.</i>	<i>another.</i>
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Teacher-participants expressed their interest in groups and were unanimous about learners learning from each other in groups and interacting. Grouping learners in an inclusive class benefits both the teachers and the learners because it promotes interaction and socialising while learning, and learners learn from each other thereby reducing the load of individual explanations from the teacher. However, grouping must be heterogeneous, flexible, well-managed, and collaborative to be effective. A contemporary study by Al-Shammakhi and Al-Humaidi (2015) revealed that mixed-ability groups enable learners with special educational needs to learn important social skills from their peers without disabilities through imitation from within the same groups. Social skills can be learned from peers without disabilities including problem-solving skills, respect for one another, and talking to each other in polite ways (Hove, 2022). Research done by Hove (2022) concluded that mixed-ability grouping considers learners' levels of academic performance, gender parity, age of learners and backgrounds, leading to diverse learners accepting one another in the classrooms which promotes inclusion.

Kim et al. (2020) indicate that teachers may form groups of children with diverse skills to stimulate diverse thinking (Murphy et al., 2017) or promote social inclusion and equity. Teacher 4 explained that collaboration eliminates isolation and creates community learning. Hove (2022) argues that mixed-ability grouping is the most successful grouping practice for a child's learning because learners of different intelligence, interests, and backgrounds can interact and learn from one another. Those with communication challenges can learn from their peers without learning difficulties if they can learn collaboratively. This includes learning basic language skills such as expressing themselves, arguing a point, and reading. They can also improve their writing, analytical, and comprehension skills. Therefore, it is important for teachers to promote mixed-ability grouping of learners in inclusive classes so that the groups can be effective and learners with learning difficulties can benefit. It is also important for teachers to check the group activities and rearrange groups to ensure diversity.

Kreitman (2022) indicates that among other things, inclusion requires us to look at our schools, classrooms, and curriculum to understand how they play a role in creating a safe, inclusive environment for all children to participate and feel supported. Anghileri's (1995) first level of scaffolding includes peer collaboration and classroom organisation. Heward (2014) highlights that many learners with learning difficulties face challenges in holding a conversation, expressing their feelings, participating in group activities and responding to failure or criticism in constructive ways and further suggests that these challenges can be erased if diverse learners have optimum opportunities to interact among themselves. Kreitman (2022) further mentions that the interactions of learners with learning difficulties with peers have a significant role in their lives because the experience of belonging and acceptance through interpersonal relationships is fundamental to a child's health and well-being. This indicates that a safe and collaborative environment must be created to accommodate all learners.

It may be argued that learners with learning difficulties will slow the progress of learners who do not have learning difficulties and are excelling in their studies; however, educators need to explain to learners the importance of grouping learners, group work, and respect among the learners. This might help ease the problems of discipline or undermining of other learners. Learners in grade 10 are mature enough to understand the importance of unity in learning. Again, educators are mandated to design learning materials at different cognitive levels, from low to high, to cater to learners with different levels. The SIAS policy (DBE, 2014) emphasises that teachers must maximise the participation of all learners in the school's culture and curriculum while uncovering and minimising barriers to learning. This can be done through differentiated instruction, individualised instruction and the use of various learning resources.

4.5 Diversity

The teacher-participants believe pedagogies must promote diversity to accommodate all the learners in an inclusive class. Teacher-participants understood that their learners had different learning difficulties and learning styles. Fontenelle-Tereshchuk (2020) defines diversity as ideas and initiatives to create learning environments that are safe, inclusive and equitable for different identities. During the focus group interviews the teachers' verbatim quotes below concurred and acknowledged that learners have diverse needs and styles of learning.

Focus group interview question: *What are your beliefs about strategies and or pedagogies that you use in an inclusive class to teach reading?*

Table 4.11: Extract from teacher focus group interviews

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
<i>Learners learn differently and they have different reading problems.</i>	<i>I use different methods because, you know, some learners are visual, some are verbal and so on. Basically, there is no one size fits all.</i>	<i>I have learners with different special needs, so I try to reach out to all of them. Other learners don't have special needs but they have social problems, so at times they come to school just because they have to, so um... umm... if you don't teach in an exciting way, you just lose them. I just try to make my class a safe space, a kind of therapeutic class where they laugh and learn.</i>	<i>Learners have different learning styles, so I also try to capture all the learners...</i>	<i>You know, there is no one size fits all in this case, you just have to be creative each time and think of the problem you want to address. Most of my learners read but they barely understand, so I use pictures and videos most of the times.</i>

The teacher-participants agreed that all learners are unique and learn in different ways. Beghin (2021) indicates that teachers may implement differentiation along with many good teaching practices and accommodations that benefit all students. Therefore, it is important to diversify teaching pedagogies and learning resources to try and reach out to all learners.

4.5.1 Using pedagogies that appeal to all learners

One of the reasons for promoting inclusive education is to promote diversity in the classroom by ensuring the use of pedagogies and self-developed strategies that help learners attain education. The White Paper 6 Policy (RSA, 2001) and Sen's (1993) capability approach seek to promote equality by including the previously excluded and marginalised groups in mainstream schools. Hence, enrolling learners with difficulties in mainstream schools and using methods of teaching that isolate them still marginalise or exclude such learners. Teacher-participants understood that learners with learning difficulties were already enrolled in the school, and they needed to be helped. For this reason, the participants tried to find out the learners' weaknesses and use pedagogies that may address them.

Teacher 2 highlighted that some learners are visual while some are auditory. Aeen et al. (2022) concur that mobile technology has substantially enabled learners to autonomously opt for their language learning progress. Reinders and Benson (2017) say that engaging learners in different styles of learning leads to the advent of mobile-assisted language learning. Mobile technology offers learners a new approach that is permanent, mutual, accessible, and affordable. Although it may be argued that it is not affordable to all learners, the sampled school has resources like interactive boards, projectors, and computers that teachers may use in classes and free Wi-Fi connection making it easier for the teachers at the sampled school to teach using technology.

Mabasa-Manganyi et al. (2022) agree that diversity in the 21st century classroom calls on curricula to be designed in ways that will benefit all learners' learning difficulties and differences, while teachers alter and adapt lessons to suit the learning needs of every learner in the classroom. Nishina et al. (2019) concur that teachers should welcome diverse and inclusive environments for all learners through understanding learners' interests and relationships to foster their development and growth to create a community that helps them to love learning and to feel connected to other people. Therefore, it is important for educators to foster learning pedagogies and strategies that are learner-led or suggested by learners. This promotes capabilities through the autonomy that allows the learners to choose how they want to be taught. Rose (2010) argues that it is unclear which skills and competencies are required by teachers to address diversity in classrooms. However, it is most apparent that for educators to know the strengths and weaknesses of learners and perchance diversify or adapt pedagogies so that they can reach as many learners as possible, teachers must be creative and responsive and come up with self-developed strategies that keep learners attentive and active during the lessons.

It is important for teachers to try and understand how different learners learn rather than trying to fix the medical problems of learners; for example, dyslexic learners have a weakness in reading and writing, therefore, forcing such a learner to read alone or to remain at school doing extensive phonics and expecting them to write like other learners is an attempt to fix a medical problem diagnosed by medical professionals. However, teachers may accommodate such learners by modifying classroom environments and teaching pedagogies and using self-developed strategies to provide the necessary learner support.

4.5.2 Accommodating different learning styles

Teacher-participants believed that strategies and pedagogies used by language teachers must accommodate different learning styles since learners have different learning difficulties. Bolinger et al. (2020) indicate that children with ADHD learn better if teachers use appropriate gestures and if their teachers practice patience and tolerance. Khesium (2022) emphasises the use of games, graphics, and sounds that draw learners' attention to motivate them to study and focus. During the focus group interview, the teacher-participants agreed that authentic texts make it easier for them to teach reading in inclusive classes.

Focus group interview question: What are your beliefs about strategies and or pedagogies that you use in an inclusive class to teach reading?

Table 4.12: Extract from teachers' focus group interviews

Teacher 1	Teacher 3
<p><i>Ma'am, learners are modern, it's best when you teach them about something that they can relate to or something that is trending because they understand better.</i></p>	<p><i>Textbooks are outdated and have old and boring texts. We want to give our learners something that is modern, something that is happening as in now. This also helps them to keep up to date with current news, at times they come to class and tell me things that were happening on news and at times ask questions, so it does help because we get some learners who like social media like Tik Tok, they come with trending news. I hear most of the juicy stories from them and at times, I pretended not to know and I will keep on asking them questions and they keep answering, so that is comprehension as well. You will realise that one of the texts had a hashtag because that is what is trending, so we try to give them texts that appeal to them.</i></p>

This reveals that educators selected and incorporated modern technology with authentic texts as advised by the communicative language approach and the CAPS (DBE, 2011) document. The authentic text used in the 1st lesson was adapted from a June 2022 magazine and the second text was from a 2023 newspaper. Teachers wanted to engage learners in current matters or issues that they could relate to. Beghin (2021) suggests that learners may benefit from being taught using their interests and abilities. Above all, the reading process promotes teacher-learner interaction, promoted by learning theorists such as Bruner, Piaget, and Vygotsky. Teacher-learner interaction also promotes a communicative language approach.

Besides assistive devices, preferential seating may be used for learners with visual and hearing impairments. During the class observations, I noticed that two learners were given reading pieces written on A3 paper while the others had the same work printed on A4 paper. Therefore, teaching and non-teaching strategies must be incorporated into an inclusive class to ensure accommodation and equality. During semi-structured interviews, teacher-participants shared some of the non-pedagogical strategies that they used during teaching.

Semi-structured interview question: *What are the self-developed strategies that you use to teach reading in an inclusive class?*

Table 4.13: Extract from teacher-participant focus group interviews

Teacher 1	Teacher 2	Teacher 3
<p><i>I try to address the problem that the learner has, so I observe the problem and they try to remedy it. Like ***, he can't read, but when you point words for him, then he can read some of the words. So, to me it's about the problem that the learner has not the method of teaching.</i></p>	<p><i>For autistic learners, I always make sure that I look at them, the facial expression always tells me if there is something going on or I have lost them. When I have lost them, I simply call their name and explain without asking a question because I know I would have lost them somewhere, so I definitely keep an eye on them. One thing about such learners is that you must not scream at them because then you totally lose them and once you lose them, you won't be able to get them back, it's done for the day. For ADHD learners, I make sure that keep them close, when I see that they are getting bored, I take a break and do hand exercises or ask them to do a small task, like umm... like handing out stuff because they can't sit still for a long time. As you saw last time, I also use coloured pens on the board to indicate that this is a noun, this is a verb etc.</i></p>	<p><i>Yeah, like we said that learners learn in a different way, they are all different and diverse so I also try to make use of what I think can help them, like putting learners around my table, and asking them individually or assisting them individually helps me to reach out and see the exact problem that a child has. Remember I'm not a psychologist but I just observe. So after reading, I normally let them sit on my table and we discuss what was read, it is then that I discover who understood, who didn't and then I ask if everything is fine, or if they want to see the social worker. That is why you will find out that after each and every paragraph, I stop, ask questions and then proceed because I don't want to lose them along the way.</i></p>

Teacher 1 said she used the pointing-to-words strategy; pointing out words is part of RtL. Teacher 2 used observation and based on her knowledge of psychology she could tell when a

learner had lost interest in the lesson. During class observations, teacher 2 also used different colours on the board, labelling parts of speech and providing the definition of terms. Teacher 2 took breaks within a lesson to accommodate a learner with ADHD because these learners cannot sit still and concentrate for a long time. Teacher 3 read one paragraph at a time and asked questions after each paragraph; that was part of QAR pedagogy. It is important to note the significance of knowing about learning difficulties so that educators can make the necessary adjustments and arrangements in an inclusive class. During the interviews, the teachers confirmed that learners have different learning styles, hence their choice to use multimodal texts. From this finding, it is most apparent that teachers can use technology to teach reading because it appeals to the learners' interest.

Interview question: *What are the self-developed strategies that you use to teach reading?*

Table 4.14: Extract from teacher-participant interviews

Teacher 3	Teacher 5
<p><i>Pictures just like videos have the same effect. They help the learners to understand as they read. Remember these learners love technology, they are always in their phones, so why not give them something that they like. You know, with videos, everyone is able to say something in class because, I can just ask them what they saw in the video, what they liked and what they didn't like, so when we do that to texts they will free to talk, I just hate a quiet class.</i></p>	<p><i>Some learners are visual while some are auditive, so it's best to reach all of them. Without a picture, some will never understand, remember that reading itself is a problem to these learners so we try to use things that reach all of them. Even some learners without learning difficulties can't easily understand the text so pictures come in handy.</i></p>

Yawiloeng (2022) indicates that multimodal texts can help learners with reading problems by scaffolding to gain reading comprehension by connecting a written text with a visual text. Scaffolding is one of the important skills the theorist Vygotsky (1978) encourages for effective teaching and learning. Beghin (2021) outlines that being a multimodal teacher is important for all learners. Teachers need to provide visual and auditory instructions to ensure that all learners receive direction, especially in an inclusive class. Mpofu and Chimhenga (2013) recommend using visuals for learners with hearing impairments who cannot learn much through auditory means. Hence, allowing learners to learn using materials that appeal to their learning style promotes Sen's (1992) capability approach through conversion factors that will lead to functioning and well-being. Alfonso (2017) highlights that teachers need to adapt pedagogies that motivate and engage learners, allowing them the freedom to explore

their interests. Therefore, allowing learners to explore the topics they are interested in and using technology promotes freedom and participation. During interviews, teacher-participants expressed interest in using videos, pictures, audio, and audio-visuals to teach reading.

Interview question: *What influences the self-developed strategies and pedagogies that you use to teach reading in an inclusive class?*

Table 4.15: Extract from teacher-participant interviews

Teacher 2	Teacher 4	Teacher 5
<p><i>I use different methods because, you know, some learners are visual, some are verbal and so on. Basically, there is no one size fits all. So that's why in my lessons, I try to involve all those learners.</i></p>	<p><i>You see, even Vygotsky speaks about visualisation in the classroom. So I think it also enhances my... my... my... my teaching. Now if I may remind you remember when we were in grade 1, we used to read stories using pictures and also doing that with my grade 10s if they don't understand but I believe that one can use any method as long as the method addresses the problem that the learner has, but as for myself, I think this one works for me.</i></p>	<p><i>I try to use the resources like projectors, pictures et cetera because learners are different and they learn differently, the idea is to close the gap between learners who can read and those who can't. Other learners learn better when they see, some while they read, some while read and view. You know, there is no one size fits all in this case, you just have to be creative each time and think of the problem you want to address. Most of my learners read but they barely understand, so I use pictures and videos most of the times.</i></p>

Kaya (2022) emphasises that if the visuals used are compatible with the content of the text, they enhance and promote the effect of the text. Kaya (2022) also indicates that pictures attract the learners' attention, stimulate different senses, and provide rich content in developing basic skills in social and cultural languages. Kaya (2022) points out that visuals improve reading skills. The title of the first text was: *... from rubbish to robots*; it was about a young man who turned trash into a robot that could be used to ease the farming process. The picture attached to the text was that of a robot doing household chores, the robot was cleaning a bedroom. There was a connection between the semantics of the text and the picture. The visual stimuli helped the learners to look and verbalise what they saw as they explored the visual stimuli. Brown and Lapadat (2009) emphasise that multimodal teaching involves presenting visuals, sound, drama, and text.

Multimodal texts assist learners with decoding and poor comprehension skills to understand the text better because learners learn differently; therefore, using a text and a picture will appeal to learners with different learning styles. While some learners will be assisted by the visual to understand the text, others may be assisted by the text semantics to understand the visual stimuli. The use of multimodal texts promotes equality in education as teachers will teach learners taking into consideration the learners' abilities and interests (Sen, 1992). Therefore, all educators need to use any strategy or adapt any pedagogy to help learners learn.

For English language teachers to build a suitable scaffold for students, Ji and Luo (2019) suggest that teachers must provide multimodal auxiliary scaffolding using multimodal teaching resources to build knowledge scaffolds, create psychological scaffolds, encourage peer interaction, and set up multimodal comprehension. Therefore, the use of multimedia becomes a necessity in a diverse classroom. Moreover, multimodal texts support second language reading by providing input that caters to different learning styles that are familiar, authentic, and contextualised to the learners' lives (Abraham & Farias, 2017). From this view, critical multimodal reading practices, multimodal texts, or visual reading materials enhance the comprehensible input of abstract concepts and understanding of the print text (Abraham & Fraiss, 2017). "In brief, visual reading texts can scaffold learners' reading comprehension because the visuals enable students to connect more immediately with the written text" (Yawiloeng, 2022, p. 881). Fitzgerald et al. (2020) mention that multimodal non-digital texts can assist diverse learners in developing comprehension skills. Hence, the use of multimodal texts creates maximum opportunities for learners with various learning needs, abilities and challenges so that they can be critical and make the needed choices.

4.6 Activating Prior Knowledge

I observed eight lessons from four teachers to observe the pedagogies and self-developed strategies that teacher-participants used to add to the data gathered during the semi-structured interviews. Teachers drew from different pedagogies at different stages of reading to teach reading in inclusive classrooms. The researcher discovered that teachers drew from RtL, EMC and QAR. The pedagogies were intertwined in each stage of reading. "New knowledge is learned best when linked to existing knowledge" (Klapwijk, 2011, p. 5). Prior knowledge can be activated through predictions and discussions. Prior knowledge may come from

experience or reading. Varying learning resources and using multimodal texts may be a necessity in a diverse classroom to cater to different learning styles.

4.6.1 Pre-reading activities

To understand the pedagogies that teachers drew on to teach reading in inclusive classes, I focused on and analysed the stages of reading followed by teacher-participants. Pre-reading activities aim to introduce learners to a particular text. As a first step for a reading lesson, the teachers help to activate learners' prior knowledge about the text's topic. Klapwijk (2011) and Johnston (2019) mention that activating prior knowledge helps the learners bring relevant background knowledge to the reading process to stimulate analysis and interpretation of the new text. Prior knowledge aims to elicit as much information about the text as possible through predictions, discussion, or question-and-answer sessions. During lesson observations, teachers drew from different pedagogies to teach reading. The teachers taught the same text but introduced it in different ways.

Table 4.16: Extract from lesson observation sheet: Teacher 1, Lesson 1 introduction

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson introduction</i>	<i>Observe whether the teacher prepares all the learners for the reading topic. Observe if any additional materials are used to assist learners in understanding the topic.</i>	<i>The teacher told the learners about her first encounter with robots. The teacher wrote the topic on the board and discussed it with the learners. Then, the teacher asked the learners to predict what the passage was about, the predictions were written on the board.</i>

Teacher 1 used her personal experience to prepare learners for reading the text. The teacher's story helped the learners understand the provided text. The teacher's experience can be linked to RtL even though the teacher did not summarise the text prepared for the learners.

Table 4.17: Extract from lesson observation sheet: Teacher 2, Lesson 1 introduction

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson introduction</i>	<i>Observe whether the teacher prepares all the learners for the reading topic. Observe if there are any additional materials used to assist learners in understanding the topic.</i>	<i>The teacher showed learners a video of a robot serving a customer at McDonalds. The teacher had a discussion with the learners about the video and the impact it has on social and economic factors. The teacher declared the topic and asked the learners to predict what the topic is about. Predictions were written on the board. The teacher checked the learner with hearing impairment if she was audible enough and could follow the discussion. I observed that the learners with learning difficulties were in separate groups but the teacher kept checking them.</i>

Teacher 2 used a video as a visual aid to tap into the learners' prior knowledge. The 21st-century learners constantly use social media and normally know about trending stories. A video of a robot serving a customer at McDonald's was used to introduce the lesson. The teacher led a discussion through QAR to check the learners' prior knowledge of robots, their use, and their impact on human beings. The topic was discussed and learners were also asked to predict and deduce what the passage would be about. In a nutshell, this is part of EMC pedagogy, which is the first step, establishing meaning.

Table 4.18: Extract from lesson observation sheet: Teacher 3, Lesson 1 introduction

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson introduction</i>	<i>Observe whether the teacher prepares all the learners for the reading topic. Observe if any additional materials are used to assist learners in understanding the topic.</i>	<i>Learners were given a video to watch the previous day. The video provided to learners was discussed and learners were asked questions about the title. The title was fully discussed before the reading started.</i>

Table 4.19: Extract from lesson observation sheet: Teacher 4, Lesson 1 introduction

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson introduction</i>	<i>Observe whether the teacher prepares all the learners for the reading topic. Observe if there are any additional materials used to assist learners in understanding the topic.</i>	<p><i>The teacher closed the classroom curtains to regulate light for a learner with partial visual impairment. A projector was used to show learners a robot (text B) on the board. The teacher asked if all learners could see what was projected on the wall.</i></p> <p><i>Started by showing the learners the picture and asking questions like, "What do you see on the picture"? The learners indicated what they saw, and the visual was extensively discussed. Learners with learning difficulties were included in the discussion. The teacher then discussed the topic extensively, like alliteration, phrases etc.</i></p>

It is evident from the class observations that the teachers were conscious of learners with learning difficulties. All teacher – participants a conducive environment for all the learners to acquire knowledge. Anghileri's (2006) first level of scaffolding involves classroom organisation and peer collaboration among other things. The teacher prepared the classroom adequately and ensured that the light was conducive for a learner with a visual impairment. The teacher used QAR to elicit answers about the learners' knowledge of robots. A visual text was used to link the knowledge that the learners had with the knowledge of the visual text. Klapjwik (2015) in her EMC's first stage of establishing meaning indicates that in the pre-reading phase, it is important to establish the purpose of reading, determine the text type, and prepare learners on the topic. In Rose's (2005) RtL first stage, the teacher models reading through reading and summarising the text aloud. The learners listen to the teacher reading and summarising the text. The teacher-participants manipulated this stage, instead of summarising the text, the teachers elicited responses from learners. Pearson (1985) and Raphael (1986) in their QAR indicate that learners may answer questions from their own experiences and background knowledge. This can be the last stage of answering questions after reading the passage, but the participant-teachers decided to use it at the beginning of the lesson to elicit as much information as possible from the learners about robots before reading the text.

Teachers 1 and 2 asked learners to predict what the passage would be about. Lubliner (2001) and Klapwijk (2011) indicate that predictions help learners set a purpose for reading and anticipate what they will read. Klapwijk (2011) indicates that the first step is the foundation for meaning-making, activating text knowledge and prior knowledge, making predictions, pre-reading questions and determining the purpose of reading. Saricoban (2022) explains that pre-reading activities improve learners' interest in the topic and motivate them. They also provide some predicting/guessing activities for the reading passage, learners' background knowledge about the topic, prepare learners for the context of the reading passage and build a bridge between the text and the learners' background knowledge and interests.

The participants did not use one method of teaching, they drew from EMC, RtL, and QAR. Therefore, teachers may teach the same content but in different styles depending on the needs of the learners. Alffaki and Saadiek (2013) indicate that activating prior knowledge before reading helps students get ready to read and be open to new information and builds confidence and security within learners before reading a new text. It focuses on learners' reading and helps them read for a purpose. Having a purpose and inquiring about the subject before reading helps learners take ownership of their reading experiences.

The purpose of pre-reading activities is to prepare for linguistic, cultural, and conceptual difficulties and to activate prior knowledge as well as provide an opportunity to comprehend more linguistically challenging language, connecting the new text to background knowledge to engage learners as text participants. (Gibbons, 2002, p. 85)

Johnston (2019) agrees that a daily review of previous learning helps the learners connect information with prior knowledge. Prior knowledge exploration helped understand the type of robot that the learners would read about, particularly in teacher 1's class where some learners initially thought that they would read about vegetable/pepper robots. Their background knowledge was activated during the pre-reading activities through probing skills. Anghileri (2006) indicates that probing questions expand the learners' thinking as they require lengthy answers; this can be linked to the QAR method since learners had to discuss and explain the robot's social and economic impact on humans.

All the pedagogies teachers drew on created social interactions, teacher-pupil interactions, and learner interactions. By asking questions, the teachers learned what learners already knew about the topic to be read because learners learn better from the known to the unknown

(Vygotsky, 1978). Millin (2015) says that RtL uses social interaction in supportive environments to assist students in developing more advanced levels of understanding of academic texts (Vygotsky, 1978). Therefore, it is important for teachers to tap into the learners' prior knowledge in an inclusive class to ensure that all learners have the same level of understanding of the topic before they start reading. Teachers can use a combination of pedagogies to tap into the learners' prior knowledge.

4.6.2 During-reading activities

Gibbons (2002) indicates that during-reading activities aim to model good reading strategies. Klapwijk (2011) indicates that the reading phase is meant to make learners interact with the text and maintain meaning-making; both the teachers and the learners become active participants as teachers monitor the learners and learners monitor their reading.

Saricoban (2002) indicates that the reading phase activities help the learners to:

- understand the writer's purpose;
- understand the language structure and the logical organisation in the reading text;
- develop and help learners to comprehend the text content;
- use their inferring and judging abilities;
- remind the learners of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words;
- make use of cross-cultural elements;
- develop their linguistic and sociolinguistic knowledge;
- learn to generalise on the issue under discussion;
- read consciously; and
- skim (looking for general information) and scan (looking for specific information).

During lesson observations, the teacher-participants drew from different pedagogies.

Table 4.20: Extract from lesson observation sheet: Teacher 1, Lesson 2

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson development</i>	<p><i>Observe the pedagogies and self-developed strategies used and if they include all the learners.</i></p> <p><i>Observe the participation of all learners.</i></p> <p><i>Observe how the teacher ensures the involvement of all learners in the reading lesson.</i></p> <p><i>Observe if the teacher notices and involves all learners.</i></p>	<p><i>The teacher modelled reading and asked learners to follow silently while pointing at words... After that the new vocabulary was discussed and explained. The teacher wrote the explanations on the board. The teacher went back to predictions and learners who predicted appropriately were applauded. The teacher asked the learners to read each paragraph in groups. The teacher monitored the reading. After reading, the teacher asked questions based on the text. Learners with learning difficulties were included since the teacher kept asking if everyone understood the question. There was a spelling game done, learners were asked to write the spelling of certain words on the board in pairs.</i></p>

Table 4.21: Extract from lesson observation sheet: Teacher 2, Lesson 2

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson development</i>	<p><i>Observe the pedagogies and self-developed strategies used and if they include all the learners.</i></p> <p><i>Observe the participation of all learners.</i></p> <p><i>Observe how the teacher ensures the involvement of all learners in the reading lesson.</i></p> <p><i>Observe if the teacher notices and involves all learners.</i></p>	<p><i>The teacher modelled reading while the learners followed silently while pointing out words with pens, pencils or highlighters. When the teacher finished reading, there was a whole class discussion on the new words that the learners had underlined. Pronunciation was also taught by the teacher, together with the spelling. The teacher wrote the new vocabulary on the board, and used different board markers to write the meanings and word classes. There were cut letters whereby learners were asked to paste the full words on the board before discussing the meaning. After that, the class took a break; learners were asked to stand up and stretch in order to accommodate the learner who couldn't sit still for a long time. The learners were then asked to read the passage in their groups. Each group read a passage and the teacher monitored the groups reading to ensure that all the learners participated. After reading, the learners were asked questions based on the text.</i></p>

Table 4.22: Extract from lesson observation sheet: Teacher 3, Lesson 1

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson development</i>	<p><i>Observe the pedagogies and self-developed strategies used and if they include all the learners.</i></p> <p><i>Observe the participation of all learners.</i></p> <p><i>Observe how the teacher ensures the involvement of all learners in the reading lesson.</i></p> <p><i>Observe if the teacher notices and involves all learners.</i></p>	<p><i>Learners were given the text. The teacher modelled reading and learners followed silently while pointing at words using pens, pencils or highlighters. The teacher stopped after each paragraph and asked the learners some questions. The questions were about what the learners thought would happen or questions based on understanding the text and new vocabulary. There was a lot of writing as learners were writing explanations on the text. The teacher did this to ensure that the learners understand each paragraph before she moves on to the next paragraph. After reading the whole passage, learners were asked questions on the whole text. Learners were asked to look at the robot (text B) and indicate what they see. The teacher asked a lot of questions based on the picture of a robot.</i></p>

Table 4.23: Extract from lesson observation sheet: Teacher 4, Lesson 1

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson development</i>	<p><i>Observe the pedagogies and self-developed strategies used and if they include all the learners.</i></p> <p><i>Observe the participation of all learners.</i></p> <p><i>Observe how the teacher ensures the involvement of all learners in the reading lesson.</i></p> <p><i>Observe if the teacher notices and involves all learners.</i></p>	<p><i>The teacher gave each learner the text and the robot picture that was projected on the wall. The teacher modelled reading, and the learners followed silently while pointing at words using pens, pencils, and highlighters silently pointing to each word that the teacher read. A learner with a visual impairment was given an A3 handout. Learners highlighted the new or difficult vocabulary that they came across. The teacher was moving around as she read and kept checking the learners when she paused. Afterwards, there was discussion or explanation of difficult words. The teacher gave explanations where learners could not provide explanations. Then learners were asked to read each paragraph in groups of three. The teacher monitored the groups. After reading the teacher asked learners about the relationship between text A and text B.</i></p>

All the teacher-participants modelled reading to their learners. The learners followed with pencils, rulers, highlighters, et cetera and were asked to highlight difficult words or new phrases. Yawiloeng (2022) highlights that modelling reading is the scaffolding that may help

the learners to acquire the target language. Gibbons (2002) highlights that reading the text aloud for the learners for the first time should promote pausing and expression, meaning that teachers may manipulate their tone, pitch and gestures accordingly. Bolinger et al. (2020) indicate that dyslexic learners learn better if teachers use meaningful gestures. Gibbons (2002) highlights that listening to an experienced reader helps the learners to recognise that good readers make meaning and develop reading competence through appropriate pausing, facial expression, and fluency. Reading aloud for learners helps the learners to imitate the teacher when they read aloud for formal oral assessment. Modelled reading is a part of EMC and RtL pedagogies.

The teacher-participants observed and moved around, checking the learners as they read to ensure that they kept track of their reading and understanding what they were reading. After reading each paragraph, teacher 3 applied the immediate fix strategy to check understanding by asking questions, which is part of QAR. Klapwijk (2011) says that during the reading stage, teachers learn more about their learners' reading behaviours, reading problems, and learners who have lost interest in reading. Millin (2015) emphasises that RtL incorporates three fundamental aspects of Vygotsky's (1978) theory of learning as a social process, namely social interaction, mediated learning, and the Zone of Proximal Development (ZPD). According to Vygotsky (1978), ZPD is the gap between an individual student's actual academic literacy capability and potential capability, which results from collaboration with a significant (more capable) other, such as a peer, mentor or teacher. At this stage, the learners were taught reading strategies like scanning and skimming.

The RtL's detailed reading stage was also applied by all the teachers. Rose (2005) explains that during this stage the teacher reads aloud, and the learners follow after the teacher, reading sentence by sentence. However, in this instance, the learners did not read after the teacher sentence by sentence; they read each paragraph in groups or pairs since the pronunciation and modelled reading was already done. As they did so, they pointed to each word with a finger. In all the classes, learners pointed to the words as they read as when the teacher read.

Rose (2005) further explains that the teacher provides the meanings of the sentences and /or difficult words. However, the teachers used probing and prompting questions to elicit the meanings from the learners. Yawiloeng (2022) indicates that reading comprehension requires

vocabulary and syntax knowledge, so readers may be able to perceive the exact nature of the passage being communicated. After the first reading, new vocabulary and phrases were discussed. Brooks et al. (2021) allude that poor vocabulary skills can significantly limit learners’ ability to comprehend written texts because vocabulary knowledge is a key predictor of reading comprehension. Brooks et al. (2021) allude to decoding texts; learners need word recognition and lexical information to understand texts; learners with dyslexia may have good comprehension skills and poor decoding skills; hence, it is important to teach vocabulary. Gibbons (2002) says decoding helps learners break the code of the text through graphophonic knowledge. The skimming method of reading was generally used across all the classes. Gibbons (2002) emphasises that skimming is important for learners to get a general sense of the main ideas of what the text is about. The teacher-participants allowed the learners to read the texts after exploring the new vocabulary and phrases. Then, they reread the text in groups/pairs after exploring the new vocabulary and phrases. Teachers need to use any relevant self-developed strategy of pedagogy to ensure that the learners understanding the text before moving on to the next stage. This promotes equality as all learners will be ready to move on to the next stage.

4.6.3 Post-reading activities

Klapwijk (2011) defines this process as consolidating the meaning-making process. Gibbons (2002) highlights that after-reading activities allow learners to focus on the text information, respond by relating ideas, providing opinions, or criticising and use the text for communicative skills.

Table 4.24: Extract from lesson observation sheet: Teacher 1, Lesson 2

Lesson stage	What will be observed during each lesson stage	Researcher’s reflection on each stage
<i>Lesson conclusion</i>	<i>Observe learner participation and strategies used in concluding the lesson.</i>	<i>The teacher asked the learners to paste strips of sentences on the board. The sentences were supposed to be in chronological order of the events in the text.</i>

Learners summarised the text by re-arranging sentence strips in the order of events on the board. Teacher 1 drew from RtL and QAR pedagogies.

Table 4.25: Extract from lesson observation sheet: Teacher 2, Lesson 1

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson conclusion</i>	<i>Observe learner participation and strategies used in concluding the lesson.</i>	<i>Before the next step, the teacher asked the learners to stand up and stretch then they sat down for the lesson to continue. The teacher asked the learners to paste strips of sentences on the board. The sentences were the main points of each paragraph and learners were expected to paste them in a chronological order. The teacher asked the class to applaud those who did well and gave second chances to those who didn't get the answers right first time. The teacher also asked some questions pertaining to text A and text B.</i>

Teacher 2 drew from the RtL, EMC and QAR to conclude their lesson

Table 4.26: Extract from lesson observation sheet: Teacher 3, Lesson 1

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson conclusion</i>	<i>Observe learner participation and strategies used in concluding the lesson.</i>	<i>The conclusion was based on question-and-answer.</i>

Teacher 3 asked questions based on the two texts and learners could also ask questions. The teacher drew from the RtL, EMC and QAR pedagogies.

Table 4.27: Extract from lesson observation sheet: Teacher 4, Lesson 1

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
<i>Lesson conclusion</i>	<i>Observe learner participation and strategies used in concluding the lesson.</i>	<i>Learners were asked in turns to summarise what they read about and they responded. They were also asked their opinions about the robots.</i>

Learners summarised the text by organising the sentences on the board. Teacher 4 drew from the RtL and EMC pedagogies. Pearson's (1985) and Raphael's (1986) QAR descriptors were used during the question-and-answer session after reading. The 'think and search' descriptor was used when learners had to rearrange sentences according to events. The 'right there'

descriptor was used in questions when learners had to find answers from the text, such as the items, the items that the character used to make a robot and what the learners saw in the visual stimuli. The ‘author and you’ descriptor was used on high-order questions where learners had to use their prior knowledge to answer the question; for example, teacher 1 asked: “*Do you think Dr Magudumana was forced to be part of the crime?*” Learners had to think about what they already knew, what the author told them in the text, and how it fit together. The ‘on my own’ descriptor was used to ask learners questions where answers were not in the text but they could use the passage as a starting point; for example, teachers asked learners about the social and economic impacts of robots on human beings. The QAR pedagogy helps teachers keep in mind learners’ abilities, needs and interests; learner participation was highly encouraged through teacher-learner interactions since most of the answers were given orally and it assisted learners in answering cognitively challenging questions. The QAR is also incorporated in the EMC approach. The following EMC pedagogy steps were followed: checking the pre-reading questions and predictions, questions to answer orally, and summary of the text. This is also regarded as a QAR session in which a teacher may engage learners in a question-and-answer session before learners can actually start writing activities related to the text.

Rose’s (2005) preparation before the writing stage indicates that teachers can ask learners to summarise or write notes about the text. This is a way of checking if the learners understood the text. This is also the stage where learners can answer some questions based on the story. The teacher-participants also drew from the RtL pedagogy as they asked learners to summarise the texts orally.

Gibbons (2002) indicates that post-reading activities allow the learners to respond creatively to what they read, to focus and use the information from the text in other texts and to use grammatical or phonic knowledge. Gibbons (2002) highlights that after-reading activities allow learners to use information from the text to respond to the text by relating ideas, providing opinions or criticising and using the text for communicative skills. This means that the learners become the text analysts. Gibbons (2002) says that as text analysts, readers read a text critically noting that writers have particular belief systems, assumptions or ideologies.

Saricoban (2002) indicates that post-reading work aims to help learners use their acquired knowledge in similar readings; help learners integrate their reading skills with other language

skills; listen, speak and write; make use of keywords and structures to summarise the reading passage; extract the main idea of a paragraph or a reading text; interpret descriptions (outlining and summarising); and make use of classroom games for reading. Preparing and ensuring that all learners have an idea and understand the topic of a text before any writing promotes the equality advocated by Sen's (1993) capability approach. Therefore, no perfect pedagogy or self-developed strategy can be used exclusively to teach reading in an inclusive class. A language teacher may draw from various pedagogies and use strategies at any reading stage as long as it can help learners understand a text.

It is important to note that the pedagogies teacher-participants drew on, mainly RtL and EMC, had common aspects such as tapping into prior knowledge, modelled reading and monitoring learners. At the same time, they read, exploring vocabulary and repeated reading. Therefore, the mentioned aspects of reading are important in teaching reading in an inclusive class. Walker (2006) indicates that the capability approach evaluates how pedagogic practices allow learners to acquire knowledge, think critically, and read effectively for pleasure and assessments. Therefore, the explored pedagogies were aligned with the capability approach because the teacher-participants drew from QAR, EMC, and RtL pedagogies so learners could think critically, read effectively and check understanding which developed learners' critical thinking skills.

4.7 Conclusion

In this chapter, I discussed the findings from the thematic data analysis. I used observation notes and verbatim individual and focus group interview quotes. The analysis was backed up by literature from previous research by other scholars. The next chapter focuses on the study's summary of findings, recommendations, and limitations of the study.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study explored the pedagogies that English FAL teachers in a researched school draw on to teach reading in inclusive classes. The study focused on the following questions: (i) What are the views and ideas of learners with learning difficulties on how they are taught? (ii) What are the teachers' beliefs and understanding of pedagogies that are meaningful in teaching reading in inclusive classes? (iii) What observable self-developed strategies and pedagogies do teachers draw on to teach reading in inclusive classes? This study collected data through eight class observations from four teachers, five teacher semi-structured interviews, six learner focus group interviews involving 10 learners with learning difficulties, and one focus group interview with five teacher-participants. The first section of this chapter will discuss the findings, the second section will discuss the study limitations, then the recommendations for practice, including the potential value of the study; the third section will focus on the practice recommendations and the last part will conclude the chapter.

5.2 Summary of Findings

(i) What are the views and ideas of learners with learning difficulties on how they are taught?

Learners expressed the need to slow down the pace of reading lessons and expressed interest in extra lessons. Learner-participants proposed that teachers and school counsellors must intervene in the promotion of advocacy for learners with learning difficulties. Learners felt that they needed extra lessons to improve their reading; they wanted to disclose their learning difficulties to the school counsellor who would inform the concerned teachers.

(ii) What are the teachers' beliefs and understanding of pedagogies that are meaningful in teaching reading in inclusive classes?

Teacher-participants believed that Ubuntu and collaboration were necessary pointers for choosing pedagogies for teaching reading in inclusive classes. They believed that social learning promotes respect and a conducive learning environment. Teacher-participants

acknowledged that learners were diverse with various needs, learning difficulties, and learning styles; while some learners were auditive, others were visual. Hence, no single method of teaching will suit all learners. Ubuntu and collaborative learning influenced the choice of pedagogies. Teacher-participants also developed their own teaching and non-teaching strategies to promote learning in inclusive classes. Teaching strategies included using multimodal texts such as audio, visual, and audio-visual texts as it was believed that modern learners like using technology. They also used authentic texts of trending news and those that appealed to learners' interests and promoted diverse learner needs. Non-teaching strategies involved knowing the learners' names within a short time, using A3 paper for partially visually impaired learners and having breaks within a lesson to accommodate learners with ADHD.

(iii) What observable self-developed strategies and pedagogies do teachers draw on to teach reading in inclusive classes?

The study found that no pedagogy can be used exclusively to teach reading effectively in an inclusive class. Teachers drew from various pedagogies for each step of reading, such as the RtL, EMC and QAR. They also drew from communicative language teaching by using authentic modern and multimodal texts. Therefore, teachers could adapt pedagogies that may appeal to learners with learning difficulties. However, there were instances where there were similarities in the lessons or where teachers drew from similar pedagogies and there were instances where they used completely different strategies. Therefore, teachers must use authentic and multimodal texts to cater to learners with different learning difficulties.

The capability approach and inclusive education align with the Universal Design for Learning (UDL). As a result, using the capability approach as a starting point to design inclusive classes entails embracing teaching programmes that do not classify learners according to performance, thereby creating equal opportunity for all learners – this accommodation will no longer be seen as a privilege awarded to those with learning difficulties but broaden how all learners must be taught and accommodated.

5.3 Limitations of the Study

De Vos et al. (2011) define limitations as shortcomings, failures, or problems encountered during the research process. Initially, I wanted to partake in a case study of six English

language teachers and 10 learners with learning difficulties. However, one teacher-participant pulled out, and the other did not have learners with learning difficulties in her class. However, since the participant was willing to assist in data collection, her inputs were recorded in the interview and focus group interviews because she still had a grade 9 English FAL class where there were learners with learning difficulties.

At some point during the data collection process, the school announced that a special school was to be constructed within the school grounds. This made most learners uneasy as they felt that I was appointed to look for learners to be enrolled at the special school the following year when it opened. I had to ask the SMT for policies regarding enrolment and explain that no learner would be removed from the school without the consent of their parents – neither the SMT nor I had any powers to remove learners from the mainstream school. I also reiterated that I was researching in my capacity as a teacher and student and not as a representative of the Department of Education. As a result, during focus group interviews with the learners, I had to ask each learner to say their pseudonyms before expressing their ideas. This was a way of assuring them that their ideas would remain anonymous. The other constraint in the study was that the case study of teacher-participants consisted of female teachers only. I would have loved to investigate the pedagogies and insights of the male teachers on teaching reading in inclusive classes.

5.4 Personal Reflections

This study empowered me in my practice, especially during the interviews and the class observations. I noticed that there was much I could do to improve my practice. I knew nothing about the importance of advocacy and learners' names. This is something I will implement in my practice. I also learned that one could develop any strategy and/or manipulate any pedagogy if it accommodates the needs of diverse learners. I learned that authentic texts appeal to the learners and that the use of these texts must be based on diverse learners' interests. This motivates and captivates learners' interest in reading.

From this study, it is most apparent that learners with learning difficulties are persons who can reason and take part in their learning. Hence, it is important to converse and find out how they want to be taught rather than imposing self-developed strategies or pedagogies on them. Teaching and learning will become more effective and easier if the stakeholders communicate effectively.

5.5 Recommendations for Practice

The Department of Basic Education must ensure that schools have classrooms that eliminate noise for learners with partial hearing impairments. Assistive technology devices like mobile tablet textbooks combined with activity books must be used for learners with learning difficulties. The DBE is mandated to empower teachers with inclusive education knowledge so that they are aware of different learning difficulties and can accommodate such learners in their teaching. Curriculum developers must design flexible curricula that accommodate inclusive classes and allow teachers to be responsive and creative in filling learners' knowledge gaps. Again, curriculum developers should look for what learners with learning difficulties can do, rather than placing limits on learning based on standard expectations and traditional teaching.

Teachers need to know learners' weaknesses and learning difficulties in their classes. This could be a starting point to help learners. Teachers must constantly talk to their learners so they can understand their views on how they want to be taught and their concerns while learning reading in inclusive classes. It is also important for teachers to know the learners' names as this promotes Ubuntu, elicits respect, and helps with discipline in class. Teachers may not diagnose learners but can recommend that learners be assessed by educational/clinical psychologists. Hence, parents of identified learners need to cooperate with teachers to help these learners reach their potential. It is also important for schools to have social workers on the premises in case learners have social problems.

Teacher training institutions also need to incorporate inclusive education and various pedagogical skills for all teachers into their curricula. The schools must also take time to empower learners about the different types of learning difficulties to promote Ubuntu, respect, and harmony. Primary schools must also send reports of learners with learning difficulties to high schools where these learners are enrolled so that they can get assistance from the beginning of the year. Schools also need to ensure mixed-ability grouping of classes from grade eight so that learners with learning difficulties are not all grouped in one last class which will be strenuous for teachers.

Teachers need to be continually involved in the formation and execution of any classroom programme that is designed to accommodate a class as a whole. By so doing, teachers will gradually gain an understanding of how their diverse learners learn and ultimately the teachers' role in perpetuating a capabilities approach in the classroom will be promoted. It is important to note that the capability approach is not limited to how classroom programmes can be designed and can also extend to how resources are channelled to inclusive education programmes.

The data gathered concluded that teachers should use the combined methods of the RtL, EMC, and QAR as they are aligned with the principles of the UDL. Avci and Kunt (2016) and Stockall et al. (2012) say that the UDL is about adapting a programme to meet the individual needs of all children as opposed to creating a special programme for children needing additional support. The UDL aims to accommodate all learners in a classroom by emphasising the use of different strategies and pedagogies.

The Centre for Applied Special Technology (CAST, 2021) indicates that the UDL has three principles; the first principle is the multiple means of engagement, centred on the notion that engagement in early childhood services is based on children's interests and provides necessary motivation. Horn et al. (2016) and Stockall et al. (2012) highlight that this principle is about ensuring that various opportunities exist for stimulating the attention, curiosity and motivation of children, catering to a wide range of interests, preferences, and learning styles. However, some learners may need more motivation and repetition than others to engage on different levels of scaffolding and appropriate challenges to maintain engagement for optimal learning. Therefore, teachers must stimulate and motivate learners differently to promote diverse learners' engagement in the lessons. The first principle also emphasises that learners can participate in activities at a level appropriate to their developmental characteristics, hence using Vygotsky's (1978) ZPD to scaffold further learning.

Horn et al. (2016) and Stockall et al. (2012) indicate that principle two has multiple means of representation, which suggests that individuals need learning materials, experiences, and information presented to them in various ways to gain knowledge and experience. It ensures that instructions, directives, questions, expectations, and learning opportunities are available in varied formats and complexity levels, addressing various needs and ability levels. Avci and Kunt (2016) indicate that many programmes provide different ways of expressing and

gaining knowledge through multiple forms of representation, including visual, sound, and touch. Hence, teachers need to use visuals, audio, audio-visuals, props or any physical materials to help learners understand texts.

Principle three which is about multiple means of action and expression, acknowledges that learners differ in navigating the environment, expressing themselves, and demonstrating what they know. The CAST (2021) notes that this principle ensures that learners use a variety of formats for demonstrating what they know and responding to and expressing ideas, feelings and preferences. Therefore, various assessments and assessment resources must be used in inclusive classes; they can be formal or informal; for example, role play, writing about favourite characters, oral quizzes, puzzles, summarising, oral and written questions, and graphic organisers. This will address individual abilities, interests, and strengths in a diverse class.

This study is valuable for all language teachers because reading is taught throughout the language curricula. It will help language teachers not empowered with inclusive education to have a starting point in teaching reading in inclusive classes. Its value is in the insights into teaching reading and possible strategies teachers may employ to make teaching reading successful in inclusive classes.

5.6 Recommendations for Further Research

Other researchers can explore the effectiveness of the pedagogies and strategies explored in this research in a multi-grade or special needs class in a special school to find out if the same strategies can be applied or if different strategies should be used. I would advise any researcher to learn about the pedagogies that teachers draw on or use to teach reading in multi-grade classes or special schools. It will also be interesting to discover the pedagogies that male teachers draw on to teach reading in different contexts.

5.7 Conclusion

From this study, I have learned that teachers can draw from different pedagogies accommodated in the UDL to teach reading effectively. The use of multimodal texts has been a great eye-opener and has empowered my practice. I am grateful for this journey as I learned much throughout the data collection stage and by constantly reflecting on my practice.

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APPENDICES

Appendix 1: Ethical Clearance



Rhodes University, Education Faculty
Research Ethics Committee
PO Box 94, Makhanda, 6140, South Africa
Tel: +27 (0) 46 603 8393
Fax: +27 (0) 46 603 8028
email: e.rosenberg@ru.ac.za

<https://www.ru.ac.za/researchgateway/ethics/>

18 March 2023

Sheillah NDLOVU

ISEA

gl5n0005@campus.ru.ac.za

Dear Sheillah NDLOVU

Re: Exploring pedagogies that teachers draw on to teach reading in Grade 10 English First Additional language inclusive classes.

APPLICATION NUMBER: 2023-7023-7351

This letter confirms that your research ethics application has been reviewed and **APPROVED** by the Education Faculty Research Ethics Committee (EF-REC). Your permission letter(s) where applicable have been received and you are free to proceed with your study.

Approval is granted for 1 year. An annual progress report is required in order to renew approval for an additional period. You will receive an email notifying you when the progress report is due.

Should any substantive change(s) be made during the research process, that may have ethical implications, you should notify the Education Faculty REC Chair via email. This includes changes in investigators. The REC Chair will advise as to whether a new application is necessary.

Do keep this clearance letter secure and accessible throughout your study and after its completion. It will be needed when a thesis is examined and when publications are submitted to journals.

Please also submit a brief report to the REC Chair on the completion of the research. This can be done via email. The purpose of this report is to indicate whether the research was conducted successfully and whether any ethics-related matters arose that the committee should be aware of, in order to guide future studies.

Sincerely,

Prof Eureka Rosenberg

Chair: Education Faculty Research Ethics Committee

Appendix 2: Permission Letter to the Department of Education



[REDACTED]

[REDACTED]

Kuruman

8460

20 January 2023

The Provincial Director
Department of Education
156 Barkly Road
Homestead
Kimberly
8301

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH AT [REDACTED] HIGH SCHOOL

I am Ms Sheillah Ndlovu, a Master in Education (full thesis) student (student number 15N0005) at Rhodes University, a PL1 educator and a member of the School Based Support Team (SBST) at [REDACTED] High School. I am requesting for your permission to conduct an educational research at [REDACTED] High School from February 2023 –June 2023. My research topic is: **Exploring pedagogies that teachers draw on to teach reading in Grade 10 English First Additional Language inclusive classes.** The purpose of my research is to explore the pedagogies that teachers use to teach reading in inclusive classes, their fears, concerns and suggestions. I also intend to find out how learners with learning difficulties want to be taught reading in grade 10 in order for them to learn effectively.

My project requires me to work with English Language educators and grade 10 learners. I intend to interview 6 teachers (30 -40 minutes each) pertaining to their teacher education, knowledge of inclusive education and learning difficulties. I also intend to observe the English Language teachers twice in their classrooms as they teach reading only to see how they adapt pedagogies and use self-developed strategies to teach reading in inclusive classes. I will also conduct focus group discussions with teachers to discuss the strategies, pedagogies that they draw on, their feelings, fears and suggestions. Focus group discussions with learners will focus on how learners' ideas, views and suggestions on how they want to be taught reading.

Since I will be working with grade 10 learners who are minors, I will also seek permission from the school and from the parents. The school and participants will be assured of anonymity, voluntary participation and the right to withdraw at any time. I am aware of POPIA act hence there won't be any video recording but audio recordings only which will be used to analyse data. Teachers and learners who choose not to participate in the study will not be prejudiced, victimised or punished in

any way. Since my study is focusing on learners with learning difficulties, such learners will not be discriminated or exposed. Learners who have learning difficulties will be mixed with learners who do not have learning difficulties during focus group discussions (10 learners per group) so as to avoid exposing such learners. The focus group discussions with learners will be held for 30 -45 minutes. Teachers and learners who participate or do not participate in this study are not exposed to any harm or danger.

For any further enquiries, I can be contacted using the details provided. My supervisor is Dr. Rethabile Mawela. Her email address is: r.mawela@ru.ac.za

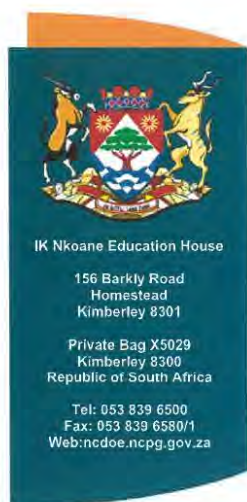
Further information or if any concerns arise during data collection process, you can contact, The Rhodes University Research Office at the following email: ethics-committee@ru.ac.za
Tel: +27 (0)46 603 7727 Fax: +27 (0) 86 616 7707
Room 220 Main Admin Building, Drostdy Road, Makhanda, 6139

Yours faithfully

Sheillah Ndlovu (078 910 6823)

sheillah.ndlovu9@gmail.com

Appendix 3: Permission Letter from the Department of Education



DEPARTMENT OF EDUCATION

Enquiries: J N Horne
 Contact No.: (053) 839 6757
 Reference: L2.10.2.4.3
 Date: 13 February 2023

19 Dahlia Street
 Mothibistad
 8474

Dear Ms S Ndlovu

APPROVAL TO CONDUCT RESEARCH

The aforesaid matter with Ref: L2.10.2.4.3, bears reference.

This letter serves to indicate that approval is granted to conduct research for the dissertation titled: **“Exploring pedagogies that teachers draw on to teach reading in Grade 10 English First Additional language inclusive classes”**.

The onus rests with you as the researcher to arrange appropriate and relevant time schedules with the sampled teachers in order to conduct the research. A copy of this approval letter must be presented to the school (Principal and SGB) and the District Director as proof that permission for the research has been granted.

The following conditions must be strictly applied during the conduct of your research in the Northern Cape Department of Education (NCDoE). Approval may be withdrawn should any of the conditions listed below be flouted.

Criteria for approval	Comment
Value of the proposed research	The research topic covers a policy position of the Basic Education Sector and thus has value. This study aims to explore the pedagogies that teachers draw on to teach reading in Grade 10 English FAL inclusive classes.
Policy and Strategic Alignment	The research is aligned to policy and to the Medium Term Strategic Framework (MTSF). The outcome of the research serves to assist in teacher development which falls within the ambit of the priorities of the Basic Education Sector.
Potential benefits to the NCDoE	The NCDoE would benefit from the research as empirical evidence would be available that is derived

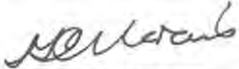


	from the Northern Cape experiences.
Contribution to the knowledge base and literature in the Basic Education Sector	The Research Report findings will contribute to the knowledge base and literature of the Basic Education Sector as it seeks to extend the existing literature on pedagogies and self-developed strategies educators use to teach reading in an inclusive class.
Appropriateness of the methodology adopted	This study will adopt an exploratory case study to explore the pedagogies that teachers use to teach reading in an inclusive classroom.
Ethical Considerations	Ethical clearance was granted by the Human Research Ethics Committee of the Rhodes University subject to the permission granted by the NCDoE. The research study will adhere to ethical principles namely voluntary participation, informed consent, anonymity, confidentiality, no harm to participants, confirmation that the study is free of plagiarism and that results are accurately represented.
Accountability	The accountability is as per NCDoE Research Guidelines.
Conditions to be agreed by the applicant	The conditions to be adhered to are as per NCDoE Research Guidelines.
Types of Research	Class observations, semi-structured interviews and focus group discussions will be used to collect data. Six English FAL Grade 10 teachers from one school in the John Taolo Gaetsewe District were sampled for the Study.
Datasets	The researcher requested the following datasets: Grade 12 National Senior Certificate results in English First Additional Language disaggregated by age and time period (2020 - 2022).

Please note that research at institutions within the NCDoE can only commence after submission of the Ethical Clearance Certificate/letter issued by the Human Research Ethics Committee of Rhodes University.

The Northern Cape Education Department wishes you well in this important undertaking and is looking forward to examine the findings of your research study.

Kind regards


MS M MARAIS
HEAD OF DEPARTMENT

24.02.2023
DATE



Appendix 4: Permission Letter to School



Flat No.1
[REDACTED] Street
Kuruman
8460

The Principal
[REDACTED] High School
[REDACTED]
Kuruman
8460
20 January 2023

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH AT [REDACTED] HIGH SCHOOL

I am Ms Sheillah Ndlovu, a Master in Education (full thesis) student (student number 15N0005) at Rhodes University, a PL1 educator and a member of the School Based Support Team (SBST) at [REDACTED] High School. I am requesting for your permission to conduct an educational research at [REDACTED] High School from February 2023 –June 2023. My research topic is: **Exploring pedagogies that teachers draw on to teach reading in Grade 10 English First Additional Language inclusive classes.** The purpose of my research is to explore the pedagogies that teachers use to teach reading in inclusive classes, concerns and suggestions. I also intend to find out how learners with learning difficulties want to be taught reading in grade 10 in order for them to learn effectively.

My research requires me to work with English Language educators and grade 10 learners. I intend to interview 6 teachers (30 -40 minutes each) pertaining to their teacher education, knowledge of inclusive education and learning difficulties. I also intend to observe the English Language teachers twice in their classrooms as they teach reading only to see how they adapt pedagogies and use self-developed strategies to teach reading. I will also conduct focus group discussions with teachers to discuss the strategies, pedagogies that they draw on, their feelings, fears and suggestions. Focus group discussions with learners will focus on learners' views, ideas and suggestions on how they are taught to read.

Since I will be working with grade 10 learners who are minors, I will also seek permission from the school and from the parents. The school and participants will be assured of anonymity, voluntary participation and the right to withdraw at any time. I am aware of POPIA act hence there won't be any video recording but audio recordings only which will be used to analyse data. Teachers and learners who choose not to participate in the study will not be prejudiced, victimised or punished in any way. My study is focusing on learners with learning difficulties, such learners will not be

discriminated or exposed. Learners who have learning difficulties will be mixed with learners who do not have learning difficulties during focus group discussions (10 learners per group) to avoid exposing such learners.

For any further enquiries, I can be contacted using the details provided. My supervisor is Dr. Rethabile Mawela. Her email address is: r.mawela@ru.ac.za

Further information or if any concerns arise during data collection process, you can contact, The Rhodes University Research Office at the following email: ethics-committee@ru.ac.za
Tel: +27 (0)46 603 7727 Fax: +27 (0) 86 616 7707
Room 220 Main Admin Building, Drostdy Road, Makhanda, 6139

Yours faithfully

Sheillah Ndlovu (078 910 6823)

sheillah.ndlovu9@gmail.com

Appendix 5: Permission from School



15 March 2023

Rhodes University
Makhanda
6139

TO WHOM IT MAY CONCERN

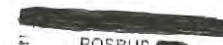
RE: APPROVAL TO CONDUCT RESEARCH AT [REDACTED] SCHOOL

This is to notify your office that Ms Sheillah Ndlovu has been granted permission to conduct her research at the above mentioned school. The school approves the data collection on condition that she follows all the ethical considerations stipulated by the Department of Education and approved by the university.

We wish her the best as she embarks on her academic journey.

Yours faithfully


Acting Principal


[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Waarnemende Hoof/ [REDACTED]
Adjunkhoofde/Vice Principals: [REDACTED]

Appendix 6: Participant Invitation Letter and Consent Form



RHODES UNIVERSITY
Grahamstown • 6171 • South Africa

██████████ School
██████████ road
Kuruman
8460
10 April 2023

Dear Sir/ Madam

INVITATION TO PARTICIPATE IN AN EDUCATIONAL RESEARCH STUDY

I am Ms Sheillah Ndlovu, a Master of Education (full thesis) student (student number 15N0005) at Rhodes University, a Post Level 1 educator and a member of the School Based Support Team (SBST) at ██████████. I am inviting you to participate in an educational research at ██████████ School from February 2023 –June 2023.

My research topic is: Exploring pedagogies that teachers draw on to teach reading in Grade 10 English First Additional Language inclusive classes. My project requires me to work with English Language educators and grade 10 learners. The purpose of my project is to find out the pedagogies that educators use to teach reading in inclusive classes.

I intend to interview you for 30 minutes or less pertaining to your teacher education, knowledge of inclusive education, learning difficulties as well as pedagogies and self-developed strategies that you use to teach reading in an inclusive classroom. I also intend to observe twice while you teach reading in your grade 10 class. During the class visits, I will not communicate with your learners. I will observe how you adapt pedagogies or use self-developed strategies to accommodate or to teach reading to all learners in an inclusive classroom. I will also conduct a focus group discussion with you and other colleagues to share pedagogies that you draw on, strategies that have worked for your learners, to discuss your beliefs and understanding of pedagogies that are meaningful in teaching reading, discuss, raise concerns or challenges you have faced and how you managed to overcome them and/or suggestions for better improved teaching in an inclusive classroom for 45-60 minutes. I will audio record the interviews, class observations and the focus group discussion.

During the class observation, I will not interact directly with the learners. Since my study is focusing on learners with learning difficulties, such learners will not be discriminated or exposed in your class. I will only, sit, observe and make notes. Everything that you say pertaining to the study will be kept anonymous. Your participation is voluntary and you have the right to withdraw at any time without any consequences. However, I encourage you to take part in this project as the outcome will benefit all English Language teachers. The results of the research will be presented to you during the SBST meeting and shared via email.

Please remain assured that all information provided will be used for research purposes only, your personal and private information will not be revealed to any third bodies, the data will be used anonymously. Participating in this study will not cause any harm or danger to you.

For any further enquiries, I can be contacted using the details provided. My supervisor is Dr. Rethabile Mawela. Her email address is: r.mawela@ru.ac.za

Further information can also be obtained from The Rhodes University Research Office at the following email: ethics-committee@ru.ac.za

Yours sincerely

Sheillah Ndlovu (078 910 6823)

sheillah.ndlovu9@gmail.com

CONSENT FORM FOR TEACHERS

I, _____ confirm that the person asking for my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience.

I have read or it has been explained to me the purpose of the study. I had sufficient opportunity to ask questions and I am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty. I am aware that the findings of this study will be anonymously processed into a research report, journal publications and or conference proceedings.

Through this consent, I agree to be interviewed, for my lesson and my inputs in focus group discussion to be audio recorded. I have received a signed copy of informed consent agreement.

Full name of participant:_____

Signature of participant:_____ Date:_____

Signature of researcher:_____ Date:_____

Appendix 7: Permission Letter to Parents



RHODES UNIVERSITY
Graduation • 1918 • South Africa

██████████ School

██████████
Kuruman

8460

10 April 2023

Dear Parent/Guardian

REQUEST FOR PERMISSION TO OBSERVE YOUR CHILD AND CONDUCT A FOCUS GROUP DISCUSSION

The parent/guardian of: _____

Name of parent/guardian: _____

Grade: _____

Name of school: _____

I am Ms Sheillah Ndlovu, an MED (full thesis) student (student number 15N0005) at Rhodes University, an educator and a member of the School Based Support Team (SBST) at ██████████ School.

My project requires me to work with English Language educators and grade 10 learners.

I intend to observe the English Language teachers in their classrooms and conduct focus group discussions. Since, I will be working with grade 10 learners who are minors, I seek your permission to conduct this study.

Your child is assured of anonymity, voluntary participation and the right to withdraw at any time. Participating in this study means that your child will be observed and audio recorded. I will observe how the teacher adapts pedagogies and self-developed strategies to teach your child reading. During the class visit, I will not communicate directly with your child, I will observe and make notes. I am aware of POPIA act hence there won't be any video recording but audio recordings only which will be used to analyse data. No audio recording will be published on any social media platform.

I also intend to have focus group discussions with the learners. Learners who have learning difficulties will be mixed with learners who do not have learning difficulties so as to avoid exposing such learners. Pseudonyms will be used during focus group discussions to hide your child's identity. The purpose of focus group discussions is to find out the views, ideas and suggestions of learners with learning difficulties on how they are taught to read.

Learners who choose not to participate in the study will not be prejudiced, victimised or punished in any way. Since my study is focusing on learners with learning difficulties, such learners will not be discriminated or exposed.

This project will be conducted under the supervision of Dr. Rethabile Mawela. Her email address is: r.mawela@ru.ac.za. Should you require any further information, please contact the researcher on 0789106823.

Further information or if any concerns arise during data collection process, you can contact, The Rhodes University Research Office at the following email: ethics-committee@ru.ac.za
Tel: +27 (0)46 603 7727 Fax: +27 (0) 86 616 7707
Room 220 Main Admin Building, Drostdy Road, Makhanda, 6139

Yours sincerely

Sheillah Ndlovu (078 910 6823)

sheillah.ndlovu9@gmail.com

INFORMED CONSENT FORM FOR PARENTS/GUARDIANS
INFORMED CONSENT FORM

I _____ give consent for my
child, _____ to be observed and
audio recorded during his/her English Language classes. I am fully informed and I understand all
procedures as well as the purpose of the study.

Appendix 8: Letter of Assent for Learners



Letter of Assent

P O Box 583
Mothibistad
Kuruman
8474
10 April 2023

Dear Learner

REQUEST FOR PERMISSION TO OBSERVE YOU IN CLASS AND ENGAGE YOU IN A FOCUS GROUP DISCUSSION

My name is Ms Sheillah Ndlovu, a Master in Education student (student number: 15N0005) at Rhodes university and a teacher based at [REDACTED] School. I hereby request your permission to audio record you as I observe you in class and during focus group discussion. The purpose of audio-recording is to collect data that will be used to analyse findings. No audio-recording will be leaked to any social media.

The purpose of the two class visits is to observe how your English Language teacher uses methods of teaching to teach you reading. I will not communicate with you in class, I will observe you during the reading lesson only. For focus group discussions, I will divide you into groups of 10 learners and lead a focus group discussion for 30 -45 minutes. During the focus group discussion, you will get an opportunity to express your hopes, views, ideas, expectations and suggestions on how you want to be taught reading. The responses that you will give have nothing to do with your term or end of year marks. I have asked for permission from the principal and your parents for you to participate in this project but you are free to terminate your consent to be part of the study if you wish to do so. If you decide to withdraw, you will not receive any punishment or victimisation. The results of the study will help teachers at your school and beyond to teach learners to read effectively.

Please remain assured that all information provided will be used for research purposes only, your personal and private information will not be revealed to any third bodies, the data will be used anonymously. Participating in this study will not cause any harm or danger to you.

If you are willing to participate, please complete the form below.

Should you require any further information or want to contact me about any aspect of this study, please call me on 078 910 6823 or email me at sheillah.ndlovu9@gmail.com . My supervisor is Dr R. Mawela, she can be reached at: r.mawela@ru.ac.za. If any concerns arise during the data collection process, you can contact the university at Rhodes University Research Office at:

Rhodes University, Research Office,

Ethics Coordinator: ethics-committee@ru.ac.za
Room 2220, Main Admin Building,
Drostdy Road, Makhanda
6139
Tel: 046 603 7727/fax: 086 616 7707

Yours sincerely

Sheillah Ndlovu
0789106823
sheillah.ndlovu9@gmail.com

INFORMED CONSENT DECLARATION



(Learner participant's assent form)

Project title: Exploring pedagogies that teachers draw on to teach reading in Grade 10 inclusive classes.

Researcher's name: Sheillah Ndlovu

Name and Surname: _____

1. Has the researcher explained what she will be doing and wants you to do?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

2. Has the researcher explained why she wants you to participate in this project?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

3. Do you understand what the researcher wants to do?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

4. Do you know if anything good or bad can happen to you during the research?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

5. Do you know that your name will be kept a secret from other people?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

6. Did you ask the researcher any questions about the research?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

7. Do you know that no videos will be recorded, only audios will be recorded?

YES	
NO	

8. Do you understand that you can refuse to participate if you do not want to take part and that nothing will happen to you if you refuse?

YES	
NO	

9. Do you understand that you may pull out of the study at any time if you no longer want to participate?

YES	
NO	

10. Do you know who to talk to if you are worried or have any other questions to ask?

YES	
NO	

11. Has anyone forced or put pressure on you to take part in this project?

YES	
NO	

12. Are you willing to take part in the research?

YES	
NO	

Learner's signature _____ Date: _____

Rhodes University, Research Office, Ethics coordinator: ethics-committee@ru.ac.za

Tel: 046 603 7727 Fax: 086 616 7707

Room 220, Main Admin Building, Drostdy Road, Makhanda, 6139



Appendix 9: Class Observation Sheet



NON-PARTICIPANT CLASS OBSERVATION

Name of school----- Observation date-----

Name of teacher ----- Class-----

Subject ----- Reading topic -----

Total number of learners ----- Total number of learners with learning difficulties-----

Lesson stage	What will be observed during each lesson stage	Researcher's reflection on each stage
Lesson introduction	Observe whether the teacher prepares all the learners for the reading topic. Observe if there are any additional materials used to assist learners in understanding the topic.	
Lesson development	<p>Observe the pedagogies and self-developed strategies used and if they includes all the learners.</p> <p>Observe the participation of all learners.</p> <p>Observe how the teacher ensures involvement of all learners on the reading lesson.</p> <p>Observe if the teacher notices and involves all learners.</p>	

Lesson conclusion	Observe learner participation and strategies used in concluding the lesson.	
Assessment	Check if the assessment used during and after reading is accessible to all learners.	
Teaching aids	Check whether the teacher has used any teaching aids and the purpose of the teaching aids.	

Appendix 10: Semi-structured Interview Schedule



SEMI-STRUCTURED INTERVIEW

Thank you for allowing me this opportunity to interview you. I am not on a fault-finding mission. May I kindly record if you don't mind.

Questions	Justification
1. What is your age range? 25 -30, 30-35, 40-45, 50 -55 Or above 55	To know the age of the teacher in relation to the responses and attitudes towards inclusive education.
2. Where and when did you get a teacher education qualification for teaching?	To establish the period of practice in the profession.
3. During your teacher training, were you trained on inclusive education? If not did you get any empowerment on inclusive education from the department?	To know if the teacher was trained to teach in an inclusive classroom and possible empowerment on inclusive education for Professional Learning Communities?
4. How many learners do you have in each class?	To find out the total number of learners in inclusive classes.
5. Do you have any learners with learning difficulties in your grade 10 classes? Please mention the learning difficulties that your learners have.	To establish the participants knowledge of learning difficulties.
6. What are your feelings about inclusive education? What are some of the challenges that you face when teaching in an inclusive class?	To gain an insight on the participants' attitude towards inclusive education.
7. What pedagogies and self -developed strategies do you draw on to teach effective reading?	To find out the pedagogies that the participant draws on to teach reading in an inclusive classroom.

Appendix 11: Teacher Focus Group Interview Questions



1. What are your beliefs about the teaching methods that you use to teach reading in an inclusive class?
2. What influences the teaching methods you use draw from as you teach reading?
3. What are some of the things that you do besides the teaching methods that you have already indicated? I mean the strategies that you also use to ensure that the learners with learning difficulties also learn?
4. What makes you use pictures for a reading lesson?
5. I realised that you didn't use the textbook, the passages are from a magazine and a newspaper, why is that so?
6. Why is teaching vocabulary so important?
7. Do you think that inclusive education is important?
8. What are some of the challenges that you face when you teach reading in an inclusive classroom?
9. I realised that reading was taught exclusively, why is that so?

Appendix 12: Learner Focus Group Interview Questions



Learner focus group interview questions

Questions	Justification
1. Do you like reading? Why?	To find out the learner's interest in reading.
2. Do you always understand what you read? If not what problems do you encounter?	To know the problems of reading that learners encounter.
3. What do you think must be changed or done during a reading lesson for you to understand and enjoy reading? Why?	To understand the learners' insights on how they are taught.
4. Do you get an opportunity to tell your teacher how you want to be taught?/Have you ever suggested how you want to be taught reading? Why?	To gain an insight on the learners involvement in teaching and learning decisions.
5. Any other suggestions about reading lessons?	To get an insight into the learners suggestions.