

in Rukwangali in four Grade 3

Namibian classrooms: A Case study

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of the requirements for the degree of

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by

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This study aims to explore four grade 3 teachers' understanding of teaching reading in Rukwangali, a home language in Namibia in Kavango region and to observe the strategies they use as well as the activities they set for their learners. During my School Based Studies (SBS), I noticed that learners were not reading with understanding. My interest was also stimulated by a study carried out in Namibia that found that the literacy levels for Namibian learners were poor compared to those of other African countries.

This is a qualitative case study carried out within an interpretive paradigm. It seeks to understand the meaning that people attached to human actions. I selected the participants purposefully and in terms of convenience, as all three schools selected are situated in Rundu, the town in which I work as a college lecturer.

The research tools I employed were semi-structured interviews, document analysis, classroom observation, and stimulated recall discussions on the lessons I observed. I used a variety of methods to triangulate data and enhance validity.

This study reveals that teachers use multiple methods to teach reading. These methods include phonics and syllabification to help struggling learners to decode difficult and long (polysyllabic) words and the look-and-say method for whole word recognition and meaning making at word and sentence level. In addition, they also use the thematic approach to teaching and learning to expand learners' vocabulary and enhance their understanding of the texts they read and to make their lessons learner-centred.

However, the problems of language, lack of reading books written in Rukwangali and large class sizes constrain the teachers from teaching in a more learner-centred way. Therefore, the study gives some tentative recommendations to remedy this situation.

mighty for His endless blessings, care, and mercy and for granting me health to have the opportunity to gain experience as a researcher and to expand my knowledge to inform my teaching practice.

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This thesis is dedicated to my beloved brothers; Muzumba, Paulinus Hausiku and Muzumba, Petrus Sinkumba who left me untimely during the time of the research process. May their souls rest in eternal peace.

STATEMENT OF ORIGINALITY

(Student number: 05S5488) declare that this thesis on **teaching reading in Rukwangali in four grade 3 Namibian classrooms** is my own work written in my own words. Where I have drawn on the words or ideas of others, these have been acknowledged using the reference practices according to the Rhodes University Education Department Guide to Referencing.

T.N. Siyave
(Signature)

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AN OVERVIEW OF THE STUDY

If we think of reading primarily as a visual task, we will be concerned with the correction of visual defects and the provision of legible reading materials. If we think of reading as word recognition, we will drill on the basic sight vocabulary and word recognition skills. If we think of reading as a merely reproducing what the authors says, we will direct the student's attention to the literal meaning of the passage and check his comprehension of it. If we think of reading as a thinking process, we shall be concerned with the reader's skill in making interpretations and generalizations, in drawing inferences and conclusions. If we think of reading as contributing to personal development and effecting desirable personality changes, we will provide our students with reading materials that meet their needs and have some application to their lives.

(Strang, McCullough & Traxler cited in Leu & Kinzer, 1987, p. 8)

1.1 INTRODUCTION

This chapter provides an overview of the study and justifies its purpose. It begins by describing the context of the study it then presents the research goals and finally; it describes the content of the study.

1.2 THE CONTEXT OF THE STUDY

This study is concerned with investigating the teaching of reading in Rukwangali in grade 3 in four Namibian classrooms. According to the Ministry of Education, the lower primary phase is "the foundation upon which the whole of Basic Education is established" (Namibia. Ministry of Education [MoE], 2006, p.1); it is the level where basic skills of reading; writing and concept formation are acquired. As a lecturer at Rundu College of Education (RCE), I train lower primary student teachers (grades 1-4). One of my tasks is to do School Based Studies (SBS) visits. When I observed classes during SBS visits, I realised that many children have difficulty in reading in both their mother tongue as well as in English, even at the level of grade four. I therefore wanted to find out how this vital skill was being taught in local schools so



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ents more effectively and equip them with strategies
their learners.

The second reason that prompted the research was the findings from studies carried out in related aspects of literacy in Namibia. A study conducted by the English Teacher Development Project in conjunction with the Ministry of Education on the English Language Proficiency of teachers and student teachers in the year 2000 found that “the training that the teachers have undergone does not have a clear impact on their language and teaching skills” (Namibia. MBEC, 2000, p. 60). The study also reveals that poor reading skills affect both teaching and learning. Other studies conducted in Namibia suggest that teachers are ill equipped to teach reading (Legere, Trewby & van Graan, 2000; Haingura cited in Nzwala, 2007).

Unsurprisingly, poor teaching has an impact on learners’ achievement. Research carried out by Legere, et al., through the Namibian Institute for Educational Development (NIED) in 2000 to investigate the reading and writing practices of learners in the Lower Primary (LP) phase revealed that levels of literacy were poor (Legere et al., 2000). Similarly, the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) II study carried out in 1995-2000 at grade 6, found that Namibian scores for literacy were poor compared to those of other African countries and that grade 6 learners were unable to read with understanding and that this led to the high failure rate at grades 10 and 12 level (Namibia. MBEC, 2004). This indicates that Namibian learners go through their lower primary, upper primary as well as junior secondary school without developing fluency in reading.

Reading is a very important skill and it contributes to the success of a learner’s school career as well as being important later in life (National Association for the Education of Young Children [NAEYC], 1998). Children need to develop fluency in order to read with understanding. Reading fluently is critical if they are to move from learning to read to reading to learn. Educators have discovered that if children cannot read fluently by the end of the third grade, they may not become strong readers, and they may struggle to read with understanding during their whole school career (National Institute for Literacy, 2006).

importance of using books when learning to read. Children learn to read by reading in order to develop as readers as “according to reading theory, reading is about reading books” (Campbell as cited in Nzwala, 2007, p. 72). Flanagan (cited in Nzwala, 2007, p. 72) emphasises that “children must be introduced to books straight away, letting children play with books and discover what books and written language are all about”. The problem with reading in Namibia has been attributed to the scarcity of books (Legere, et al., 2000). They contend that, “there is rarely a literate environment outside school to support classroom interaction. There is a shortage of textbooks, teaching aids and support materials for national languages” (Legere, et al., 2000, p. 28).

According to the curriculum, grade 3 learners should read various prepared and unprepared passages from class readers and non-fictional sources using correct pronunciation, and expression; talk about the content and meaning of texts; read silently independently and with understanding for enjoyment (Namibia. MoE, 2005a). This implies that learners have access to a range of books. I was therefore interested in finding out how grade 3 teachers teach reading bearing in mind the scarcity of reading books.

Undertaking this study has deepened my understanding of the components involved in teaching reading. I have learned that literacy development takes place when language comprehension and word recognition which includes background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge, phonological awareness, decoding and sight word recognition, are woven together and there is sufficient practice for the skill to become increasingly strategic and automatic (Scarborough, 2002).

1.3 RESEARCH GOALS

The goals of the study are the following:

1. To explore grade 3 teachers’ understanding of how to teach children to read fluently.
2. To observe the strategies and activities in which grade 3 learners are engaged.

The intention of this research is to find answers to the following questions:



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understand about teaching reading to learners?
and activities do grade 3 teachers employ in order to
engage their learners?

1.4 RESEARCH CONTEXT

This study was conducted in three schools in the Kavango educational region. Kavango region is one of the 13 political regions of Namibia, situated on the banks of the Kavango River in the northern part of the country. Rundu is its main town.

The region has 326 schools, one Vocational Training Centre and one College of Education. My study was carried out at three primary schools that admit learners from grade 1 to 7. One school is an old school built before independence in 1990, while the other two schools were built after independence. All three schools are situated in Rundu in the Ncuncuni circuit. The circuit consists of 21 schools.

1.5 AN OVERVIEW OF THE THESIS

This thesis is divided into 5 chapters as follows:

Chapter 1 introduces the study by describing the context and purpose of the research.

Chapter 2 reviews the literature that provides the theoretical framework of the study. Here I discuss how children learn to read and I examine the theories of teaching reading. I examine Namibian educational reform and its related policies, and Namibian teachers' understanding and knowledge of methods of teaching reading. It discusses the engagement of learners in reading texts and activities, the availability of resources as well as the motivation to read and assessment.

Chapter 3 describes the research design and methodological framework employed. It describes sampling, data collection methods and data analysis. It discusses ethical and validity issues as well as limitations of the study.



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the data that was collected using document analysis, as well as stimulated recall discussions of the lessons observed.

Chapter 5 discusses the key findings that emerged from the study in relation to the literature reviewed in chapter 2. Particular focus is placed on the choice of methods used by teachers; the use of a teaching corner for discussions and shared reading; phonics and syllabification; the use of thematic teaching; the problem of language; as well as the lack of reading books. In conclusion, I indicate the potential value and limitations of the study and offer tentative recommendations for further research.

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the literature that shaped and informed my research. It provides an important foundation and framework for my study. The study explores teachers' understanding of how to teach reading in Rukwangali as a first language to grade 3 learners, who are expected at this level to start reading with fluency, automaticity and comprehension. Graves, Juel and Graves (2007, p. 172) contend that at this stage, "children move from concentrating on decoding and slowly processing texts word by word to becoming automatic in their reading and thereby reading smoothly, accurately, and with expression".

I begin the chapter by examining how reading supports learning. I look at how children learn to read, drawing on the cognitive constructivist view and schemata theory which both inform the teaching of reading in Namibia. This is followed by a discussion of educational reform, in which I look at the Namibian language policy that guides schools regarding the language in which children learn to read. I look at the lower primary syllabus for basic education as it is the document that sets out the content, objectives and basic competencies to be achieved by learners in each grade. Thereafter, I examine two related approaches; that of learner-centred education (LCE), and the thematic, integrated topic-based approach to teaching primary school learners. These are the current teaching approaches used in Namibia. I then explore the literature on teachers' understanding and knowledge about teaching reading to learners based on the different methods that are commonly used to teach reading in Namibian schools.

I then turn to the question of resources. I discuss the selection of reading texts and appropriate reading activities for grade 3 learners. I then discuss the availability of resources to teach reading in Rukwangali. This is followed by a discussion of



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inally, I discuss the role of motivation in learning to

2.2 READING AND LEARNING

Leu and Kinzer (1987) and Wario (1989) contend that reading involves interpreting printed words and finding meaning in them. Cook-Gumperz (cited in Imene & van Graan, 2000, p. 3), goes further and describes literacy as a “socially constructed phenomenon, which is formed through interactions in a variety of contexts and not the mere acquisition of decoding and encoding skills”. This means that reading is more than just sounding out and pronouncing words, it involves comprehension and deeper engagement with the texts.

According to Leu and Kinzer (1987, p. 9),

Reading is a developmental, interactive, and global process involving learned skills. The process specifically incorporates an individual’s linguistic knowledge, and can be both positively and negatively influenced by nonlinguistic internal and external variables or factors.

This definition highlights that reading is a skill that has to be learned within a specific context. Reading enables people to expand their knowledge and understanding. Learners will not perform well in school if they cannot read, because for successful learning to take place learners should be able to read fluently, automatically and with understanding.

Grade 3 learners are expected to read for understanding, enjoyment and information and talk about the content and meaning of the texts they read (Namibia. MoE, 2005a). This means that they need to go beyond reading as a mere decoding skill and advance to the point where reading is an interactive, complex process that involves comprehension and deep engagement with texts. The curriculum for the lower primary phase contends that learners should be involved in “informal and formal reading, reading for understanding comprehension, use dictionary to look up unknown spellings, use own spelling, reading for enjoyment, recognise letters and words/letter with pictures, match, identify initial and ending sounds, word sound production, sight words” (Namibia. MoE, 2005a, p. 31).

and a central issue in the curriculum as it contributes to the child's successful learning in all curriculum areas. As children progress up the grades, learning becomes more and more dependent on reading. "Educators have discovered that if a child can't read fluently by the end of third grade, he may not become a strong reader. And the road ahead will be much more difficult" (National Institute for Literacy, 2006, p. 1). This suggests that by grade 3, learners should already read fluently, with understanding because at that stage they are starting to use this expertise for learning in other subjects.

Literacy, and reading in particular, is a key area of learning, a "communication skill that has been shown to be critical for individual's long-term life pathways: cultural cohesion, economic productivity, and short- and long-term employment" Heckman (cited in Statkus, Rivalland & Rohl, 2005, p. 176). This means that the ability to read well, with understanding is essential, not only for school but also for future employment. Reading is also a tool for communication as most information comes in a written form in such as books, newspapers and the internet.

Successful readers make use of different strategies to get meaning from texts. Grade 3 learners should be able to engage with a text, comprehend what they are reading and be able to explain what they have read. Armbruster, Lehr and Osborn (2003) explain that comprehension is at the heart of reading and if children only sound out words without understanding, they are not really reading. In order to make sense of what they are reading, learners need to make predictions, create mental pictures, ask questions, summarise ideas and learn to make mental plans or strategies. Learners who have a problem with reading tend to memorise ideas without understanding and this leads to rote learning.

2.3 HOW CHILDREN LEARN TO READ

Learning to read and write is "both a psycholinguistic and a social process" (Trudell & Schroeder, 2007, p. 165).

rocess

Research has shown that the cognitive processes of learning to read and write point to the importance and complexity of the link between spoken language and written language representations (Trudell & Schroeder, 2007). From the cognitive perspective of learning to read, reading involves two important competencies; “reading comprehension – (the ability to construct meaning from spoken representation of language) and decoding – (the ability to recognize written representations of words)” (Wren, 2000, p. 13). This means that reading involves mastering two competencies; decoding and comprehension.

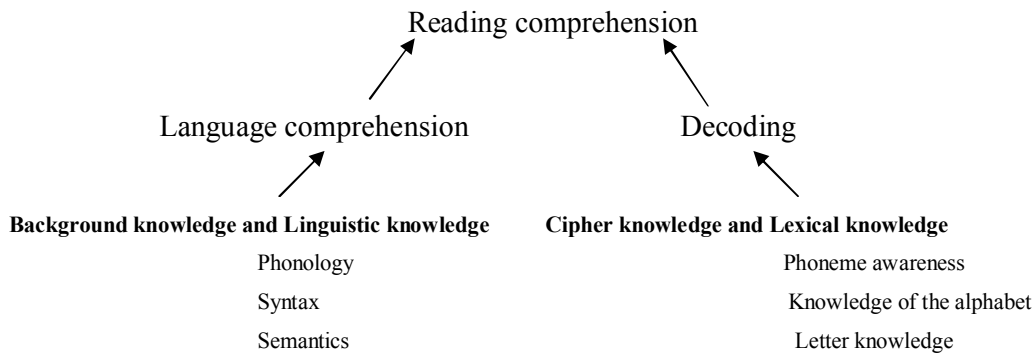


Figure 2.1 Illustration of the many competencies that weave together for reading comprehension to take place (Adapted from Wren, 2000).

This illustration shows what is involved in learning to read. For a child to learn to read, his/her background knowledge and linguistic knowledge, which together make ‘language comprehension’ possible, need to meet and weave together with his/her cipher knowledge and lexical knowledge, which together make ‘decoding’ possible. When a learner can decode printed letters and comprehend their meaning, reading has taken place.

Scarborough (2002) has developed a model that explains how the many strands or sub-skills are woven together to produce skilled reading. She calls the two competencies language comprehension and word recognition as illustrated below:

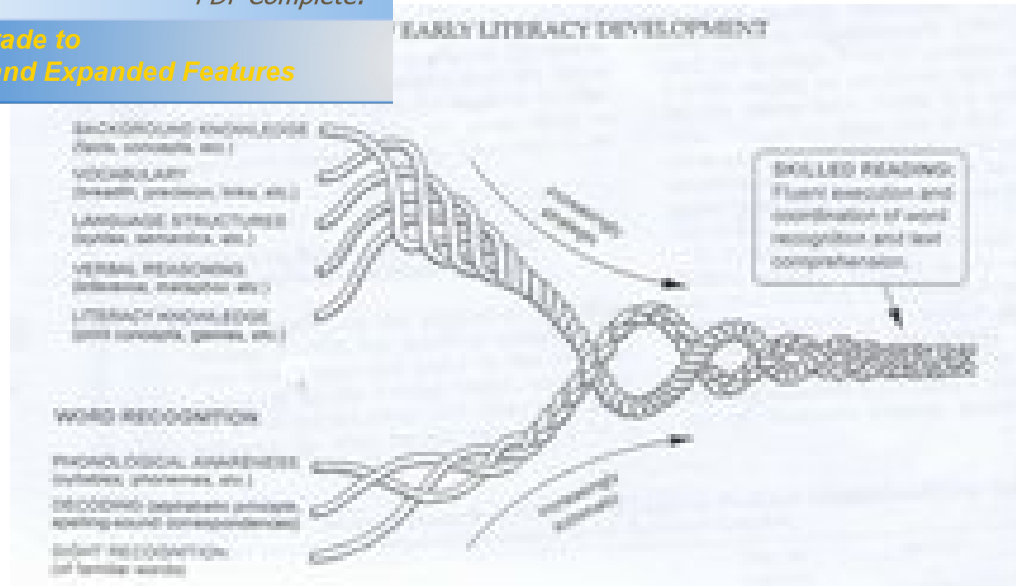


Figure 2.2 Illustrations of the many strands that are woven together in skilled reading (Scarborough, H. S., 2002, p. 98)

This illustration shows that for reading to take place, learners should develop and weave together all the strands that are involved in reading. A learner will not be able to comprehend complex reading texts if he/she does not know the words in their spoken form, cannot parse the syntactic and semantic relationships among the words, or lacks the critical background knowledge or inferential skills to interpret the text appropriately and “read between the lines” (Scarborough, 2002, p. 97). For a learner to reach the level of a skilled reader, he/she needs to coordinate the many component skills and become increasingly automatic and strategic in reading.

2.3.2 Reading as a social practice

Reading is not only a skill; it is also a social practice. The social context, in which learners are situated, influences and shapes their literacy. Resources play a role, not only in terms of their presence but also with regard to how they are used. A study carried out by Moats found that African-American, Hispanic, limited-English speaking students, and those from impoverished homes fall behind and stay behind in far greater proportions than their white, middle-class counterparts” (Moats, 1999, p. 9). This is because the former do not grow up in homes where they have a reading culture.

exposed to a rich experience of language and print in school: “Skills such as phonemic awareness can be acquired implicitly in the home and community through listening to stories, singing and playing games” (Murray, 2006, p. 2). The socio-cultural context includes factors like socio economic status, gender, ethnic background and gender.

Pressley (2006, p. 391) contends that “social interactions revolving around books also matter.” He stated that the participants in his study “reported wanting to read the books that their friends, parents, and teachers talked about” (Pressley, 2006, p. 391). This means that learners, who see people they interact with like parents, friends and siblings read, will also develop a reading culture and therefore improve their reading ability. Therefore, teachers and parents should read in front of their children so that they can become their reading models.

2.3.3 Reading and the cognitive constructivist view of learning

“The cognitive-constructivist view of reading emphasizes that reading is a process in which the reader actively searches for meaning in what she reads” (Graves, et al., 2007, p. 2). This means that during reading, children draw from their existing store of knowledge, or schemata, they have about phonology, graphology, grammar, vocabulary and concepts. This knowledge then enables children to decode the words they are reading and to construct meaning.

Graves et al. (2007, p. 3) contend, “Cognitive psychologists view the learner and her background knowledge as central to learning”. Background knowledge is developed through interaction with the environment and with other people. Graves et al (2007) explain that cognitive psychologists view learners as active participants, who act on, rather than simply respond to, their external environment as they learn. Learners of this age are at the stage of rapid cognitive development. Piaget has described this as “a period of transition from perceptual learning to the thinking operations of the child” (cited in Clay, 1972, p. 17). Therefore, experts advocate that classrooms should be places where children’s language and literacy development is embedded in activities. Carter (2000, p. 12) recommends that, “Each classroom should maintain a bulletin board, weather chart, time table, news board, health bulletin, duty list,

year and a birthday chart”. This helps learners to looking at these words everyday.

Carter (2000) explains that the current view of reading, based on cognitive principles, emphasises the student as an active learner who is capable of integrating information with existing knowledge and engaging in self-monitoring procedures, thus making the process of reading learner-centred. This view is a result of the shift away from teaching reading based on the behaviourist theory towards a more constructivist view. Behaviourist theory viewed reading as a receptive, teacher directed process.

2.3.4 Reading and schemata theory

Xiao-hui, Jun and Wei-hua (2007, p. 19), define schemata as the “background knowledge of the content area of a text, or the topic a text talks about”. They include topic familiarity, cultural knowledge and previous experience with a field. Schemata is the abstract prior knowledge that a reader brings to the text in order to help him / her to make sense of and understand the meaning in that text. Williams explains that:

- In order to understand a text the reader must bring to bear relevant types of knowledge, among which are:
- knowledge of the language of the text
 - knowledge of the relevant script and orthographic conventions
 - relevant knowledge of the world (e.g. knowledge appropriate to the topic or cultural context).

(Williams, 1998, p. 14).

This suggests that learners will learn to read more easily when they know the language of the text well because they will be able to use their linguistic and cultural knowledge to work out its meaning.

2.3.5 Learner’s reading development at grade 3

There are international benchmarks which describe what learners should be able to do in grade 3. The Developmental Continuum developed by Rees and Shortland, (1997), Australian researchers, maintains that at the stage of grade 3, learners should be able to do the following:

- confidently and be able to retell major content from visual and printed texts, e.g., language experience recounts, shared books, simple informational texts and children's television programs.
- Identify and talk about a range of different text forms such as letters, lists, recipes, stories, newspaper and magazine articles, television dramas and documentaries.
 - Demonstrate understanding that all texts both narrative and informational, are written by authors who are expressing their own ideas.
 - Identify the main topic of a story or informational text and supply some supporting information.
 - Talk about characters in books using picture clues, personal experience and text to make inferences.
 - Provide detail about characters, setting and events when retelling a story, etc.

Make meaning using context:

- May read word-by-word or line-by-line when reading an unfamiliar text.
- Use picture cues and knowledge of context to check understanding of meaning.
- Use knowledge of sentence structure and punctuation to help make meaning (syntactic strategies).
- Re-read passages in order to clarify meaning that may have been lost due to word-by-word reading. May re-read a phrase, a sentence or a paragraph.

Make meaning at word level:

- Have a bank of words which are recognized when encountered in different contexts, e.g. in a book, on the black board, in the environment or on a chart.
- Rely heavily on beginning letters and sounding-out for word identification.
- Carefully read texts, demonstrating the understanding that meaning is vested in the words and locate words from sources such as environmental print.

Adapted from Rees and Shortland (1997, p. 38).

Looking at these competences, it indicates that by the end of grade 3, learners should read with understanding and with ease. They are supposed to be fluent in reading and make meaning of what they are reading. Stahl (cited in Pressley, 2006, p. 195) explains that “fluent reading refers to accurate and fast reading at the word level, with good prosody.” He goes further and cautions that fluency should not compromise comprehension of the text. Rees and Shortland (1997) expect children to be reading/viewing a range of texts and demonstrate understanding. However, the lack of published reading material in Namibian languages places some limitations on this (Land, 2003; Legere, at al., 2000).

Moats (1999, p. 20) suggests that “reading fluency can be established by taking the child's age and multiplying by 10.” She further explains that “by the end of third

words per minute in material at their independent
)).

2.4 THE NAMIBIAN EDUCATIONAL REFORM

2.4.1 The language policy for schools in Namibia

Education reform that took place after independence in 1990 necessitated a new language policy for schools in Namibia. Because, “mother tongue undoubtedly plays a crucial role in the acquisition of any second language; i.e. English in the case of Namibia” (Namibia. Ministry of Basic Education Sport and Culture [MBESC], 2003, p. 3), a decision was taken to promote the use of mother tongue as a medium of instruction alongside English. However, the need for learners to be proficient in English, which is the official language of Namibia, was also deemed important. Therefore, the Namibian language policy states, “All learners must study two languages as subjects from grade 1 onwards, one of which must be English” (Namibia. MBESC, 2003, p. 4). This decision has resulted in Namibian children learning to read in two languages, mother tongue (Rukwangali in this case) and English. However, because people migrate from one area to another, some children who are learning to read in Rukwangali are not Rukwangali mother tongue speakers; therefore, classes have a mixture of mother tongue speakers and non-mother tongue speakers of Rukwangali. This presents a set of problems that became evident as the research in this thesis unfolded.

According to Legere, et al. (2000), the development of a child’s first language with its related cognitive development is more important than mere exposure to a second language. This is because learners have more developed linguistic schemata - “existing language proficiency in vocabulary, grammar, and idioms” (Xiao-hui, et al., 2007, p. 18), in their first language than in their second language. During learning, learners need to make use of their spontaneous knowledge. This is “a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language” (Shoebottom, 2001, p. 1), to learn new concepts then transforms this into the scientific knowledge (knowledge learnt at school) because “spontaneous knowledge is developed in one’s first language” (Murray, 2005, p. 2).

5) calls the knowledge and ability to use abstract, Academic Language Proficiency (CALP). Murray explains that “it is best to learn CALP in one’s home language first and then to transfer the knowledge and skills to English” (2005, p. 2). Similarly, the NIED document on learner-centred education contends that, “Language skills and literacy are intended to be first developed in the mother tongue, which is the best way, and then transferred to English” (Namibia. MBESC, 2003, p.14). This indicates that it is much easier for young learners to learn how to read in their home language and once they can do this well, it is relatively easy to transfer the skill to another language e.g. English (Murray, 2005; Namibia. MBESC, 2003). Similarly, Snow, Burns and Griffin (cited in Murray, 2007) contend that the degree of children’s native language proficiency is a strong predictor of their English language development.

Learners find learning to read easier in their mother tongue. Their phonological awareness, “the ability to hear and work with the sounds of spoken language” (Armbruster, et al., p. 7), and phonemic awareness “the insight that spoken words are composed of somewhat separable sounds” (Graves, et al., 2007, p. 95), have developed because of their exposure to that language. “Research shows that, how easily children learn to read can depend on how much phonological and phonemic awareness they have” (Armbruster, et al., 2003, p. 8). Furthermore, in both domains of research it has been found that learning to read in the language that one already speaks is a qualitatively better learning experience than learning to read in a language one is not familiar with (Trudell & Schroeder, 2007).

There is a difference between the phonology of English and that of Namibian languages such as Rukwangali. Rukwangali belongs to the Bantu language family. According to Williams (1998, p. 97), “languages of the Bantu family have a consonant-vowel phonological structure”.

Moreover, the way sounds of letters are pronounced in Rukwangali is different from the way they are pronounced in English. This can confuse learners in bilingual classrooms when reading is not taught appropriately. For example, learners may find it difficult when they are taught to pronounce the same letters differently in each language e.g.

kwangali

/me/

Do /du:/

do /do/

Fake /feik/

fake /fake/

One /w^n/

one /one/

This confusion may lead to reading difficulties. Therefore, teachers should engage young children in their early years of learning to read in activities that can develop phonological and phonemic awareness as well as alphabet recognition in both their home language and English. Armbruster, et al. (2003), define alphabetic knowledge as the ability to know the names and shapes of letters. Graves, et al. (2007, p. 96) maintain that:

Phonemic awareness and alphabet recognition are highly predictive of success in beginning reading because learning to pronounce words is a primary task for the beginning reader. Children must unlock the relationship between the sounds they use to say words and the letters they use in reading.

They explain, “Phonemic awareness does not come naturally. Achieving it demands that a child attends to the form, rather than the meaning of speech” (Graves et al., 2007, p. 95).

2.4.2 The Lower Primary Syllabus for Basic Education

The first reformed curriculum for Lower Primary was implemented nationally in 1996 after independence. A further reform was introduced ten years later:

Now, after 10 years of teaching on the first curriculum it was needed to revise the curriculum comprehensively. ... For the Lower Primary phase, it implies that the new revised and rationalized curriculum should be implemented in schools for Grade 1 and 2 in 2005 and for Grades 3 and 4 in 2006.

(Namibia, MoE, 2005b, p. 11).

The revision was carried out by the national working group for Lower Primary education and facilitated by NIED. It was based on the experiences gained from the implementation of the first cycle of the curriculum and feedback from a variety of

evaluation. The main features of this revised version as
curriculum for the Lower Primary phase are:

- a clearer description of competencies and learning outcomes
- a simplified structure for the phase as a whole
- a more integrated and manageable curriculum (thematic teaching approach)
- a greater consistency with a learner-centred approach to teaching and learning (Namibia, MoE, 2005b).

2.4.3. The grade 3 syllabus

The Lower Primary syllabus for first language (Rukwangali) sets out the basic competencies to be achieved by grade 3 learners as follows:

At grade 3 within an active vocabulary range of about 1 500 words:

- Read aloud various prepared and unprepared paragraphs/passages from class readers and non-fictional sources of about 10 / 20 sentences, using correct pronunciation, and expression
- Talk about content and meaning of texts
- Read silently for enjoyment on a regular basis
- Discuss and retell stories

(Namibia, MoE, 2005a, 40-41).

These competencies are very brief and it shows what the Namibian curriculum wants Namibian learners to achieve. This is how reading is perceived in Namibia.

2.4.4 The policy: Learner-centred education

The curriculum for the lower primary phase clearly states that, “the approach to teaching and learning is learner-centred” (Namibia. MoE, 2005a, p. 30). This decision was taken because, “a learner-centred approach demands a high degree of learner participation, contribution and production” the Broad Curriculum for the BETD (cited in Namibia. MBESC, 2003, p. 8). This policy calls for teaching to be approached in a holistic way and learners to be considered as active participants in their own learning, where they learn with understanding and develop their critical thinking skills. This approach applies to the teaching of reading lessons.

Reading lessons become more learner-centred when learners are involved in different activities. These include reading for understanding, using the dictionary to look up

spelling based on their knowledge of sound-spelling
ment, matching letters and words with pictures,
identifying initial and ending sounds of words, playing games with sight words, using
self-correcting strategies such as re-reading, pausing and sounding out, role playing
stories they read, singing songs, reciting rhymes and playing language development
games (Namibia. MoE, 2005a).

Grade 3 learners can develop their critical thinking skills in reading when they are
allowed to ask and answer questions, make predictions, make inferences as well as
retell stories and give information they read from an informational passage.
According to Fisher (1990), learning to think critically means learning how to
question, when to question and what questions to ask; and learning how to reason,
when to use reasoning and what reasoning method to use. He further explains that, “a
child can only think critically or reasonably to the extent that he is able to carefully
examine experience, assess knowledge and ideas, to weigh arguments before reaching
a balanced judgment” (Fisher, 1990, p. 66). For learners to be able to assess
knowledge and ideas, to ask questions and to think critically, they have to be able to
read and understand what they are reading. Thus, reading for understanding is very
important for the development of critical thinking skills.

Learner-centred education calls for the active participation of learners, because
“learning is seen as an interactive, shared and productive process, where teaching is
creating learning opportunities which will enable learners to explore different ways of
knowing” (Namibia. MBESC, 2003, p. 8). It calls for teachers to create opportunities
and organise content so that learners develop their thinking skills and construct
meaning in what they are reading both within ‘literacy’ and across other subject areas
of the curriculum.

Grade 3 is the last grade for mother tongue as a medium of instruction; learners at this
stage should have moved from simple decoding to creating meaning from what they
read in their mother tongue. They should have developed fluency in reading because
they are going to use the skill for learning in other subjects. In LCE teaching, they
will be expected to read on their own as active participants in their own learning.
They will take part in activities that include “recognizing words and comprehending

nding of texts in terms of main ideas and textual
evaluation of texts” (Xiao-hui, et al., 2007, p. 20). This
makes grade 3 a crucial year in which to develop fluency and automaticity in reading,
and to begin to transfer this skill to reading in learners’ second language, English,
which becomes a medium of instruction in grade 4.

Grade 3 learners must develop decoding skills in reading to a level of automaticity if
they are to be proficient at comprehending text. If learners are not able to decode
automatically, their attention will be diverted to accomplishing these skills rather than
comprehending what is being read (Wood & Algozzine, 1994). Learners must reach
the stage of fluency and automaticity while in grade 3, so that they can comprehend
and read with understanding in subsequent grades. Wong, Sternberg and Wagner
(cited in Wood & Algozzine, 1994) argue that teachers must develop these basic skills
of reading in order for children to be able to use them for learning in other curriculum
areas.

2.4.5 The thematic (integrated), topic-based approach

Another feature of the new curriculum for the lower primary phase is “the integration
of knowledge across the curriculum and the use of a thematic approach to teaching”
(Namibia, MoE, 2005b, p. 8). The content of the curriculum is organised into three
main themes: the Social Environment; Health, Safety and Nutrition; and the Natural
Environment. These themes and their topics and sub-topics are derived from
Environmental Studies, which are extended across the curriculum in other subjects,
making it possible for teaching and learning to be integrated (Namibia. MoE, 2005a;
Namibia. MoE, 2005b). This means that teaching in all subjects will take place in a
holistic manner using one theme. The curriculum for the Lower Primary phase further
explains that:

Thematic Approach (Integrated approach): Topic-based approaches are
holistic ways of learning. The topic title may come from one area of
knowledge, for example Environmental Studies, but will be planned over a
period so that work is done in Mathematics, First Language, Arts or
Physical Education as well.

(Namibia. MoE, 2005a, p. 8).

approach is to develop learning with understanding matter in depth as different subjects feed into one theme. “The themes and topics of Environmental Studies are content matter in all other subjects across the curriculum” (Namibia. MoE, 2005a, p. 91). This approach is informed by the fact that:

It is important that all language skills are integrated during teaching and learning, in order to promote growth and development in language as much as possible. Learners will talk about what they hear or read, write about what they discuss, and read what each other writes.

(Namibia. MoE, 2005a, p. 30).

Learners will talk about, deliberate on and discuss topics as well as read stories aloud about the same theme across the curriculum. “Reading aloud has maximum learning potential when children have opportunities to actively participate and respond” (Marrow & Gambrell as cited in Roscos, Christie & Richgels, 2003, p. 6). The thematic approach makes active participation through responding easier for learners because they have more background knowledge about the topic, which enables them to respond to questions. This approach and learner-centredness work hand in hand and support one another. Grade 3 and 4 teachers were trained to plan according to the new approach in 2005 for implementation in 2006. (See appendix 2 for an example of a Thematic Scheme of Work).

2.5 TEACHERS’ UNDERSTANDING AND KNOWLEDGE ABOUT TEACHING READING

The way teachers teach reading is informed by the way they perceive reading and the way they were trained to teach reading while still at college. Leu and Kinzer (1987) contend that, “A teacher’s view and definition of reading; that is the framework of reading determines how reading will be taught” (p. 25), because the teacher is the ongoing decision maker about how instruction in his /her own classroom should take place. The curriculum for the Lower Primary phase recognizes that it is the teachers who interpret the curriculum and make decisions about pedagogy:

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for

and direct learning; when they need reinforcement when the learners can be allowed to find their area or content.

(Namibia. MoE, 2005a, p. 31).

This mandate or authority given to teachers gives them the right to decide on which method they will use to teach reading to their learners. Their decisions will be influenced by the knowledge they have about different methods to teach reading, knowledge acquired during their teacher training. This inspired me to interrogate the syllabus used to train teachers at Namibian colleges of education.

2.5.1 The BETD pre-service syllabus for Lower Primary education

The basic competencies in the syllabus for Lower Primary education, which is used to train BETD pre-service students, are described as follows. Students should:

Be aware of different reading methods that can be used in schools to teach grade 1 learners the skill of reading including: the integrated thematic approach, breakthrough method, language experience approach, phonic method, whole language method, letter land, story method.

(Namibia. MoE, 2006, p. 8).

This applies to all four grades of the lower primary phase. Some of the methods mentioned are no longer in use in Namibia. The methods that are currently taught to BETD pre-service students include the phonics method, syllabification, the look-and-say method, the whole language method, the combined approach, the language experience approach and the shared reading approach. Each of these methods teaches reading somewhat differently.

There is no one correct or best method / approach when it comes to the teaching of reading. Findings from research done by the Australian government revealed that, all learners learn best when teachers adopt a variety of approaches to teaching reading that “explicitly teach phonemic awareness, phonics, fluency, vocabulary knowledge and comprehension” (Australia. Department of Education, Science and Training [DEST], 2005, p. 11). The use of multiple methods to accommodate the diversity of

discouraged because, “What works for one student or for another. What works at one grade level or for one type of content may not work in another situation” (Wood & Algozzine, 1994, p. 6). The following discusses the commonly used methods of teaching reading in Namibian schools.

2.5.1.1 The phonics method

As stated earlier, phonics knowledge encompasses the reader’s understanding of letter-sound relationships and the ability to put together, or blend sounds represented by letters (Leu & Kinzer, 1987; Hann, 1984). This approach develops independent reading in learners as they can work out and read new words on their own. Hann (1984, p. 38) claims that, “the phonic method of teaching reading gives the child the ability to work out words for himself by learning the individual sounds and groups of sounds (syllables) and encouraging the child to blend these sounds to form words”. Similarly, Williams (1998, p. 96), contends that the main advantage of this approach is that “it enables learners to ‘build up’ by sounding out and hopefully recognising, words that they have not met previously in printed form”. According to Teaching Treasures (2002, p. 1),

The phonics method is probably the best-known and widely used method to teach reading and writing in the English language. It relies on children being taught the alphabet first. They learn the names of the letters and the sounds they make. Once they have learnt the letter sounds they will begin to blend two letters together to make simple words then three letters, then four and so forth.

This approach is informed by the fact that words are made up of letters (graphemes) that are represented by sounds (phonemes). Two approaches can be used to teach phonics, the synthetic and the analytic approach.

According to Leu and Kinzer (1987), a synthetic approach to phonics instruction proceeds from parts to whole as it first teaches a number of separate grapheme-phoneme relationships e.g. in English c /k/, u /ʌ/, t /t/ and then teaches learners how to blend or combine individual sounds to get a word, e.g.

/k/ + /ʌ/ + /t/ = cut

/d/ + /o/ + /g/ = dog

Rukwangali because it is a regular, phonetic language that
relates between its letters and sounds, e.g.

/n/ + /a/ + /n/ + /e/ = nane → mother

/m/ + /e/ + /m/ + /a/ = mema → water

The synthetic approach involves the following steps:

1. Teach the individual sounds e.g. /n/, /a/, /n/, /e/, /m/, /e/, /m/, /a/
2. Blend the two sounds to form syllables e.g. /na/, /ne/, /me/, /ma/
3. Combine the syllables to form words, e.g. /na/ + /ne/ = nane, /me/ + /ma/ = mema
4. Learners practice independent blending

Leu and Kinzer (1987) explain that an analytic approach to phonics instruction proceeds in the opposite direction to that of the synthetic approach, from whole to parts. Learners are first taught entire words e.g. 'cat', 'dog', etc. This can be done by including teaching materials like pictures or real objects and making use of demonstrations for learners to understand the meaning of the words. Then these words are used to demonstrate grapheme-phoneme relationships, /k/ + /æ/ + /t/ = /kæt/, /d/ + /o/ + /g/ = /dog/, etc. The synthetic and the analytic approaches can be combined in a single phonics lesson.

There is no fixed rule about which sounds should be taught first. However, because Rukwangali has a consonant-vowel structure, the following sequence is useful to start with:

- Short vowels like 'a', 'e', 'o'
- Simple consonants like 's', 'n', 'm', 'k.'
- Some consonant and vowel combinations like 'ma', 'na'.
- Vowel diagraphs like 'ei', 'au', 'ou'
- Double vowels like 'ee', 'ii', 'oo'
- Consonant diagraphs like 'nt', 'nd', 'ng'
- Double consonant diagraphs like 'ngw', 'nkw', 'nhw'.

When given adequate practice in letter sounding, learners can read new words, which they have never met before. Wario (1989) considers this a disadvantage of phonics; it is seen as encouraging 'barking at print'. Smith (cited in Stanovich, 1986) criticized

t of words without reference to meaning is a
 readers and that it does not lead to fluency in reading.

However, it need not be the case if combined with a learner-centred, meaning-based approach.

2.5.1.2 Syllabification

Syllabification is a strategy in the phonics approach. Williams is of opinion that, “it seems to be used exclusively to teach reading in African languages” (1998, p. 97). This is because it works well for Bantu languages, such as Rukwangali, because of their consonant-vowel phonological structure and because they are syllable stressed. (Brock-Utne & Holmarsdottir, 2001).


Trudell and Schroeder explain that African languages have “unique linguistic characteristics” (2007, p. 167). They describe African languages as having “shallow orthographies” (alphabetic writing systems that are based on phonemes) (Trudell & Schroeder 2007, p. 167). They describe these “shallow (or transparent)” orthographies as having “strong, clear sound-grapheme correspondence” (p. 168). Cook and Bassetti (cited in Trudell & Schroeder, 2007) explain that readers of more phonologically transparent writing systems are more likely to use strategies focused on letter-phoneme conversion, or syllables, than strategies of the whole word recognition or morpheme recognition. Therefore, syllabification works well in the teaching of African languages.

Teachers prepare syllable charts like the following:

a	e	i	o	u
ba	be	bi	bo	bu
ca	ce	ci	co	cu
da	de	di	do	du
fa	fe	fi	fo	fu

For diagraphs with two and three consonant clusters the charts will look like this:

a	e	i	o	u
nta	nte	nti	nto	ntu



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				nyu
				mbwu
nkwa	nkwe	nkwi	nkwo	nkwu

The teacher teaches the learners the syllables and when they are familiar and confident with them, they blend the syllables together to form words e.g. *ta + te = tate* (father), *ka + nkwe + nye + nye = kankwenyenyene* (measles). This makes reading long words that are common in African languages easier.

2.5.1.3 The look-and-say or whole word method

The look-and-say method is another approach used to teach reading. The basic feature of this method is explained by Campbell (1995, p. 161) as being based on the view that “language is indeed whole and it is best learnt as a whole with meaningful and relevant texts”. This method can also be divided into two approaches; the look-and-say whole word and the look-and- say whole sentence approach.

When teaching via the look-and-say word approach, a teacher introduces words with the help of a pictures or real objects, the words are then presented on flash cards. In this approach, as explained by Hann (1984, p. 31), “children are taught to respond to whole words rather than separate parts of words”. The teacher shows a picture to the learners to identify e.g. a chair. When they identify the picture as a chair, the teacher then flashes the word or writes it on the chalkboard, and tells the learners that the word is pronounced chair. Learners are encouraged to say the word as a whole after the teacher. They repeat this with all the words. Once learners become confident in reading the words, the pictures are removed.

The look-and-say sentence approach makes use of sentences instead of words. The teacher shows a picture of a chair to learners and asks them to describe it e.g. / The chair is black/. They then show the sentence written on a sentence strip or write it on the chalkboard and then ask the learners to read the sentence after him / her while pointing to the words. This gives learners an opportunity to read words in the context of a sentence.

attached to this method. Learners have no way of themselves and therefore it encourages dependency on the teacher. The learners are heavily reliant on meaning and memory. However, they may be able to analyse the sound-spelling relationships for themselves. The ‘whole word’ approach is necessary in a language such as English where many common words have irregular spelling (e.g. was, were, could, would) – these have to be taught as ‘sight words’. However, in a language like Rukwangali, with regular sound spelling relationships, this may not be necessary.

2.5.1.4. The combined approach

The combined method, as the name suggests, is an approach that combines both above-mentioned methods. This method is used when learners read from books or a text written on the chalkboard or on a poster. If learners have trouble in reading some words, the teacher writes them on the chalkboard or on flashcards. If learners still cannot read the word as wholes, the teacher may divide them into syllables and ask learners to read the syllables. If learners struggle further to read the syllables, the teacher will teach single sounds in the words. The advantage of this approach is that it allows for differentiated teaching for children at different stages of reading development.

2.5.1.5. The whole language approach

The whole language approach to teaching and learning “reflects a constructivist philosophy of learning in which children are viewed as inherently active, self-regulating learners who construct knowledge for themselves, with little or no explicit decoding instruction” (Australia. DEST, 2005, p. 28). This method emphasises learners constructing their knowledge and developing their reading through more exposure to print. Learners develop fluent reading by reading independently to practice reading and correcting their own mistakes. They need to read books, stories, poems, informational texts, newspaper, magazines, etc. Williams explains that, “the extent of learning depends in part on the duration, amount and richness of the input (i.e. what the learners hears or reads), and also the type of language activities in which learners engage” (Williams, 1998, p. 15).

children this is not possible because of their parents' not afford to buy books for their children. (Namibia. MBESC, 2004). Legere, et al, (2000) contend that this is problematic because there is no "literate environment to support classroom interaction" (p. 27). They found that, "there is a shortage of textbooks, teaching aids and support materials for national languages" (Legere, et al., 2000).

2.5.1.6. The language experience approach

The language experience approach handles language and literacy in a holistic way and builds on what the child already knows. Carter (2000, p. 10-11) describes the approach as, "based on the ideas that children's experiences can be talked about, and recorded by the teacher and form part of the reading material". Leu and Kinzer (1987, p. 74) explain that it "represents an effort to teach reading using children's language and experience as a base". This method is a whole-language approach, because it is based on meaning. The teacher creates an opportunity for learners to talk about something of interest and then writes the sentences produced by the learners on the chalkboard; these sentences form the reading text to be read by the learners.

This method works well with thematic teaching because learners have prolonged exposure to one theme for a week or more. They thus have background knowledge about the topic and can construct their own sentences easily. This promotes learning for understanding because learners will read more authentic sentences drawn from their schemata and learners' critical thinking skills are developed when they construct sentences.

2.5.1.7. The shared reading approach

Shared reading is an interactive approach to teaching reading, "That will bridge reading aloud and guided reading" (Shared Reading, n.d.a, p. 1). In shared reading, the teacher reads together with a group of learners. Holdaway (1979) developed this strategy and it is modelled on the way literate, middle-class parents read storybooks to their children at home (cited in Shared Reading, n.d.a.). In school, a teacher reads to a group of learners rather than to a single child. According to Ferreiro and Teberosky, (cited in Shared Reading, n.d.a), the shared reading model allows a group of learners to experience many of the benefits that are part of storybook reading. Smith (cited in

tends, “It is a non-threatening and enjoyable way to struggling readers”.

Yaden, (cited in Shared Reading, n.d.a , p. 1) explains that during shared reading, “learners are actively involved” throughout the reading process as the teacher may pause and use scaffolding or support learners by doing the following:

- asking learners for predictions as to what will happen next,
- discussing the title and author,
- discussing the pictures as she is reading,
- using her finger to point to the words as she reads and therefore show the direction of reading,
- discussing the meaning of words, and
- drawing punctuation marks to learners’ attention.

Bridge, Winograd and Haley; Pikulski and Kellner, (cited in Shared Reading, n.d.a), explained that through repeated reading and predicting of the text, learners become familiar with word form and learn to recognise words and phrases. These activities develop language comprehension and word recognition, which learners need to coordinate to develop as skilled readers as explained by Scarborough (2002).

2.6 ENGAGEMENT OF LEARNERS IN READING TEXTS

Day and Park (2005) claim that in the last three decades, theories and models of reading have changed from seeing reading as a receptive process from texts to an interactive process between the reader and the text. A reader has to engage actively with a text to construct meaning from it rather than receiving the message from the text passively. This makes the selection of texts that teachers give their learners to read and the activities in which they engage their learners, a crucial task. The level of the language in a text and the appropriateness of the activity are important and need to be considered.

Grade 3 learners, need to be engaged in texts which are at an appropriate language and content level, so that they can develop their comprehension and their thinking skills. They need to be provided with a variety of text forms e.g. narratives,



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...s, newspaper and magazine articles, etc. where they ...tically and intelligently. As we shall see in the next section, this range of texts is not available in Rukwangali.

Learners should be engaged in activities that “foster independent readers who set their own goals and strategies for reading” (Silberstein, 1994, p. 16-17). Silberstein further explains that the activities should reflect the kinds of tasks that individual learners need to improve and develop their language. Graves, et al. (2007) are of opinion that teachers should employ a combination of well-planned small-group activities and whole-class activities that promote high-order thinking and give learners challenging tasks to complete.

Hedge (1985) contends that readers and reading texts that are given to learners should be those that develop knowledge of language, knowledge of language use, reading skills and strategies and good attitudes to reading.

2.7 AVAILABILITY OF RESOURCES USED TO TEACH READING

“According to reading theory, reading is about reading books” Campbell (cited in Nzwala, 2007, p. 72). Children need to be given books to practice reading in order to develop as readers. This is because books help learners to develop language structure, syntax, and style as well as to deepen the use and understanding of punctuation as well as for vocabulary development (Namibia. MoE, 2005a). When learners are exposed to many texts, they develop knowledge of language structures, literacy knowledge, phonological awareness, decoding, and sight word recognition as well as expand their vocabulary and improve their inferential skills that they need for critical reading.

However, there is very little reading material available in Rukwangali. Therefore, children learning to read in Rukwangali are at a major disadvantage. Legere, et al., (2000, p. 27-28), discovered that,

The performance of learners in reading in the medium of instruction is known to be problematic as for the majority of children there is rarely a literate environment outside school to support classroom interaction.

books, teaching aids and support materials for

Independent reading “means students’ selecting their own material to read for their own purposes” e.g. for pleasure, knowledge, information or insight. Independent reading is crucial as it:

- develops positive attitudes toward reading
 - gives students a chance to expand their knowledge
 - provides practice in decoding strategies
 - helps develop automaticity
 - develops and expands students’ vocabulary
- (Graves, et al., 2007, p. 296)

Independent reading is therefore a very important component in learning to read. However, it can only take place in a class if there are a variety of reading materials from which learners can choose. Carter (2000, p. 12), recommends that “there should be newspaper articles and a collection of materials – including stories, books, maps, jokes, riddles, recipes, local proverbs, poetry, and song lyrics written by teachers and students”. This is not possible in the context of the research described in this thesis because of a lack of reading materials developed for grade 3 learners in Rukwangali.

Many language experts recommend the use of big books in reading. In Namibia, posters have replaced the use of big books in primary schools. It would be possible for teachers to make their own big books if they were shown how to do this during their training. Cappellini (n. d., p. 128), contends that “making a class Big Book is nothing new,” and she goes on to explain that it “is really valuable in building class community, and more important, in developing the language of the children”. However, instead of reading from a big book, Namibian teachers write stories on posters; the learners read from the poster as if it were a big book. The posters are then pasted on the wall in the reading corner for independent reading; the more learners read these posters, the more they practice reading and use their newly acquired vocabulary.

2.8 ASSESSMENT OF READING LEVELS OF LEARNERS

Assessing learners and finding out their level of competence in reading as well as their difficulties is of critical importance in teaching reading. Assessment in learner-

room instruction. “The main purpose of assessment is to develop a reliable picture of each individual learner’s progress and level of achievement” (Namibia. MBEC, 1993, p. 128). Assessment is used “to inform teachers of problems and guide ensuing compensatory teaching” (Namibia. MBEC, 1993, p. 128).

Similarly, in the Australian curriculum assessment is said to serve, “multiple purposes: to diagnose and remediate essential skills, measure growth and monitor growth, provide feedback to learners and for reporting to parents and education systems” (Australia. DEST, 2005, p. 17). Teachers assess their learners continuously because they want to identify those that need help. An Australian committee enquiring into the best ways of teaching reading contended that, “The early identification of children experiencing reading difficulties means that interventions to provide support for these children can be put in place early” (Australia. DEST, 2005, p. 13). Information from assessment may be used to shape improvements and to adjust teaching strategies that will meet the individual students’ learning needs.

2.9 MOTIVATING AND ENGAGING LEARNERS

Learning cannot take place if learners are not motivated. “Students’ reading abilities will grow in direct proportion to the extent to which they see reading as a worthwhile and enjoyable activity that they can succeed at” (Graves, et al., 2007, p. 56). A positive attitude towards reading is the starting point of reading. Graves, et al., (2007), list the following as features of a successful reading experience: understanding, enjoyable, entertaining, informative and thought provoking. When learners understand what they are reading, they enjoy it and discover new information.

Other factors that can motivate reading include modelling to learners, because children need to see people, especially their teachers, reading. Teachers should read to their learners and give them opportunities to read. The more learners read, the more their fluency, automaticity and vocabulary develop. When they succeed in reading, they develop self-efficacy and they will continue to read on their own. When learners are able to read on their own, time should be put aside for the teacher “to hear them



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books they are reading” (Hann, 1984, p. 46). This that will give learners encouragement to read further and develop as skilled readers. It will also serve as extrinsic motivation to learners who are listening to other learners who are reading well.

“Reading aloud to students is another way to demonstrate how much you value reading, and it also becomes an opportunity to teach students about the rewards that reading brings” (Graves, et al., 2007, p. 59). Reading aloud to children fosters listening habits and provides a model for children to emulate (Carter, 2000).

According to Hann (1984), one way of motivating learners is to group low-performing learners with higher-performing learners so that higher-performing learners can serve as academic role models for low-performing learners. He goes on to explain that learners who are behind the rest of their group in reading are conscious of it and generally embarrassed by it; therefore the teacher must first strive to develop these learners’ self esteem and confidence. This can be done by encouraging them in different ways such as clapping hands when they succeed.

2.10 CONCLUSION

Different people define reading differently. The definitions explored in this chapter ranged from seeing reading as a mechanical sounding-out or decoding of words to a more complex skill that involves the interaction of the reader, the text that is being read and the prior knowledge that the reader brings to the text. Reading is a complex, challenging developmental process and it is helpful to remember that the view one has about reading and the definition one attaches to it, will determine how one teaches reading. This chapter discussed the relevant theories and major elements in teaching reading, which will provide the framework for the analysis of my data described in chapter 4.

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the methodology used to conduct this study. As I have stated before, the study seeks to understand the teaching of reading in Rukwangali in four grade 3 classrooms in Rundu, in the Kavango region of Namibia. This case study seeks to explore grade 3 teachers' understanding of how to teach children to read and the strategies they use.

This chapter discusses and justifies the research design, methodology and the tools that were used to collect the data, namely: interviews, classroom observations, stimulated recall discussions of the lessons observed and document analysis. It also explains the sampling procedure, ethical and validity issues, data analysis techniques as well as the limitations of the study.

3.2 RESEARCH DESIGN

The research design I chose is the interpretive paradigm as this paradigm “seeks to understand the meanings that people give to their social interactions” (Winberg, 1997, p. 16). Cohen and Manion (1994, p. 37) explain that interpretive researchers “begin with individuals and set out to understand their interpretations of the world around them”. They further contend that this paradigm “yields insight and understanding of people’s behaviour” (Cohen & Manion, 1994, p. 37). Conducting my research within this paradigm has helped me explore and uncover the participants’ understandings of reading and identify the strategies and activities in which learners are engaged. As an interpretive researcher, I am interested in how grade 3 teachers’ interpretations and understandings influence their intentions and actions with regard to teaching reading to their learners (Winberg, 1997; Bassey, 1995).

The approach is a case study because this method gives a researcher an “aspect of a problem to be studied in some depth within a limited time scale” (Bell, 1993, p. 8). Interpretive research as explained by Winberg (1997, p. 20) “uses interviews, personal documents and other hermeneutic processes to produce interpretive knowledge”. The interpretive paradigm seeks the personal involvement of the researcher in trying to understand the taken-for-granted situations (Cohen & Manion, 1994; Bassey, 1995); I spent time in teachers’ classrooms observing how they taught reading.

3.4 SAMPLING

The data was collected from four grade 3 teachers at three selected schools in the Rundu region. The initial idea was to work with two schools and two teachers per school but between the time of proposal writing and data collection, some changes occurred. At one of the selected schools, a class changed to English as the medium of instruction because of a demand from the parents. Therefore, the number of schools I used increased to three.

The sampling was done purposefully. I chose these schools because two of the schools are new schools and are staffed mainly by recent BETD graduates from Rundu College of Education (RCE) where I am a lecturer and they are support schools where we send our student teachers during SBS. It provided an opportunity for me to examine my own practice as I taught two of the selected teachers in my BETD class during their training.

All these schools are situated in the Rundu urban area and thus it was relatively easy for me to reach them (convenience sampling). Working with only three schools and four teachers would give me an opportunity to study their practice in depth.

I explained my topic to the teachers and when they agreed to participate in the study, I asked for formal permission from the principals of the participating schools. Terre Blanche and Durrheim caution one about the possibility of gatekeepers having the habit of referring one to the other authorities (Terre Blanche & Durrheim, 1999;



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and permission to pursue research in schools from the Ministry of Education (see Appendix 8) and I attached her permission letter to the letters of request. I personally took the letters to the principals in order to be on hand should queries arise. This made the process of gaining access to the research sites easier.

3.5 DATA COLLECTION METHODS

Data was collected through the following multi methods or techniques to enhance validity:

- semi-structured interviews,
- document analysis,
- classroom observation, and
- stimulated recall discussions on the lessons observed.

3.5.1 Interviews

Altrichter, Posch and Somekh (1993, p.101) define interviews as “communications that aim at getting to know points of view, interpretations and meaning in order to gain greater understanding of a situation”. I selected interviews because of their adaptability: “an interviewer can follow up ideas, probe responses and investigate motives and feelings which questionnaires can never do” (Bell, 1993, p. 91). In order for me to access the teachers’ understanding of how they teach their children to read fluently, I conducted semi-structured interviews with the four grade 3 teachers. The interviews were conducted in Rukwangali, tape recorded and then transcribed.

I conducted the interviews in Rukwangali because it is the language that is used in the lessons. I felt that working in their home language would give the teachers the opportunity to express themselves more freely and enable them to give me practical examples in Rukwangali from their teaching. I learned during the piloting of the instruments that the teacher who I interviewed in English gave me examples in English despite my request to give examples in Rukwangali, which is the medium in which the lessons were conducted.

e interviews to the participants for verification. After verification, I translated them into English before they were analysed, example:

Interviewer: Kutunda apa mwavareka kuronga kuvhura mutanterengeko asi nontambondunge musinke mwaronga? Ntani nomvhura dingapi mwaronga nkenye ntambondunge zimwe.

Can you please tell me, since you started teaching what grades have you taught and for how long you have taught each grade?

Teacher A: Mo 2002 na varekere kuronga ame kwarongere grade 4, kutunda nye mo2003 yipo nayavarekere kuronga ntambondunge zautatu ezi nina kuronga dogoro ngesi.

I started teaching in 2002 at grade 4 and as from 2003 up to now, I am teaching grade three.

The interviews helped me to gain insight into the teachers' understanding of how to teach reading and how they put this knowledge into practice.

3.5.2 The pilot interviews

McMillan and Schumacher (2001) recommend that one pilots your research tools, for example interviews, before they actually take place with the participants. This is done to find out any problems that can be eliminated before the actual interviews start, for example the clarity of the wording in the questions and how long they will take to complete.

I conducted two pilot interviews prior to my actual interviews, first with a grade 3 teacher and second with my research supervisor. The first pilot interview with the grade 3 teacher was conducted in English, and as I said earlier, the interviewee gave examples in English and at the end it looked as if we were talking about teaching reading in the English language rather than in Rukwangali. The use of English was also a barrier; there were times when I realised that she gave me a wrong answer because she did not understand what I had asked and sometimes I could see that she

she could not express herself. Some of her ideas lost because of the translation; therefore, my research supervisor recommended that the interviews should be conducted in the language in which the lessons are taught, which is Rukwangali.

I conducted the second pilot interview because my supervisor felt, after examining the transcript of my first pilot interview, that there were too many questions and it did not leave room for probing. Another reason was that I provided the vocabulary to my participants rather than giving them the freedom to give their own ideas. My supervisor interviewed me to show me how to probe more deeply starting with only a few simple questions and then moving on to more searching questions. In order to practice this skill, I conducted a second pilot interview with her, to explore how she teaches remedial reading to grade 9 and 10 learners who are having problems in reading in English.

3.5.3 Document analysis

During the time that I spent observing lessons in the classes, I collected some documents like the thematic schemes of work of teachers, their weekly lesson plans and some samples of learners' work. I did this to help me understand the strategies teachers use and the activities they give to their learners.

3.5.4 Classroom observation

According to Terre Blanche and Durrheim (1999), "Interpretive researchers want to make sense of feelings, experiences, social situations or phenomena as they occur in their real world and therefore want to study them in their natural setting" (p. 127). Observation "is a data collection technique that can often reveal characteristics of groups or individuals which would have been impossible to discover by other means" (Bell, 1999, p.109). This inspired me sit in the classrooms of the teachers to observe how they teach reading to learners.

I carried out two lesson observations and took descriptive field notes in each of the four classes to identify features of the teacher's classroom practice. The lessons were

ed them and translated them into English. Where a is written in Rukwangali with an English translation in brackets. The following is an example from a lesson transcript.

Description	Comments	Questions for stimulated recall
<p>Who will put this word “yikwahidi” (<i>vegetables</i>) in a sentence? L – ehidi (<i>spinach</i>). T – Is that a sentence? L2 – Ame kuna kulya ehidi. (<i>I am eating spinach.</i>) T – The word is not “ehidi”; I want you to use the word “yikwahidi” as it is appearing in the sentence. Johannes. L – Mosipata kwakara mo yikwahidi. (<i>There are vegetables in our garden.</i>) T – Good. That is what we call a sentence. Let’s read it together. Ls – Mosipata kwakara mo yikwahidi. T – Put the next word in a sentence- mofarama L – Ose kwakara mofarama. T – Good, Lets read it. Good, now boys only. Good. Isak, you alone read for us. T – Good, Isak. Here is another word, katafura, who will put it in a sentence? Yes, Maria. L – Ame kuna kulya katafura. T – Good, Lets read it all of us. Good. Girls only. Good.</p>	<p>Learners are building sentences using the words they read.</p> <p>The teacher repeats the sentence and writes it on the chalkboard. All learners read the sentence together.</p> <p>The teacher writes the sentence on the chalkboard. All boys read, Isak reads alone.</p> <p>The teacher writes the sentence on the chalkboard. All learners read together, and then girls read alone.</p>	<p><i>Why are you asking them to build sentences with the words?</i></p> <p><i>To see if they understand the meaning of the words and to improve their language usage.</i></p>

Table 3.1. Example of an extract from the transcribed lesson

Observation was also a means of triangulating the data obtained through interviews. Altrichter, et al. (1993, p. 92) contend that, “descriptive reporting describes the behaviour ‘as it is’ (what has been said and done) with as little explanation, judgment

The qualitative researcher's field notes contain what has been seen and heard by the researcher, without interpretation. In other words, the participant observer's primary task is to record without inferring feelings to the participants and without inferring why and how something happened.

According to Bell (1999, p.109) direct observation is reliable because it helps "to discover whether people do what they say they do, or behave in the way they claim to behave". Patton (cited in Cohen, Manion & Morrison, 2000) pointed out that observation gives the opportunity to the observer to gather 'live' data from 'live' situations as the researcher will look at what is taking place *in situ* rather than receiving second hand information.

As there was limited time for note taking, the lessons were audio recorded to capture the classroom interactions between the teacher and learners. According to Altricheter, Posch and Somekh (1993) tape-recording can be valuable in giving insights into participants' thinking. The tapes helped me gather rich data, as I could listen to the interaction between the learners and teachers after the lessons. The field notes and the tapes are stored in the Case Archive.

3.5.5 Stimulated recall discussions

During the lesson presentations, I noted questions on unclear areas / actions that occurred in column 3 and after the lessons; I carried out stimulated recall discussions of the lessons with the teachers using my field notes. This was to try to understand all aspects of the observed lessons. The teachers' responses were written on the lesson observation form next to the questions that I had noted down during the lesson presentation. See table 3.1. column 3, (Questions for stimulated recall). The discussions gave the teachers an opportunity to explain why they prepared and taught their lessons in a certain way.

ISSUES

In conducting research, ethics need to be adhered to. The purpose of research ethics is to “protect the welfare and the rights of the research participants” (Terre Blanche & Durrheim, 1999, p. 65). According to Aubrey, et al. (2000), research ethics involves the researcher having the ability to consider whether the ways in which they conduct the research is in harmony with their moral code.

The first research ethical principle that was considered was the principle of autonomy. Participation should be on a voluntary base. I discussed the issue of consent with my participants and ensured them of their freedom to withdraw from the study at any time. The participants, as explained by Terre Blanche and Durrheim, (1999, p. 66), received “a full, non-technical and clear explanation of the tasks expected of them so that they can make an informed choice to participate voluntarily in the research”.

The second ethical principle that was considered was the principle of anonymity. I respected the anonymity of my participants by using pseudonyms in place of their real names during the writing up of the research. This practice will continue in any publication of the study.

The third ethical principle was confidentiality. The information that was collected during the data collection as well as that which emerged during the data analysis was handled confidentially. I did not reveal the information given to me by one participant to the other participants or to anyone else. Anonymity and confidentiality will also be considered during publication.

3.7 DATA ANALYSIS

Data was analysed using qualitative data analysis. The interview transcriptions and observation notes were first coded into categories and then analysed (Bell, 1999). To validate data, triangulation was used by interviewing the participants, observing their classrooms, discussing their lessons and getting information from the documents they used in their classrooms, plus samples of the learners’ work. During the analysis I constantly cross-checked the data obtained using these different tools.

I am aware that being a college lecturer, teachers might have been constrained in what they said to me and how they behaved. To overcome this, I talked to them about the research and reassured them that I would maintain their anonymity and confidentiality and that I would share with them all my findings and analysis.

The interviews were conducted in the mother tongue, Rukwangali, which is the language of instruction, and then translated into English. There is the possibility that some of the teachers' ideas might have lost their original meaning through translation. I tried my best to reduce this risk by doing the translating myself and taking the translated transcript to them for cross checking. In the event, the teachers stated that nothing was lost in the translation process.

Another limitation that is common to case studies is that of generalisation (Wellington, 2000). The sample of my study consisted of only four teachers from three schools, which were selected purposefully, and therefore findings cannot be generalised.

3.9 CONCLUSION

This chapter covered the research design of the study, the research methodology and sampling as well as the methods used to collect the data. I also clarified the ethical and validity issues that arose during the study. I explained how data was analysed and discussed as well as the limitations of the study. In the next chapter, I present and analyse the data.

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In this chapter, I present and analyse my findings from the interviews, observations and stimulated recall of the lessons observed as well as from the documents I analysed. The purpose of my study is to explore grade 3 teachers' understanding of how to teach reading to their learners and to observe different teaching strategies they use as well as the activities in which they engage their learners.

The study was carried out in four grade 3 classrooms in Rundu, in the Kavango region. The raw data that emerged was analysed and organised into the following categories:

- The teachers' background and experience
- The role of curriculum documents
- The teachers' perceptions of how to teach reading and the strategies they use
- Teaching materials they use during reading lessons
- How they assess their learners
- The problems they encounter in teaching reading
- How they motivate their learners

All these categories contribute to understanding how these teachers teach their learners to read.

4.2 THE PROFILE OF THE SCHOOLS AND THE TEACHERS' BACKGROUND

The following table shows the profile of the three schools and the four participants who took part in my study.

	names	Qualifications	Gender	Experience		Number of learners		
				In teaching	At grade 3 level	Boys	Girls	Total
School A	Donna	BETD: Pre-set	Female	8	7	19	19	38
School A	Lucky	BETD: In-set	Female	15	3	18	22	40
School B	Grace	BETD: In-set	Female	15	8	21	23	44
School C	Sylvia	BETD: Pre-set	Female	5	5	19	18	37

Table 4.1 Profile of the schools and teachers

All the teachers I worked with are female teachers who did the Basic Education Teacher’s Diploma (BETD); two did it on a full time basis and the other two did it on a part time basis. The class sizes are all above the Namibian norm, as the prescribed teacher learner ratio for primary schools in Namibia is 1: 35.

School A

School A is a semi urban primary school that takes learners from grade 1 to 7. A large, old school built during the colonial era, it uses four national languages as media of instruction, Rukwangali, Rumanyo, Thimbukushu and English to accommodate learners from different language groups whose parents have come from different areas to work in town¹. However, because the community is multilingual, some learners are obliged to learn in a language, which is not their mother tongue. These are mostly learners who are Nyembas, Tjimbundus, Tjokwes and those who speak a language from the neighbouring country, Angola.

The school does not have a school hall and learners have their morning briefing and assembly in an open area in front of the administration block. The school does not have a library and learners depend entirely on either books given to them by their teachers or a reading corner containing a few books collected by their teacher.

¹ Learners are taught in parallel classes each with a different medium of instruction.

school A; both class teachers were female. The first class I observed was grade 3A, taught by Ms Donna. Ms Donna is a young teacher who did BETD full time at Rundu College of Education and graduated in 2001. She started teaching in 2002 and at the time of the research, she had 8 years teaching experience of which 7 years was at grade 3 level. She teaches reading almost every day, as part of a thematic, integrated teaching approach, which is advocated for lower primary education in Namibia (Namibia, MoE, 2005a). The curriculum prescribes 9 periods per week for First Language for grade 3 (Namibia, MoE, 2005a); at the school they begin with a single period on Monday and then have double periods from Tuesday to Friday. I observed a single period on Monday and a double period on Tuesday.

Ms Donna has 38 learners in her class: 19 boys and 19 girls. The learners sit in four groups, plus some learners who sit at the back of the class in a row. There is a big open space in front of the class covered with a carpet where learners sit during shared discussions and reading from the chalkboard. The classroom walls are covered with labels and teaching materials e.g. phonics cards, syllable tables, days of the week and months of the year written in both Rukwangali and in English. Most of the labels on the walls are written in these two languages. There are some hand-made posters on the walls with real objects pasted on them and labeled e.g. beans – makunde, etc.

The second class I observed at school A was grade 3B; the class teacher was Ms Lucky. Ms Lucky is a qualified teacher with a BETD (in-service), which she did through distance, part-time at Rundu Teachers' Resource Centre (TRC). She started teaching as an unqualified teacher and enrolled on the course in 1998, graduating in 2002. She has 15 years teaching experience of which 3 are teaching at grade 3 level. She also teaches reading every day. I also observed a single period on Monday and a double period on Tuesday.

There are 40 learners, 18 boys and 22 girls, in Ms Lucky's classroom. Learners sit in five groups and there is a big space in front where learners sit during group teaching. The classroom walls are covered with teaching materials that are organised according to subjects, and phonics materials including syllable charts are displayed at the front

art work is displayed in the classroom e.g. baskets,

School B

School B is a new urban primary school, which was built after independence in 1998 in Rundu. It accommodates learners from grade 1 up to grade 7. A multilingual school, it uses three languages as media of instruction, these are Rukwangali, Rumanyo and English. These arrangements were made to accommodate learners whose parents came from other regions and work in Rundu.

The school is fenced off and has a school hall where learners have their morning assembly. The school offers basic computer skills to all the learners as a non-promotional subject. It does not have a school library where learners can get books to read. Most of the teachers are BETD graduates from Rundu College of Education.

I observed grade 3B at this school; the class teacher is Ms Grace. Ms Grace is a qualified teacher with a BETD in-service, which she did through distance, part-time at Rundu TRC. She has 15 years of teaching experience of which 8 are teaching at grade 3 level. She teaches reading every day. At this school, from the prescribed 9 periods for mother tongue for grade 3, they begin with double periods from Monday to Thursday and then have a single period on Friday. Both the lessons I observed were double periods.

Ms Grace has 44 learners, 21 boys and 23 girls, in her class. The learners look overcrowded in the class. They sit in six groups. The classroom looks conducive to learning as there are teaching materials pasted on the walls and displayed on the shelves of the cupboard, which is in the classroom.

School C

School C is also a newly built, urban primary school situated in Rundu town. It accommodates learners from grade 1 up to grade 7 including two classes of hearing impaired learners. The school opened its doors to learners in 2005. The school uses only two languages as media of instruction: Rukwangali and Rumanyo.

yard, which is fenced off. It does not have a school assembly is conducted in an open area in front of the administration block. The teachers at this school are mostly very young teachers who graduated from Rundu College of Education.

The teacher I observed at this school is Ms Sylvia. Ms Sylvia is a young teacher who graduated in 2003 from Rundu College of Education, where she did her BETD on a full-time basis. She started teaching in 2004 and has 5 years of teaching experience, all of which are at grade 3 level. She is the class teacher of grade 3B. She teaches reading every day as part of an integrated, thematic approach to teaching. This school also begins the week with double periods and has a single period on Friday. Both lessons I observed were double periods.

There are 37 learners in Ms Sylvia's class, 18 boys and 19 girls. Learners sit in three groups of 12 to 13 learners each. The classroom is decorated with teaching materials, most of which are written in English. Teachers at this school encourage learners to communicate in English during school hours and this might influence learners not to take the national languages that are used as media of instruction seriously. I observed this when I attended one morning assembly; the head of department who addressed the learners cautioned them that any learner found speaking his/her mother tongue or any national language during school hours would be punished.

4.3. THE ROLE OF CURRICULUM DOCUMENTS

As stated in chapter 3, I analysed curriculum documents to see how they guide teachers to teach reading, and classroom documents to establish what happened in practice. I examined the syllabus, the lower primary training manual used to train grade 3 and 4 teachers, the thematic scheme of work, the teachers' weekly lesson plans and samples of learners' work in their exercise books. The results of the analysis follow:

4.3.1.1 The syllabus

The syllabus is the first document I examined. I found that it did not provide sufficient guidance on the teaching of phonics in Rukwangali. Phonics is listed as a skill in the topics to be covered under reading. The syllabus only mentions phonics once under approaches in the form of suggested activities to be done by learners as “identify language structures, correct syntax and phonics” (Namibia. MoE, 2005a, p. 40), see appendix 1. In my view, the suggested activities stated in the syllabus do not provide the teachers with sufficient detail to enable them to understand what to do and how to do it. The training manual, too, does not provide enough informational content on how to teach phonics; however during the training prior to the implementation of the new syllabus, teachers were involved in activities to discuss the First Language syllabus under the following activity: “Individually write down themes/skills that relate to the teaching of reading. As groups discuss your findings and also the approaches and competencies that are related to these themes/skills” (Namibia. MoE, 2005b, p. 36). Even though phonics was among the competencies to be discussed, teachers might not have paid much attention to phonics teaching at grade 3 and 4 level because by the time learners reach grade 3, they are supposed to have moved beyond the decoding stage towards automatic, fluent reading and phonics is considered a decoding strategy.

4.3.1.2 The Thematic Scheme of Work

The thematic schemes of work were developed by NIED and given to teachers during the reform training workshops in 2005 prior to the implementation of the new syllabus in 2006. These schemes of work were developed in English. Teachers are expected to use the thematic schemes of work in conjunction with the syllabus. There are aspects of phonics prescribed for every week, but the sounds are given in English and teachers have to work out for themselves how to apply this to the Namibian languages, which they are teaching, in this case Rukwangali. (The language issue and thematic scheme of work will be discussed in chapter 5.) This is very difficult, as English and Rukwangali do not have the same linguistic structure. English has many vowels and diphthongs, which can be represented graphically in different ways e.g.

Furthermore, in English, phonics is taught at the monosyllabic words e.g. ‘may’, ‘say’, ‘way’, ‘hay’, etc., whereas Rukwangali is an agglutinative language with many long, polysyllabic words, the syllables having a consonant-vowel structure. Therefore, phonics is taught at syllable level to accommodate decoding long, unknown words. The syllabic charts as described in chapter 2, help learners to recognise the syllables of the language and learn how to combine them into words. Learners can also use this as a strategy to decode words by breaking them down into syllables e.g. ‘ma’+ ‘lya’+ ‘ngwa’ = ‘malyangwa’, ‘mu’ + ‘na’ + ‘fa’ + ‘ra’ = ‘munafarama’ etc.

Because the scheme of work is provided in English, a language that has a different phonology and morphology from Rukwangali, teachers use their own initiative to come up with phonics to include in their weekly plan. As we shall see, teachers sometimes take vocabulary words from the text or story and practice breaking them down into syllables.

Teachers at School A; Ms Donna and Ms Lucky plan together. The week I observed them, they had The Social Environment as a theme, Social Groups as the topic and the Family as a sub-topic. The phonic items prescribed for this week were /-au/ in aunt, cause, pause, etc.² and /-ui/ in juice, bruise, fruit, etc. These sound-spelling relationships do not exist in Rukwangali. During the lesson presentation, the teachers taught words that emerged from the story they had read and when learners failed to read them, they divided them into sounds and syllables.

Ms Grace at School B had the Social Environment as the theme, Economic Activities as the topic and Craft and Factories as the sub-topic. The phonics prescribed for this week was the silent “mb” as in bomb, comb, limb, etc. and the “au” as in haul, laundry, fault, etc. Again, these sound-spelling relationships do not exist in Rukwangali. Like the other teachers, Ms Grace taught vocabulary that emerged from the reading text, breaking words down into syllables where necessary.

² Note that ‘aunt’ does not contain the same vowel sound as ‘cause’ and ‘pause’, which could be confusing for learners.

1, Safety and Nutrition as a theme; Health and Safety
uses as the sub-topic. The phonics prescribed for this
week was “spr” as in springbok, spring, sprite, etc. and the silent ‘a-e’ as in ‘cake’,
‘sale’, ‘shake’, etc. As these sound-spelling relationships do not exist in Rukwangali,
Ms Sylvia substituted them with “kw” as the consonant blend for the week. She used
a synthetic approach to phonics teaching.

4.3.1.3 The weekly lesson plans

Teachers design weekly lesson plans to use for teaching. The forms used to structure the lesson plans were provided during the reform training workshops. I looked at the teachers’ weekly lesson plans for evidence of how they teach phonics and to see what phonics activities they do with their learners.

The forms do not have enough space for detailed preparation (see appendix 3) so the teachers only gave the main points of the lesson. Ms Donna and Ms Lucky wrote vocabulary words in the space allocated for phonics. Ms Grace wrote, “*Learners will read vocabulary words on p. 65 in Turondeni (name of a class reader) before reading the text*”. Teachers do not appear to have sufficient knowledge to construct a phonics programme in Rukwangali using the English programme as an example; they therefore teach vocabulary instead of phonics.

However, Ms Sylvia from School C, who claimed to teach the phonics prescribed in the thematic scheme of work, listed “kw” in her lesson plan and taught it during her lesson. Like ‘spr’, which was the focus of the English scheme of work for this week, ‘kw’ is a consonant blend.

4.3.1.4 Learners’ activity books

Analysis of the learners’ activity books showed that learners were engaged in different phonic activities; this included re-arranging of jumbled syllables into words, writing words that begin with a specific sound/letter and syllabifying words or dividing them into syllables.

4.3.2.1 The Syllabus

Analysis of the lower primary syllabus showed that it supports the teaching of reading at sentence and text level. The learning objectives and the basic competencies for grade 3, clearly state that learners should read aloud various prepared and unprepared paragraphs/passages of about 10/20 sentences from class readers and non-fictional sources, using correct pronunciation, and expression; talk about the content and meaning of texts; read silently for enjoyment on a regular basis; as well as discuss and retell stories they have read (Namibia. MoE, 2005a).

4.3.2.2 The Thematic Scheme of Work

An analysis of the thematic scheme of work showed that it supports the teaching of reading at sentence and text level. The prescribed activities under the reading skill section give a detailed list of what the learners will read.

Ms Donna and Ms Lucky had the Social Environment as the main theme; Social Groups as the topic and The Family as the sub-topic. The thematic scheme of work states under reading that learners will read 10 sentences from a reader or passage selected by the teacher and do silent reading (Namibia. MoE, 2005c). The thematic scheme of work gives teachers the responsibility of looking for reading texts that the learners will read. The teachers have to look for a reading text that is related or linked to the theme, which learners will discuss and read. Ms Donna and Ms Lucky selected a passage about how Kasiki helped his father in the garden.

Ms Grace had the Social Environment as the main theme; Economic Activities as the topic and Craft and Factories as the sub-topic. The thematic scheme of work states under reading that learners will do silent reading in the library and reading corner to find factual information on the subject topic (Namibia. MoE, 2005c). Ms Grace selected an informational passage in a class reader about how to weave a basket as a craft activity.

Ms Sylvia had Health, Safety and Nutrition as the main theme; Health and Safety as the topic and Infectious Diseases as the sub-topic. The thematic scheme of work

booklets and pamphlets on contagious diseases (for words in alphabetical order from selected books. Ms Sylvia's learners read a passage about Kamunoko, a learner who came to school while having flu and infected the rest of the class.

4.3.2.3 The Weekly lesson plans

All four teachers plan their lessons on a weekly basis. They list all the objectives and basic competencies to be covered for the whole week, showing integration of all four skills. The weekly lesson plans of the teachers do not give the activities that the teachers and learners will do in detail. This is because the forms do not have enough space for detailed planning.

The three teachers Ms Donna, Ms Lucky and Ms Grace use the forms provided for their plans. Ms Sylvia plans in a book but she also uses the same format. In the space provided for reading Ms Donna and Ms Lucky wrote, "Learners will read the passage and words on the flash cards". Ms Grace wrote, "Learners will read from Turondeni (name of a class reader) p.65". Ms Sylvia wrote, "Learners will read vocabulary words from the passage about Kamunoko then read the passage".

4.3.2.4 Learners' activity books

When I looked at the learners' exercise books, the following activities were observed:

- Using vocabulary words in sentences
- Writing the meaning of words
- Re-arranging jumbled words and sentences
- Answering comprehension questions about a text
- Writing a text or a story about a topic they had discussed
- Writing what they saw happening in pictures provided to them

4.3.3 Reading aloud

Analysis of the syllabus showed that it supported reading aloud. It states that learners will read aloud various prepared and unprepared paragraphs/passages from class

...rces of about 10/20 sentences, using correct

The thematic scheme of work also advocates reading aloud and silent reading; it states that learners will read 10 sentences from a reader or passage selected by teacher; do silent reading (Namibia. MoE, 2005c). However, the teachers did not specify in the weekly lesson plans how the reading would be done but instead just wrote that learners would read.

4.3.4 Silent reading

The documents revealed that learners are sometimes expected to read silently. The thematic scheme of work clearly states on several occasions that learners will do silent reading. However, there was no mention of silent reading in the syllabus or in the weekly lesson plans, although some teachers practiced it. In all likelihood, this was because the weekly lesson plan format does not provide a space for a detailed planning of the lessons.

4.4 THE TEACHERS' PERCEPTIONS OF HOW TO TEACH READING AND THE STRATEGIES THEY USE

During the interviews with the participants, I tried to find out their understanding of how to teach reading to grade 3 learners.

4.4.1 Teaching learners according to their level

All of the teachers said that it was important to teach learners according to their reading abilities or levels. Ms Donna said, *“The way we teach depends on our learners; we look at what levels they are at and this will determine how we will teach them; we teach them at different levels according to what they are able to do”*. Ms Lucky said, *“Learners when they come from grade 2, they are at different levels”*. Ms Grace said, *“Actually our learners in grade 3 can be divided into three groups. Some learners can read very well like grade 5 learners, you find some learners can read like a grade 3 learner and there are those that read like grade 2 learners. And what*

Sylvia said, “Actually it depends on the learners, the way we teach them depends on the learners, we look at what levels they are and this will determine how we will teach them, we teach them at different levels according to what they are able to do”.

The teachers believe that one should first assess the reading abilities of learners and this will determine how to teach them. Ms Donna explained that for some learners, “You have to start teaching them like the way they teach grade 1, e.g. /t/+a/=/ta/, that is when they will be able to follow”. Ms Grace added, “Those who read very slowly [stretching words ‘very slowly’], or who cannot yet recognize letters, we still do drills with them”.

4.4.2 The use of phonics and syllabification

Three of the teachers referred to the use of phonics and syllabification. Ms Donna said, “Sometimes you can start by cutting the words into letters and let them read them one by one, and then they blend them into syllables”. The teacher will then drill the syllables with the learners until they are familiar with them, “and then they put the syllables together to build or form the words”.

Ms Lucky also said that she uses this method with learners who have problems in reading: “You have to start teaching them like the way they teach at grade 1, e.g. /t/ + /a/ = /ta/, which is when they will be able to follow. They start with /ta/, /te/, /ti/, /to/ and /tu/”. She went on to say, “for words that include double consonant clusters you have to be more careful and explain to the learners that when you add /a/ to /nt/, it is pronounced as /nta/. They start with two letters only before they can go to words, but when they come here in grade 3, we are supposed to continue with digraphs and trigraphs and help them to read faster”. This suggests that Ms Lucky sees a relationship between teaching decoding, in this case a consonant cluster or blend, and the development of automaticity and fluency in reading.

Ms Sylvia said that the way she teaches sounds is by identifying a sound for the week. “For example, if we are having the “k” sound, learners should identify the letter that

come up with words that have that sound, and then
words where they can hear that sound clearly”.

Ms Grace, on the other hand, said that she does not use this method: “*Actually, we do not do much on the sounds, but they read whole words so that you can know if the learner knows the word and if the learner knows the meaning of the word*”. She believes that grade 3 learners are expected to be beyond the decoding stage and they should move to automatic fluent reading and reading for understanding as advocated by the curriculum (Namibia. MoE, 2005a).

To sum up, three of the four teachers said they use phonics during their reading lessons.

They use phonics mostly when learners experience problems in reading a word. They will divide that word into letters /sounds and then into syllables and then help the learners blend the syllables to form the word.

Ms Sylvia said that she focuses on one sound per week. She tells the learners that sound, for example the “k” sound and then asks them to sound it, she then adds on other letters/sounds to form syllables e.g. “ka”, “kwa”, “nkwa” then they will sound out these syllables. When learners are confident, they blend the syllables into words to make meaning. For activities, she will ask the learners to recognise phonic sounds in whole words from the text, give words from the text that have the “kw” sound, divide the words into syllables as well as to give their own words that they know that have the “kw” sound.

It is interesting to note that Ms Sylvia starts with single sounds that are simple and known to learners and then moves to complex sounds. She builds up consonant blends systematically, starting with a simple ‘CV’ syllable (ka) which learners will have done in grade 1. Then she adds another consonant after ‘k’ (CCV – kwa) – something the learners have already done in Grade 1 or 2. Then she adds another consonant before ‘k’ (CCCV – nkwa).

level

The teachers revealed that they all teach reading using whole words. Ms Donna explained, “*according to this reform and integration that came with it, there are some words which are in the scheme of work that we call vocabulary words. ... I first write those words on the chalkboard or on the flash card*”.

Ms Lucky explained that, “*We start by taking words that have diagraphs and trigraphs from the text and let them read those words first*”. This means that she links words to phonics (sound-spelling relationships). She selects the words based on their phonological structure not on their meaning in the text. Words that have CCV and CCCV structure are considered difficult words and those are the words teachers concentrate on at grade 3 level.

Ms Grace said, “*I ... put the words on the table, and ask one of them to come and take a word, read it and then paste it on the chalkboard next to the picture*”. She said that sometimes she uses real objects instead of pictures.

Ms Sylvia said that she gives her learners “*word-to-word and sentence-to-sentence matching*”. The ‘word-to-word’ matching activity means teaching reading at word level.

To sum up, all teachers said that they teach reading at word level in order to prepare learners to read words aloud before meeting them in a text. None of the teachers mentioned the importance of learners understanding the meaning of the words. Ms Lucky selected the words based on their phonological structure rather than their meaning.

4.4.4 Teaching reading at sentence and text level

All four teachers revealed during interviews that they teach reading at the sentence level. Ms Donna said that, “*To make a reading lesson learner centred, we give them sentence strips especially the weak readers, then we ask them that they should read it and explain what they understand about the sentence*”. Reading sentences helps

picture, how to use punctuation and to make meaning. Ms Donna went on to explain that those who know how to read are asked to read passages or read from books when they are using books.

Ms Donna further explained: *“After that, they build the words to make sentences and then they organise the sentences to build a story that they will read. When they organize the sentences in a sequence, they will realise that this is a story”*. Teachers write sentences on sentence strips and then cut the sentences into words and give them to learners during activities to build the original or any correct sentence.

Similarly, Ms Lucky described, while talking about assessment, how she works from words, to sentences, to text. She said, *“Those ones who are below level, you write words on flashcards or on the chalk board, even only ten, or sentences on a sentence strips to read. Those ones who are better, you give them books to read aloud individually while others are listening”*.

Ms Grace also referred to teaching reading at sentence level in the context of assessment. She said that she prepares sentence strips, which she displays with pictures on the chalkboard, and then asks the learners to match the sentence strips to the correct picture. She said that the learners who do not know how to read, invent a sentence about the picture, for example, in the case of a fishing basket and a woman, *“He will read that, ‘Onane tava ka huga.’ (My mother is going to fish.), when those are not the words written on the sentence strip”*. When a learner invents a sentence, it shows that he/she does not know how to read, and this learner will not be able to match correct sentences to the correct pictures.

Similarly, Ms Sylvia referred to teaching reading at sentence and text level, *“For those who have problems we can give a picture and a sentence strip. Let’s say that the picture is showing a boy that is running. If a learner does not know how to read he will read that, “The boy is running, just by looking at the picture without looking at the words, then you will know that he does not know how to read”*.

In summary, teachers prepare learners for the texts before they read them. They first prepare them to read difficult words in the text. To develop their vocabulary and to

meaning of the words, they then ask them to use the learners to read the words automatically when they meet them in context. When learners are familiar with the vocabulary, then the teachers introduce them to the text; this prepares them to read with comprehension and fluency.

4.4.5 Giving attention to fluency and comprehension

The teachers also believe that reading fluently is reading with understanding and is supported by attending to punctuation marks. Ms Donna said, “*Punctuation marks play a very important role in reading*”. She explained that they help learners to understand because when a learner considers punctuation marks, he/she will read sentences with meaning, e.g. questions are read in a question form and where there are commas, a learner will read accordingly and this will help him/her to understand.

Even though Ms Lucky did not refer to fluency and punctuation in the interviews, she also believed that this recognition helps with fluency and comprehension. She explained during the stimulated recall that punctuation marks “*help learners to understand and also not to read like they are singing*”.

Ms Grace and Ms Sylvia explained that they take care of fluency by modelling how to read as well as by pairing weak readers with strong readers.

These responses from teachers reflect a rather narrow view of comprehension. They suggest that the teachers do not view comprehension as involving deep and active engagement with the text rather than just receiving its message as explained in chapter 2.

4.4.6 Teaching materials used by the teachers

Teaching materials are any materials that the teacher uses to help him/her during lesson presentation. These materials can act as an aid to learners’ understanding and they can make lessons more effective. They also bring reality into the class; they include posters, flash cards, pictures, real objects, etc.

themselves, if they used teaching materials during reading lessons. All of them agreed that teaching materials are very important in reading lessons and said that they used them.

Ms Donna said, *“Yes, we mostly use pictures and sometimes we use posters where we write a story or a passage. We also use sentence strips which we write sentences on and flash cards for words”*. She also mentioned that sometimes she uses reading books even though the number of books is insufficient. She explained that the use of teaching materials helps *“to develop the learners’ thinking skills”* and *“to make the lesson learner-centred”*. She further explained that they use pictures or real objects during reading lessons whereby they ask learners to describe the picture, predict what the story is going to be about; say, what they think is happening on the picture, etc. The activities help learners think and make lessons more learner-centred as the learners are actively involved in the presentation.

Ms Lucky said, *“To develop learners’ thinking, is by using pictures, everything that you do, you must have a picture, when a learner looks at a picture, he will think about what is happening or when he sees an object he will start thinking about what it is used for and then he will realise that, okay we call it like this and it is used for this”*. She also referred to the materials she uses: pictures, real objects, flash cards, sentence strips, posters as well as books.

Both, Ms Grace and Ms Sylvia see teaching materials as important because they bring reality to learners and help them to understand words referring to objects they have never seen before. According to Ms Grace, *“what the child sees and touches he will not forget like when he just hears about it”*. Both teachers mentioned flash cards, sentence strips, real objects, pictures and books as materials they use during their reading lessons. All the materials mentioned by all the teachers were displayed in their classrooms.

their learners and the activities they give to their

As stated in chapter 2, the main purpose of assessment is to develop a reliable picture of each individual learner's progress and level of achievement. Assessment in the lower primary phase is an integral part of teaching and learning and is done informally during lesson presentation.

With regard to assessment Ms Donna said, *"The way we assess is to give them words to read then you look at the mistakes the learner is making when reading. ... We assess them using continuous assessment, we give them marks using the five point scale, that is how we give them marks according to the mistakes they make"*.

She also said that she assesses the comprehension of her learners. She explained, *"When they finish reading, I will tell them that they must answer the comprehension questions that follow. When they finish they will give it to me to mark. During the marking, I will detect those learners who have difficulties in reading with understanding because some learners will fail to answer even one question correctly, while those who know how to read will answer all the questions correctly because they understood the story and the questions"*.

Ms Lucky said, *"We assess them, we use books to assess them, if we are assessing them to write marks in the assessment books, we assess them differently. Those ones who are below level, you write words on flashcards or on the chalkboard, even only ten, or sentences on a sentence strip to read. Those ones who are better, you give them books to read aloud individually while others are listening"*.

Similarly, Ms Grace said, *"Sometimes you ask them to read as a group or even as the whole class, because if a child does not know how to read, you can tell from looking at the movement of his mouth, you will realise that he is not mentioning the words the other learners are mentioning. You will see it that this child is not mentioning the correct word. Similarly, the children who know how to read will look at the letters in the book and read; he can even start to read faster until you will tell him to read a bit slow. You will hear his voice how he is reading and how he is mentioning the words"*.

s learners comprehension questions to answer about

Ms Sylvia's description of her assessment methods was similar; she said, *“Actually, the way we assess our learners is, what we do is we always observe our learners and we know the learners who do not have problems in reading. Those ones we give them to read even from a book or from the chalkboard or poster then we will give them marks. For those who have problems we can give a picture and a sentence strip”*.

In summary, the teachers assess their learners continuously to be aware of their reading levels so that they will be able to assist them accordingly (i.e. formative assessment). They assess decoding and comprehension of the reading continuously during the lesson presentation and allocate marks to learners.

4.4.8 How the teachers motivate their learners

Motivation empowers learners with the will and interest to learn. All the teachers agreed that they try to motivate their learners.

Ms Donna said that the way she motivates her learners, especially the below average ones, is to let the other learners clap hands for them when they have tried, even when the answer is not correct. She also encourages them by pairing them with strong readers or in the middle of two strong readers so that they can help them read. Ms Donna believes that when below average readers read with those who know how to read, they feel confident and try harder to read like them.

Ms Lucky said that she starts by building the learners' confidence. She gives them easy words to read before they try difficult ones. This makes them to feel proud of themselves that they have achieved something. This feeling makes them confident and motivated to try reading difficult words.

Ms Grace said that some children have no interest in learning to read Rukwangali, especially when it is not their mother tongue. She gives them very interesting stories to read at home, and then they tell the stories the next day to others in the class. This

There are also interesting stories in Rukwangali and they will be read in Rukwangali.

Ms Sylvia said that she motivates her learners by making those who can read fluently act as a teacher during group reading. She said that this could motivate learners to try hard to improve their reading so that one day they may also be asked to lead the others in reading.

4.4.9 Problems the teachers encounter during teaching reading

The teachers were asked if they encountered problems in teaching reading. All of them agreed that they do encounter problems. The first problem Ms Donna mentioned is lack of reading books. She said, *“We do have problems especially with books written in Rukwangali, we don’t have enough books. Also most of the stories in the books are according to other people’s culture and this means that it is difficult to teach learners our culture using these stories. Learners are supposed to read familiar stories not stories that were produced in another culture that they do not know”*. The second problem concerns learners who speak languages from a neighbouring country like Angola e.g. Runyemba, Rusiwokwe, etc. She said, *“Another problem is that of learners; learners come from different background and families with different mother tongues, these children they do not have good command of Rukwangali and when they read they pronounce words using the accent of their own mother tongue. Those are the problems that we experience”*.

Ms Lucky also referred to a lack of reading books: *“In Rukwangali, we have like Eraka Lyetu harade 3(name of a grammar book used before the reform), they can even give you less than 10 books for the whole class and learners have to share one book per 5 learners and some might not get a copy”*.

Ms Grace referred to learners from other schools that are not ready for grade 3. She had several cases in which a learner had to be sent back to grade 2 or even grade 1, because he did not know the alphabet and could not read or even copy his own name. Another problem she raised is that of lack of stories relevant for themes in the thematic scheme of work. Ms Grace explained it like this, *“According to the thematic*

animals, you look for stories, not like the way we use books from story one in week one, story two in week two, this is not the case any more. What we do now is you look at your thematic scheme of work to find out what the theme is, if it is animals you look into different books e.g. *Eraka Lyetu, Turondeni, etc.* and look for a story which is about animals and for that week you will read that story which is about animals”.

Similarly, Ms Sylvia said, “*Actually the problems we have are... at the beginning of term one, which is the time when we get more problems. Because sometimes you receive a child in your class who does not know how to read, especially learners from the interior, when he comes, he cannot read even a word that consists of two letter sounds like “me-ma” or words with diagraphs like “ntatu”, he cannot read it*”. She agreed with the other teachers that they do not have enough reading books and “*sometimes you give learners one book to share in pairs or in groups of 3*”.

The following table gives a summary of the problems teachers gave.

Problems	Ms Donna	Ms Lucky	Ms Grace	Ms Sylvia
1. Lack of books	√	√	√	√
2. Lack of suitable books	√			
3. Learners who does not speak Rukwangali	√			
4. Learners who are not well prepared			√	√
5. Lack of stories relevant to themes			√	√

Table 4.2 Summary of problems the teachers encounter in teaching reading

The table shows that lack of reading books is a common problem reported by each teacher. This was observed in their teaching. Three of the teachers taught reading from posters and from the chalkboard because of this problem.

PRACTICES MATCH THEIR BELIEFS

4.5.1 How the teachers structure their lessons

All the teachers' started their lessons with shared discussions and reading. Three out of the four teachers Ms Donna, Ms Lucky and Ms Grace started their first lessons in the teaching corner, while the other teacher, Ms Sylvia, had the discussion with the learners while they sat at their tables and her learners went to the teaching corner when it was time to read from the poster pasted on the chalkboard. All the teachers' second lessons followed the same structures as their first lessons.

4.5.1.1 Ms Donna's lessons

Ms Donna started her first lesson with discussions about the theme, the Social Environment/The Family using the pictures in the teaching corner to lead learners into the topic and to integrate the skills of listening and speaking. This was followed by reading of vocabulary words on flash cards to help learners decode and understand their meaning. She concentrated on learners who struggled to read. After this activity, she pasted a poster containing a passage to be read on the chalkboard, telling the learners to listen to the way she was going to read and cautioning them to pay attention to punctuation marks. She read while learners listened, the whole class read, boys, girls and then smaller groups followed by pairs then some learners read individually.

Ms Donna started her second lesson in the teaching corner. She asked learners to sing a familiar song, after which she asked learners questions from the story as well as to retell the story they had read the previous day. She then asked them to read the vocabulary words from the text and to build sentences with some of these words. She wrote their sentences on the chalkboard and asked them to read the sentences. Shared reading, where she read aloud and modelled how to read taking punctuation marks into consideration. Learners read as a whole class, small groups, in pairs as well as individually. After these activities, Ms Donna asked her learners to sit down and gave them group activities. Each group was asked to draw a picture similar to the ones she had drawn and write a paragraph about it. Learners discussed these pictures during the shared discussions.

Ms Lucky called all learners to the front of the classroom and started with a song to lead into the sub-topic: The Family. Discussions that integrated the theme and skills of listening and speaking followed. They did this as a whole class activity with the help of the pictures and words written on flash cards. However, Ms Lucky concentrated on helping the below average readers to decode words. After reading the words, she asked the whole class to read a passage written on the chalkboard silently in order to identify difficult words from the passage. She added these words to the words she had already written. She used flash cards and asked the learners to write the words on the chalkboard. She said that she did this because reading skill goes hand in hand with the writing skill and these two skills should be developed together.

Ms Lucky started her second lesson in the teaching corner with her learners singing the same song they had sung during the previous day's lesson. She revised describing the pictures and reading vocabulary words. This was followed by reading the text; she started by modelling reading while learners were listening, then learners read as a whole class then smaller groups and finally individually. After reading, she gave a group activity to the learners. Each group was given words to divide into syllables. She helped the learners and when they finished, they did feedback and she wrote the correct answers on the chalkboard. The lesson concluded with learners retelling the story.

4.5.1.3 Ms Grace's lessons

Ms Grace started her first lesson with a song, which related to the topic of how to weave baskets. This was followed by a discussion about how to weave baskets and what the process involves. After the discussion, she divided the class into two groups; those who were good at reading went to sit and read an information text from a book while those who were still struggling remained in the teaching corner with her and read vocabulary words taken from the text and written on flash cards. This took approximately 15 minutes before they went to join the other group. During the second period, learners read from books as a whole class activity. Ms Grace grouped and taught learners according to their ability levels.

son in the teaching corner with a song and then a . This was followed by discussion of the theme and after approximately 15 minutes, she asked learners to go back to their seats. She gave them books and told them that they were going to read the information text they had read the previous day. She cautioned them to pay attention to how she read when she came across a punctuation mark and read while learners were listening. This was followed by questions based on the text. The next activity was dictation, which learners wrote on paper, followed by another written activity; Ms Grace asked learners to answer comprehension questions based on the text written in the book. The lesson ended while learners were still writing the answers.

4.5.1.4 Ms Sylvia's lessons

Ms Sylvia started her lesson with a discussion of the theme Health, Nutrition and Safety, which narrowed down to the sub-topic Infectious Diseases. This lasted approximately 20 minutes as a whole class activity with learners seated at their tables. After the discussion, learners went to the teaching corner to read a story from a poster pasted on the chalkboard, about Kamunoko who came to school with flu. They spent approximately 40 minutes in the teaching corner, after which they went back to their seats to write 10 words containing the “kw” sound.

Ms Sylvia started her second lesson with a discussion based on the topic to recap on the previous lesson. This was followed by a recap of the phonics done the previous day; she asked the learners to mention the words they had written and she wrote 10 of these words on the chalkboard and asked them to explain their meaning. She asked the learners to mention the contagious diseases they had discussed and to describe them. This took approximately 30 minutes. She then asked the learners to go to the teaching corner to read. The reading followed the usual routine; the teacher read while learners listened, learners read in different groups and then individually. They spent approximately 30 minutes in the teaching corner after which they did an activity in which they re-arranged jumbled words.

ng to their levels

In the interviews, teachers claimed to teach according to learners’ ability level and this could be clearly observed in their teaching. They asked struggling readers to read words divided into syllables on flash cards or on the chalkboard. The following are examples from their lessons.

Extract 1: Ms Donna’s first lesson – Perception of teaching learners according to their levels

Description	Comments	Questions and answers for stimulated recall
<p>T – Isak read this word. Isak – Mu - na - fa- fa- ra - ra - ma. T – Munafarama (<i>pointing at each syllable while reading it</i>). Isak – Munafarama T – This one? Isak – k- k –ka T – Okay look here, I am dividing it. How do we read when we have ‘k’ and we add ‘a’ to it. T - No, don’t laugh! (<i>To the other learners</i>). Isak – ka T – Okay good, do the same with the rest. Isak – ta- fu- ra. T – Okay, read now the whole word faster. Isak – katafura. T- Good Isak. Let’s read now all of us, all the words. Ls – Malyangwa.</p>	<p>Isak struggles to read the word and he reads some syllables twice. The word is ‘munafarama’ (<i>a farmer</i>).</p> <p>The teacher writes the word on the flashcard on the chalk board. She divides it into syllables: ka-ta-fu- ra.</p> <p>Children laugh and the teacher discourage this action.</p>	<p><i>Why did you ask Isak to come near and read more than one word even though he has not raised his hand?</i></p> <p><i>Because Isak is having problems in reading and therefore he needs more attention.</i></p>

Ms Lucky also taught struggling readers differently from those who could read, as she claimed to do in the interviews. This was observed in her second lesson when she asked learners to read words. Whenever they came across a word that they could not read, she encouraged them to use phonics and syllabification as decoding strategies:

teaching learners according to their levels

	Comments	Questions and answers for stimulated recall
<p>T – We are going to read the words that I have pasted on the chalkboard. Let’s start reading. Ls- Malyangwa Oguhwe Yikwahidi (<i>learners struggle to read this word</i>) T – Wait; let me write it in syllables for you. You can read it now. Ls – yi-kwa-hi-di T – Good, you can continue with the other words.</p>	<p>Teacher pastes flash cards on the chalkboard and asks learners to read the words on the flash cards. The teacher writes the word in syllables and asks learners to read the syllables before reading it as a whole word.</p>	

In Ms Grace’s first lesson, she asked some learners to read an information (non-fiction) text from their readers, while others remained in front, reading words on flash cards and then pasting them on the chalkboard. When asked during the stimulated recall why she asked some learners to remain in front, she responded: “*Those are the learners who have problems in reading*”. She was the only teacher in a position to do this because she had books, which learners could read while she was teaching the other group. The other three teachers integrated the struggling learners into whole class activities, and only paid more attention to them during reading. The following is an extract from the lesson transcript of Ms Grace’s first lesson. The last column shows the stimulated recall discussion after the lesson.

Extract 3: Ms Grace’s lesson- teaching learners according to their levels

Description	Comments	Questions and answers for stimulated recall
<p>T – Now I want you to go back to your seats and take your books to read the text that we discussed. Ls – “Sikumba”. T – <i>Calls the names of the learners who should remain and tells the others to go to their chairs to sit.</i> Who will come here, take one flashcard, and read it for me. Yes, Elina. L – “zopoyini” T – Is it correct?</p>	<p>The teacher tells learners to go back to their chairs to sit but tells some learners to remain in front. Learners read words on the flashcards and then paste them on the chalkboard.</p>	<p><i>Why did you ask those learners to remain in front?</i> <i>Those are the learners who have problems in reading.</i></p>

The following extract is from Ms Sylvia’s first lesson. It shows how she teaches learners who are struggling as part of whole class activities.

Extract 4: Ms Sylvia’s first lesson - teaching learners according to their levels

Description	Comments	Questions and answers for stimulated recall
<p>T – Thank you. Karavora can you continue and read for us. L – <i>He starts reading but he is struggling a lot.</i> T – What is this letter? <i>Pointing to “e”</i> L – “e” T – How will we read it if we add this letter like this – “ve” L – “ve” T – Do the same with all the syllables and then read the whole word. L – “ve-li-ke,” “velike” T – Good. Now continue reading the whole sentence. L – <i>He reads the sentence, this time better.</i> T – Thank you, Karavora, you must always read books to try to improve your reading.</p>	<p>The teacher helps the learner by dividing the word into sounds and then into syllables until it forms a word.</p>	<p><i>Why did you let him read sounds of letters then syllables before reading whole words?</i></p> <p><i>Because he is having problems in reading. He finds it difficult to recognize and sound some letters.</i></p>

Looking at these extracts, it is apparent that the teachers taught learners differently according to their abilities. They do letter/sound or word drills with learners who are having serious problems in reading while learners who can read better or who are able to read on their own are given books to read in order to practice reading fluently.

4.5.3 Teaching reading at word level: The use of phonics and syllabification

I observed the use of phonics and syllabification during the lesson presentations of all four teachers, including Ms Grace, who said that she did not use phonics (see p.53 – The use of phonics and syllabification). Three of the four teachers encouraged

category; only one teacher, Ms Sylvia, planned to teach synthetic approach.

The use of phonics and syllabification was observed in both Ms Donna’s lessons. During the first lesson, she asked learners to identify pictures. She wrote vocabulary words from the passage on flash cards and displayed them on her table. When a learner said what he /she saw in the picture, the learner was then asked to look for that word on the table, read it and then paste it on the chalkboard. If the learner experienced a problem in reading the word, Ms Donna would then help him / her by dividing it into letters / sounds and then into syllables before blending and reading it as a whole word. This was done in the teaching corner to prepare learners to read words that they would meet in the reading text. The following is an extract from Ms Donna’s first lesson:

Extract 5: Ms Donna’s first lesson- The use of phonics and syllabification

Description	Comments	Questions and answers for stimulated recall
<p>T – Isak read this word. L – Mu - na - fa- fa- ra - ra - ma. T – Munafarama (<i>pointing at each syllable while saying it</i>). Isak – Munafarama T – This one Isak? Isak – k- k –ka T – Okay look here, I am dividing it. How do we read when we have ‘k’ and we add ‘a’ to it? T - No, don’t laugh! (<i>To other learners</i>). Isak – ka T – Okay good, do the same with the rest. Isak – ta- fu- ra. T – Okay, now read the whole word faster. Isak – katafura. T- Good Isak. Let’s read now all of us, all the words. Ls – Malyangwa.</p>	<p>Isak struggles to read the word and he reads some syllables twice. The word is munafarama (<i>a farmer</i>).</p> <p>The teacher writes the word on the flashcard on the chalkboard. She divides it into syllables: ka-ta-fu-ra.</p> <p>Children laugh and the teacher discourages this behaviour.</p>	<p><i>Why did you ask Isak to come near and read more than one word even though he had not put up his hand?</i></p> <p><i>Because Isak is having problems in reading and therefore he needs more attention.</i></p>

Lesson, learners read a story written on a poster. When a learner came across a word that he / she could not read, the teacher helped the learner by dividing it into syllables. The following is an extract from her second lesson.

Extract 6: Ms Donna's second lesson- The use of phonics and syllabification

Description	Comments	Questions and answers for stimulated recall
<p>T – Miguel you are next, start, read from here. L – Hausiku. <i>Learners laugh because the word is Masiku.</i> T – No do not laugh! Miguel is this letter 'h'? L – No. T – What is it? L – 'm' T – Okay look here, I am dividing it. How do we read when we have 'm' and we add 'a' to it. L – 'ma' T – Yes, now read the whole word. L – Masiku T – Okay good, continue, read the whole sentence.</p>	<p>Children laugh and the teacher discourages this.</p> <p>The teacher writes the letter 'm' on the chalkboard and adds 'a' to it and then asks the learner to sound the syllable. She asks the learner to read the word on the chalkboard and then on the poster again in the sentence.</p>	

Looking at the two lesson extracts, it is clear that Ms Donna made use of phonics and syllabification mainly as a strategy when learners had trouble in reading a word. She taught the sounds in the word, starting from single sounds / letters, then blended the sounds into syllables and drilled them, and when learners were confident, she blended the syllables into words and let learners read them.

Ms Lucky also made use of phonics and syllabification. Her first lesson started with learners discussing a passage with the help of pictures, and after learners had identified what the story was about, she immediately asked a learner to read the title of the story that was written on the chalkboard. She let the learners read it while she was pointing at each syllable. She repeated this with most of the words, especially the difficult ones. The following extract is from her lesson:

Extract 7: Ms Lucky's first lesson- The use of phonics and syllabification

Description	Comments	Questions and answers for stimulated recall
<p>T – Okay now we are going to look at our passage for today. Its title is “Pofarama”.(On the farm). We are going to look at what happens at the farm. Who lives at the farm? Ls – Father. T – Father and who else? L – and Kasiki. T – Yes, Kasiki and his father. Look here, who will read this for me? Kameya. L – “Pofarama” (On the farm). T – Very good, on the farm, all of you. Ls – “Po-fa-ra-ma”. (On the farm). T – Po-fa-ra-ma.</p>	<p>Teacher refers learners to a passage written on the chalkboard beforehand.</p> <p>Teacher asks one learner to read the title of the passage and then all the learners read it together. Teacher reads it while pointing at each syllable.</p>	

The use of phonics was also observed in Ms Lucky’s second lesson.

Extract 8: Ms Lucky's second lesson- The use of phonics and syllabification

Description	Comments	Questions and answers for stimulated recall
<p>T – We are going to read the words that I have pasted on the chalkboard. Let’s start reading. Ls- Malyangwa Oguhwe Yikwahidi (<i>learners struggle to read this word</i>) T – Wait; let me write it in syllables for you. You can read it now. Ls – Yi-kwa-hi-di T – Good, you can continue with the other words.</p>	<p>Teacher pastes flash cards on the chalkboard and asks learners to read the words on the flash cards.</p> <p>The teacher writes the word in syllables and asks learners to read the syllables before reading it as a whole word.</p>	

Whenever learners came across a difficult word, Ms Lucky let them sound out the syllables before blending them into a whole word. Here she encouraged the learners to use syllabification as a decoding strategy when they come across an unknown word.

engaged learners in a group activity where they had to divide words into syllables.

Extract 9: Ms Lucky's second lesson- The syllabification activity

Description	Comments	Questions and answers for stimulated recall
<p>T – Look here all of you. Read this word. Who will read it for me? Kameya. L – “Kukapura”. T – Very good, all of you. Ls – “Kukapura”. T – What is syllabification and how do we do it? Kaurembi. L – To divide a word into syllables and put a dash (-) in front of vowels. T – Very good, Kaurembi. Clap hands for him. For example, if we have a word “oguhwe,” we divide it into syllables like this “o-gu-hwe”.</p>	<p>Teacher writes the word “kukapura” on the chalkboard and asks learners to read it.</p> <p>The teacher explains with examples, how to syllabify words.</p>	<p><i>Does syllabification also help learners to know how to read?</i></p> <p><i>Yes. It helps them to decode difficult and especially long words before reading it as a whole word.</i></p>

Ms Lucky said that syllabification “helps learners to decode difficult and especially long words”. This strategy is used in Rukwangali to help learners decode unknown and difficult words. Ms Lucky divided learners in groups of 5 and asked them to syllabify the words she gave them. This kind of activity was observed in all the learners’ workbooks that I looked at. However, during the lessons observed, only Ms Lucky did this activity with her learners.

Even though Ms Grace said in the interview that she did not make use of phonics (see p.68 – The use of phonics and syllabification), there was evidence of it during her lesson presentation. In her first lesson, she asked learners to read vocabulary words taken from the passage on flash cards as shown below:

Extract 10: Ms Grace's first lesson- The use of phonics and syllabification

Description	Comments	Questions and answers for stimulated recall
<p>T – This one is for you, Kamina, look at it carefully. L – k-k-k T – When you add ‘u’ to ‘k’, what</p>	<p>He struggles to read. The teacher shows Kamina how to blend letters/sounds together to</p>	

<p>next syllable, /y/ and /i/ will be what. L – yi T – Now read the whole word. L – Ku-yi-li-mba-gu-ra. T – Yes, very good, he has done it. Clap hands for him. Let’s read it together. Ls – “Kuyilimbagura”. T – Good, the next one. L – “Nombare”.</p>	<p>form syllables and then to form a whole word.</p>	
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This extract shows that Ms Grace switched over to phonics as a decoding strategy when learners had difficulty reading some words. In her second lesson, Ms Grace did not make use of phonics as learners were reading from class readers / books. The thematic, integrated approach prescribes a reading text to be used for the whole week and by this time, learners were familiar with the words in the text, therefore, she focused on whole word recognition.

Ms Sylvia made use of phonics twice during the first lesson observed. The first time was when learners had trouble in reading a word, even though she said during the interview that she only teaches the planned phonics given in the thematic scheme of work. This is an example from her lesson:

Extract 11: Ms Sylvia’s first lesson- The use of phonics and syllabification

Description	Comments	Questions and answers for stimulated recall
<p>T – Thank you. Karavora can you continue and read for us. L – <i>He starts reading but he is struggling a lot.</i> T – What is this letter? <i>Pointing to “e”</i> L – “e” T – How will we read it if we add this letter like this – “ve” L – “ve” T – Do the same with all the syllables and then read the whole word. L – “ve-li-ke,” “velike” T – Good. Now continue reading the</p>	<p>The teacher helps the learner by dividing the word into sounds and then into syllables until they form a word.</p>	<p><i>Why did you let him read sounds of letters then syllables before reading the whole words?</i></p> <p><i>Because he is having problems in reading. He finds it difficult to recognize and sound some letters.</i></p>

	s time	
<p>T – Thank you, Karavora, you must always read books to try to improve your reading.</p>		

The second time Ms Sylvia used phonics to teach reading, was part of a pre-planned focus on the consonant blend “kw”. This was towards the end of the lesson and the activity was done as a whole class activity in the teaching corner. She was preparing learners for a written activity; she gave them 10 words to write that start with or have a “kw” sound. This is an example from her lesson:

Extract 12: Ms Sylvia’s first lesson- Teaching of planned phonics

Description	Comments	Questions and answers for stimulated recall
<p>T – Look here at the chalkboard. What is the sound of this letter? <i>She writes the letter ‘k’ on the chalkboard.</i></p> <p>L – “k”</p> <p>T - What is the sound when we add ‘w’ to it. <i>She adds ‘ w’ to it and it becomes ‘kw’</i></p> <p>Ls – “kw-”</p> <p>T – Yes, that is our sound for today. You can see that when it is alone without a vowel, you cannot hear the sound clearly, but when you add a vowel, you get kwa-, kwe, kwi, etc. I want you now to give me words that start with those sounds.</p> <p>L – “kwata”</p> <p>T – Good, what does it mean?</p> <p>L – To touch something or your friend.</p> <p>T – Yes, good. Can each one of you touch someone sitting next to you?</p> <p>Ls – <i>They touch their friends.</i></p> <p>T – Good. That is what touching means. Give me some more words.</p> <p>L – kwama</p> <p>L2 – kwato</p> <p>L3 – kwange</p> <p>L4 – kwara</p> <p>L5 – kwalye</p>	<p>The teacher does phonics with the learners.</p> <p>The teacher writes the consonant blend as part of syllables and then the words provided by the learners on the chalkboard.</p>	<p><i>How did you select the phonics that you have done with the learners?</i></p> <p><i>The phonic sounds for each week are in the thematic scheme of work that comes from the Ministry. The teacher with learners only comes up with the words.</i></p>

practice reflects the description she gave in the interview of how she incorporates phonics work. The use of syllabification is also visible here and it is interesting to note that phonics and syllabification are inseparable during teaching reading in Rukwangali through the phonics method. This is a synthetic approach to teaching phonics as discussed in chapter 2.

In her second lesson, Ms Sylvia taught planned phonics again; this time it came at the beginning of the lesson as revision. The following is an extract from her lesson presentation:

Extract 13: Ms Sylvia's second lesson- Teaching of planned phonics

Description	Comments	Questions and answers for stimulated recall
<p>T – What was the sound that we did yesterday? L – “k” T – Is that correct class? L – Noo! T – Who can give me the correct one? Yes, Patricia. L – “kw” T – Is it correct? Ls – Yes! T – Let’s read it. Ls – “kw” T – I want someone to add a vowel so that we can hear the sound clearly and read it with ease, yes, Florence. L – “a” T – Now I want you to tell me one of the words you came up with. L – kwenye L2 – kwapa L3 - kwama T – (After she has a list of ten words) It is enough, I will look at the rest of the words later. Let’s read these words now. Ls – Read the list of words.</p>	<p>The teacher does phonics with the learners as revision of the previous day’s lesson.</p> <p>The teacher writes it on the chalkboard.</p> <p>She asks some learners each to say one word from their list and she writes it on the chalkboard until she has ten words.</p>	<p><i>Why did you ask only some learners to give the words?</i></p> <p><i>That was only done for revision purposes; I will mark their work later.</i></p>

This extract shows how Ms Sylvia teaches the phonics specified in the scheme of work provided by the Ministry, as she described in her interviews. Even though the

...ds in English, Ms Sylvia has developed a way of ... the other teachers found difficult to do.

4.5.4 Teaching reading at sentence and text level

Ms Donna asked learners to read vocabulary that came from the passage. After learners had read all the words, she asked them to build sentences with those words to test their understanding as well as to improve their language usage as she explained during the stimulated recall discussion of the lesson. She wrote the sentences on the chalkboard and asked the learners to read the sentences. After reading the sentences, she pasted a poster that contained a reading passage on the chalkboard and asked learners to read with her. She did shared reading with her learners. The following are extracts taken from different parts of her first lesson:

Extract 14: Ms Donna’s first lesson- Teaching reading at whole words, sentences and text level

Description	Comments	Questions and answers for stimulated recall
T- Good Isak. Let’s read now all of us, all the words. Ls – 1. sipata 2. yikwahidi 3. malyangwa	All the learners read all the words together.	
T- Here is another card who will come and read it to us? I want a girl this time. Okay Maria. L – Malyangwa. T – Paste it to the picture. T – Ok all of us let’s read the word. Ls – Malyangwa.	Word to picture matching.	
Who will put this word “yikwahidi” (<i>vegetables</i>) in a sentence? L – ehidi (<i>spinach</i>). T – Is that a sentence? L2 – Ame kuna kulya ehidi. (<i>I am eating spinach.</i>) T – The word is not ehidi, I want you to use the word yikwahidi as it is appearing there in a sentence.	Learners are building sentences using the words they read.	<i>Why are you asking them to build sentences with the words?</i> <i>To see if they understand the meaning of the words and to improve their usage of the</i>

<p>in our garden). T – Good. That is what we call a sentence. Let’s read it together. Ls – Mosipata kwakara mo yikwahidi.</p>	<p>The teacher repeats the sentence and writes it on the chalkboard. All learners read the sentence together.</p>	<p>language.</p>
<p>T – I am going to read and you should listen carefully to how I am reading where there is a punctuation mark.</p>	<p>The teacher pastes a poster on the chalkboard. She reads while the learners are listening. Learners read as a whole class. Boys read alone. Girls read alone. Different groups according to the seating arrangement read the passage.</p>	<p><i>Why did you tell them to pay attention to the way you use punctuation marks?</i> <i>Because punctuation is important for reading fluently and with understanding. If you do not tell them to pay attention to it, when they start reading, they will read like they are singing and when you ask them comprehension questions, they will not answer because they do not understand.</i></p>

This extract shows how Ms Donna taught reading starting from reading words then sentences and finally, the whole text. Her second lesson presentation followed almost the same structure.

Ms Lucky also taught reading at word level. During her first lesson, after learners had discussed the words that they had identified as difficult, she pasted flash cards on the chalkboard and asked them to read as follows:

Extract 15: Ms Lucky’s first lesson- Teaching reading at word level

Description	Comments	Questions and answers for stimulated recall
<p>T – Look at the word on the chalkboard. Who can read it? L – “Muswamane” (an old man).</p>	<p>The teacher pastes word cards on the chalkboard and asks learners to read</p>	

<p>L – “Monongura” (early morning) T – “Monongura” all of you. Ls – “monongura” T – There is another one, Natalia. L – “Pofarama” (on the farm). T – “Pofarama” all of us.</p>	<p>them. Learners are all raising their hands.</p>	
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Ms Grace similarly taught reading at word level. She divided her learners in two groups; the strong readers went to read from class readers while the weak readers remained at the chalkboard and read words from flash cards with her. The following is an extract from her first lesson:

Extract 16: Ms Grace’s first lesson- Teaching reading at word level

Description	Comments	Questions and answers for stimulated recall
<p>T – Now I want you to go back to your seats and take your books to read the text that is about what we discussed. What is it about? Ls – “Sikumba”. T – <i>Calls the names of the learners who should remain and tells the others to go to their seats.</i> Who will come here, take one flash card, and read it for me? Yes, Elina. L – “zopoyini” T – Is it correct? Ls – Yes. T – Read it. Ls – “Zopoyini”. T – Who will follow? Yes, Kandjimi. Read. L – “Kuyitonda”. T – Is it correct? Ls – Yes.</p>	<p>The teacher tells learners to go back to their seats but tells some learners to remain in front. Learners read words on the flash cards and then paste them on the chalkboard. The process continues until all the words have been read.</p>	<p><i>Why did you ask those learners to remain in front?</i> <i>Those learners have problems in reading.</i></p>

Ms Sylvia also taught reading at word level. After some learners had retold the story, she wrote some words on the chalkboard and asked them to read the words. The following is an extract from her first lesson:

aching reading at word level

	Comments	Questions and answers for stimulated recall
<p>T – I want you all to look here on the chalkboard and see the words that are here. Look here. Ok, Kavanga, read for us the first word. L – kuwetjumwisa (sneezing) T – kuwetjumwisa, all of you! Ls – Kuwetjumwisa T – Again! Ls – kuwetjumwisa. T – The second word? Who will read it? Kuvenga. L – kukagura (to get infected) T – kukagura, all of us! Ls – kukagura T – Good. The third one? Paulus. L – mukisi (sickness) T – mukisi. All of you. Ls – Mukisi T – Again! Ls – mukisi T – Lets read all the words. Ls – <i>They start reading:</i></p> <ul style="list-style-type: none"> • <i>Kuwetjumwisa</i> • <i>Kukagura</i> • <i>Nkondwarongero</i> 	<p>The teacher writes words on the chalkboard.</p> <p>The process keeps on until all the words are read one by one. After that, learners start to read all the words in a chorus form.</p>	<p><i>Why did you write the words on the chalkboard?</i></p> <p><i>So that they can read them and explain the meaning.</i></p>

4.5.5 The use of teaching corners for shared reading and discussions

All four teachers started their lessons with a discussion around the selected theme in the teaching corner, which was in front of the class. Shared reading followed this.

Extract 18: Ms Donna’s lesson – Shared discussion and reading in teaching corner

Description	Comments	Questions for stimulated recall
<p>T -Come in front all of you. All learners come and sit in front.</p>	<p>Calls all learners to come and sit in front.</p>	<p><i>Why did you call all learners to come in front?</i></p> <p><i>Because we were going to discuss the theme and if they sit together I will be able to control them and they will listen attentively.</i></p>

come to the front and sing a song; after singing the mat lead them to the theme or the topic of the week.

She then pasted a picture on the chalkboard and asked learners to identify and describe it. After that, she modelled reading to her learners and later asked them to read. For all of these activities the learners sat on the mat in the teaching corner.

The second lesson (a double period) followed the same pattern; it started in front of the class and learners spent time in the teaching corner, only going to their seats when it was time to write.

Ms Lucky followed the same pattern. Her learners did all the activities while seated at the front of the class on the floor because her class did not have a mat. She explained why she used shared discussions during her lesson during the stimulated recall conversation.

Extract 19: Ms Lucky’s lesson – Shared discussion and reading in teaching corner

Description	Comments	Questions and answers for stimulated recall
T -Come in front all of you. All learners come and sit in front.	Calls all learners to come and sit in front.	<p><i>Why did you call all learners to come in front?</i></p> <p><i>Because we were going to discuss the pictures and if they sit together I will be able to control them and they will listen attentively.</i></p>

All the activities that the learners did during that lesson took place at the front of the class (in the teaching corner). Her second lesson also started in the teaching corner and learners only went to their seats when it was time to write.

Ms Grace also started her first lesson (a double period) in the teaching corner. Learners spent some time in the teaching corner to discuss the theme and topic, and then she divided them into two groups. The learners who knew how to read went to their tables to practise fluent reading from books; those who were still struggling to

corner for almost the whole first period, only joining
had to read from class readers. The following is an
extract from Ms Grace’s lesson:

Extract 20: Ms Grace’s lesson - Shared discussion and reading in teaching corner

Description	Comments	Questions and answers for stimulated recall
<p>T –Come in front all of you. Let’s sing our song “vanona pindukeni...” One, two, three... Ls – <i>start singing</i></p>	<p>Calls all learners to come in front and sing a song.</p>	<p><i>Why did you start your lesson with a song?</i></p> <p><i>To arouse the learners interest in the lesson. The words in the song are also related to the lesson.</i></p>
<p>T – In the song you said, children wake up the cock has sung. When children wake up in the morning, where do they go? Ls- They go to school. T – Where do the parents go? Ls – They go to work? T – Where do they go to work? Ls – Some go to teach some go to work at the hospital.</p>	<p>The teacher discusses the song with the learners through questions and answers.</p>	<p><i>Why did you ask them these questions?</i></p> <p><i>I want to direct them to give me the word “sikumba” which is the topic of today’s lesson.</i></p>

Ms Grace started her second lesson in the teaching corner. Learners read vocabulary words on the chalkboard before going to sit and read from the class readers and do writing activities.

Ms Sylvia also made use of the teaching corner, but her learners went to the teaching corner later during the lesson. She started with shared discussions about the story learners had read during the previous week while learners were seated in their chairs. A shared reading activity in which learners read a passage written on the chalkboard followed:

Shared reading strategy

	Comments	Questions and answers for stimulated recall
<p>T – Keep quiet! I want you all to come quietly and sit in front. Ls – <i>They come and sit in front.</i> T – Quiet! Quiet! Are you quiet now? I have a story on this poster. It is about our topic infectious disease. Listen carefully. First, I am going to read the story and you should keep quiet and look at the words as I am reading them; later I will ask you also to read. <i>The teacher starts reading the story while learners listen.</i> T – Did you understand? L – Yes!</p>	<p>Reading of the story on the poster. The teacher pastes a poster with a story written on it on the chalkboard.</p> <p>The teacher reads the story.</p>	<p><i>Why did you read it first yourself?</i></p> <p><i>I want them to look at the words and hear how some of the difficult words are pronounced.</i></p>

Ms Sylvia modelled reading to her learners, then she asked them to read in different groupings e.g. boys, girls, pairs and individually.

Ms Sylvia’s second lesson followed the same pattern; when it was time to read, learners went in the teaching corner for shared reading.

These examples from the teachers’ lessons show that they all used the teaching corner for shared discussion and reading.

4.5.6 Reading aloud

All four teachers used the reading aloud strategy during their lessons. They made use of the strategy when learners read vocabulary words in the teaching corner. All the teachers read the text to their learners first while they were listening. They then asked them to read along with them before they read it on their own in different groupings. Ms Donna, Ms Lucky and Ms Sylvia used the strategy during shared reading in the teaching corner, while Ms Grace also used it when learners read from books.

Only two teachers, Ms Lucky and Ms Grace, used silent reading during their lessons. Ms Lucky asked learners to read the story written on the poster to identify difficult words. Ms Grace asked learners she considered good readers to read silently from their class readers while she was busy teaching learners who had difficulties in reading how to decode words in the teaching corner.

4.5.8 Teaching materials used by the teachers

All the teachers used the teaching materials they claimed to use during interviews. As reported earlier, Ms Donna and Ms Lucky who are from the same school, plan together; they used more or less the same teaching materials during the two lessons that I observed. During their first lessons, they used the same large picture of Sikaki's house and garden and flash cards. Learners identified what was in the picture and when they mentioned something, the teachers asked a learner to identify that word from the flash cards displayed on the table, read it and then paste it next to the picture or as a list on the chalkboard. Ms Donna wrote the story on a poster while Ms Lucky wrote it on the chalkboard prior to the lesson. Even though only pictures, posters and flash cards were used during the lessons that I observed, there was also evidence of teaching materials e.g. real objects and sentence strips displayed in their classrooms.

Ms Grace used the following materials during her lessons: class readers – Turondeni, flash cards, and real materials that were mentioned in the story the learners read e.g. baskets; one was half woven and a finished one, palm leaves as well as grass that is used to weave baskets. She used this to explain the process of weaving baskets.

Ms Sylvia made use of a poster on which she had written a story. During the discussions, she wrote words mentioned by the learners on the chalkboard. However, there was evidence of other teaching materials displayed in her classroom.

eir learners

Ms Donna engaged her learners in different activities. In the first lesson, learners were only involved in oral activities like identifying and describing pictures, matching words written on flash cards with those written on a poster, answering comprehension questions and explaining the meaning of vocabulary/difficult words. During the second lesson, she gave them a written activity in which they drew a picture and wrote about it.

Ms Lucky engaged her learners in the same oral activities as her colleague. She also asked learners to practise writing words they had read on the chalkboard. In her second lesson she gave learners words to divide into syllables as a group activity as well as to arrange jumbled words correctly, e.g. “*ngwalyaemu*” = “*emulyangwa*”.

Ms Grace did not give written activities during the first lesson. She engaged learners in oral activities such as answering questions and explaining the meaning of vocabulary as well as giving their opinion on how to weave baskets. She started her first lesson with a song and then discussed the song with the learners. When I asked her why she did this, she replied that it was “... *to arouse the learners’ interest in the lesson*”. She added that since the words in the song are also related to the lesson, “*I wanted to direct them to give me the word “sikumba” which is the topic of today’s lesson*”. The questions she asked lead learners to the topic and at the same time tested their prior knowledge about the topic and developed their thinking skills. After questioning them, she asked them to explain the meaning of the vocabulary. This was followed by reading, after which she told the learners to prepare themselves for following day. She said, “*Thank you, all of you. We will continue tomorrow, and I will also ask you questions to see if you have understood what you have read. You can go out for break now*”. During this activity, she assessed the speaking and comprehension skills of her learners as a formative assessment to inform her about what the learners knew about the topic.

Ms Grace’s second lesson started with the same song and then followed the same pattern as lesson one, but after reading about how to make a basket from the book, she asked the learners to explain the process again. After this she gave the learners paper

dictated from the text. The next activity was to write questions from the textbook. Thus, she gave two written activities to her learners.

Ms Sylvia gave learners a phonics activity to write 10 words that contained the “kw” sound. The learners started this in class and were allowed to complete the activity at home with the help of their parents. During the second lesson, Ms Sylvia gave the learners jumbled words to re-arrange e.g. “*tjikaku*” = “*kakutji*”.

Apart from these written activities, Ms Sylvia also engaged the learners in oral activities such as answering comprehension questions, describing the infectious diseases they had mentioned, explaining the meaning of some vocabulary and using the words in sentences. When I asked her why she did this? She replied, “*To test their vocabulary knowledge and also to involve them in the lesson to make it more learner-centred*”. Learners also matched words on flash cards to words in the text written on the poster. She said that she did this, “*So that those who have problems in reading can recognize the words in the story*”.

Assessment in the lower primary phase is formative and is done continuously as an integral part of the lesson. Teachers recorded their assessment marks during the lessons when they did oral activities with the learners. Written activities were marked after the lessons and the marks were recorded on the mark sheets.

4.5.10 How the teachers motivated their learners

It was observed that the teachers motivated their learners, as they claimed to do in the interviews, through hand clapping and praise. The following are extracts from their lessons:

motivation

	Comments	Questions and answers for stimulated recall
<p>T – Isak read this word. L – Mu – na – fa- fa- ra –ra –ma. T – Munafarama (<i>pointing at each syllable while mentioning it</i>). Isak – Munafarama T – This one? Isak – k- k –ka T – Okay look here, I have divided it. How do we read when we have ‘k’ and we add ‘a’ to it. T - No, don’t laugh! Isak – ka T – Okay good, do the same with the rest. Isak – ta- fu- ra. T – Okay, read now the whole word faster. Isak – katafura. T- Good Isak. Let’s read now all of us, all the words. Ls – 1. sipata 2. yikwahidi 3. malyangwa</p> <p>T – Very good. The entire things that we have mentioned have a collective name, how do we call it all together? L – Sipata (<i>garden</i>) T – Garden? L2 – Yikwahidi (<i>vegetables</i>) T – Very good, all these things are called vegetables. All of you.</p> <p>T – Okay, Isak, give it to any one to read it for you. L – singuru T – Read after him Isak. Isak – Singuru T – Go and look at the picture that represent the word and paste the flash card next to it. Good Isak,</p>	<p>Isak struggles to read the word and he reads some syllables twice. The word is munafarama (<i>a farmer</i>). The teacher writes the word on the flash card on the chalkboard. She divides it into syllables: ka-ta-fu- ra.</p> <p>Children laugh and the teacher discourages this behaviour.</p> <p>All learners read all the words together.</p> <p>Words to picture matching. Isak comes to take the flash chart looks at the word but he cannot read it. Isak gives to a learner next to him and he reads it. He pastes it next to the picture of a pig.</p>	<p><i>Why did you ask Isak to come near and read more than one word even though he has not raise up his hand? Because Isak is having problems in reading and therefore he needs more attention.</i></p>

a motivated Isak, who is experiencing problems in reading the word into syllables so that he could read it with ease and therefore experience a sense of achievement. She also discouraged other learners when they laughed when he made a mistake. After Isak had read the word with the help of the teacher, she said, “*Good Isak*”. She continued with her verbal praise in the second lesson:

Extract 23: Ms Donna’s second lesson- Motivation

Description	Comments	Questions and answers for stimulated recall
<p>T - Isak you are next. Read the next word. L – “Hausiku” (<i>children laugh because the word is “masiku”</i>) T – Do not laugh, keep quiet, let him read. Look carefully Isak. L – “masiku” T – Very good Isak! Clap hands for him. (<i>Children clap hands</i>). T – Isak, now take one word from the table and look for the same one word in the passage and paste it next to it. (<i>He pastes it to the correct word.</i>) T – Did he have it correct class? Ls – Yeeess! T – Very good Isak! Give him a very big round of applause!</p>	<p>Word to word matching</p>	<p><i>Why did you want them to match words to other words?</i></p> <p><i>So that they can recognise them in passage.</i></p> <p><i>Why did you ask them to clap hands for him just for finding the word without reading it?</i></p> <p><i>It was to encourage him to become interested in wanting to learn to read.</i></p>

The feeling that the teacher protected him encouraged him to read. The second time the teacher asked the learners to applaud him, which increased his confidence.

Ms Lucky motivated her learners with praise, hand clapping and protecting them from other learners as follows:

motivation

	Comments	Questions and answers for stimulated recall
<p>T – Okay, now you are going to write them for me. Kameya come and write for us the word “malyangwa”. Leave him to write until he finishes, do not disturb him. Are you finished?</p> <p>L - Yes.</p> <p>T – What did he write? Read it.</p> <p>Ls – “malyagwa”.</p> <p>T – You wrote “malyagwa,” I asked you to write “malyangwa”. What did he write?</p> <p>Ls – “Malyangwa”</p> <p>T – Very good, clap hands for him.</p> <p>Ls – <i>Clap hands.</i></p> <p>T – <i>Teacher flashes a word.</i> Tjameya. What is this word?</p> <p>Ls – Oguhwe.</p> <p>T – <i>To Tjameya</i> – What is the word?</p> <p>L – “Oguhwe”.</p> <p>T – Okay write it. Class look at it, what did he wrote?</p> <p>Ls – “Oguhwe”.</p> <p>T – Yes it is correct clap hands for him. (<i>Learners clap hands</i>).</p>	<p>The teacher asks learners to write given words on the chalkboard.</p> <p>The learner re-writes the word again. This time, correctly.</p>	<p><i>Why are they writing the words?</i></p> <p><i>Because all lessons should integrate all the four skills. And reading is very much related to writing. If a learner knows how to read a word, he can easily spell it also.</i></p>

Ms Lucky motivated her learners by acknowledging them when they gave correct answers. She also discouraged learners when they wanted to make fun of those who were struggling. This practice continued in her second lesson.

Ms Grace also asked learners to applaud learners who gave correct answers to acknowledge them. The following extract occurred in the teaching corner while the rest of the learners were reading independently from the class readers:

Motivation

	Comments	Questions and answers for stimulated recall
<p>T – Read for us this one Hangula. L – “nongongo”. T – Very good, Hangula has read it correctly, clap hands for him. All of us. Ls – “nongongo”. T – This one is for you, Kamina, look at it carefully. L – k-k-k T – When you add ‘u’ to ‘k’, it will be what? L – ku- T – Do the same with the next, y and i will be what? L – yi T – Now read the whole word. L – Ku-yi-li-mba-gu-ra. T – Yes, very good, he has done it. Clap hands for him. Let’s read it together. Ls – “Kuyilimbagura”.</p>	<p>Learners read words on the word cards and then pasted them on the chalkboard.</p> <p>The teacher shows Kamina how to blend letters and sounds together to form syllables and then to form a whole word.</p>	<p><i>Why did you ask those learners to remain in front?</i></p> <p><i>Those are the learners who have problems in reading.</i></p>

Similarly, Ms Sylvia encouraged and motivated her learners to meet challenges as she explained during the stimulated recall of the lesson. The following extract is from her first lesson:

Extract 26: Ms Sylvia’s lesson- Motivation

Description	Comments	Questions and answers for stimulated recall
<p>T – Ok, good. Last week I told you a story. Who can remember that story? Cornelia. L – <i>The learner tells the story. It is about a learner who had flu but still came to school and when he started sneezing and coughing, he infected the whole class.</i> T – Clap hands for her. Ls – <i>(clap hands in a rhythmic way)</i> T – Ok, I can see that you can still remember the story. Now keep quiet and see what is next and observe and listen very carefully, because I might ask you to do something about it.</p>	<p>The teacher asks one learner to retell the story that was told to them the previous week.</p>	<p><i>Why did you ask them to retell the story that you told them last week?</i></p> <p><i>To test if they can still remember it or not.</i></p> <p><i>Why did you ask the learners to clap hands for the one who told the story?</i></p> <p><i>It is to encourage the learners and to motivate her and others to always try to take challenges.</i></p>



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ed in Ms Sylvia's lessons.

To sum up, all four teachers saw motivation as an important aspect of learning and believed that learners feel secure when they are shielded and this gives them the confidence to try their best. All the teachers asked learners to applaud the learners who gave a correct answer and average learners were applauded for effort.

4.6 THE PROBLEMS TEACHERS ENCOUNTER IN TEACHING READING

The main problem experienced by all the teachers was the lack of reading books written in Rukwangali for grade 3 learners to read. Although the teachers were aware of this problem and knew that it would affect learners' progress, they avoided teaching reading from books. Only Ms Grace taught reading from books and learners had to share one book between them. When one learner was asked to read individually, that learner stood up and read and the other learner sat without a book.

The other problem I observed was that of language. As mentioned earlier, some learners were not Rukwangali first language speakers, they did not have a good command of Rukwangali and their home language influenced their accent when reading aloud. This sometimes results in a loss of meaning; the teacher has to provide the correct pronunciation and intonation. For example, "nongongo" has two meanings when pronounced differently, sticks removed from palm leaves before using them for weaving and mangetti (a type of fruit found in Kavango region). When learners who are not mother tongue speakers of Rukwangali read these words with a different accent, it hinders their comprehension. This is explained by Cook-Gumperz and Gumperz (cited in Leu & Kinzer, 1987) in chapter 2 who contend that a reader's ability to determine stress and intonation while reading contributes to the comprehension process.

The other problem is that of thematic teaching. Ms Donna and Ms Lucky misinterpreted the sub-topic of the theme they taught in the week I observed them. The sub-topic was - The Family and their learners were supposed to talk and read stories about roles of family members and how they complement/support each other. However, they used a picture and a story about Kasiki helping his father in the

from the roles of the family and talked and read about
garden. This means that what learners read did not
correspond and support the theme and content of the Environmental Studies lesson.
As discussed in chapter 2, thematic teaching is a holistic cross-curricular teaching of
subjects across one theme, so that learners speak, listen, read and write about one
theme across all the subjects.

4.7 CONCLUSION

In this chapter, I have presented and analysed my findings on how four grade 3
teachers teach reading to their learners. The data was gathered through document
analysis, interviews, classroom observation and the stimulated recall of the lessons
observed. I looked at the documents the teachers use and how these documents
support their teaching of reading. I explored their understanding of how to teach
children to read fluently and looked at the strategies they use in their classrooms as
well as the activities in which they engage their learners. In the next chapter, I discuss
the issues that have emerged from my findings.

DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

In this final chapter, I discuss the key findings that emerged from the study. As indicated earlier, I conducted this study to investigate four grade 3 teachers' understanding of how to teach reading and to observe the strategies they use as well as the activities in which they engage their learners. The following themes emerged from the analysis and they will form the framework for discussion in this chapter.

- The choice of the method used by the teachers
- The use of teaching corner for shared discussions and reading
- The use of phonics and syllabification
- The use of thematic teaching
- The problem of language
- The lack of reading books

This is followed by a reflection on the value of the research, some tentative recommendations and a discussion of the limitations of the study.

5.2 DISCUSSION OF FINDINGS

5.2.1 The choice of the method used by the teachers

There is much debate about which methods are best for teaching literacy, specifically reading. However, as I explained in chapter 2, there is no one correct or best method when it comes to the teaching of reading. Nevertheless, it is important that key elements of the reading process be covered by whichever method is adopted. Findings from research reveal that all learners learn best when teachers adopt an integrated approach to learning to read, that explicitly teaches phonemic and phonological awareness, phonics, whole-word recognition, fluency, vocabulary knowledge and comprehension (Australia. DEST, 2005; Williams, 1998).

multiple methods to teach reading. Teachers used a variety of methods that included phonics and syllabification to help learners who struggled to decode words; and the look-and-say method for whole-word recognition and meaning making at word level and sentence level.

Teachers tried to implement the whole language approach to teaching and learning by using thematic teaching, as they had a basic understanding of the importance of actively involving learners. This method emphasises learners constructing their own knowledge and developing their reading through more exposure to print, but a lack of books restricted teachers from fully involving learners in active participation. Australia. DEST (2005) contends that the whole-language approach to teaching reading reflects a constructivist philosophy of learning in which learners are viewed as inherently active, self-regulating learners who construct knowledge for themselves. To try to involve learners actively, the teachers in this study used the extended texts they wrote on posters, but even with these texts, their teaching focused more on phonics and word recognition than meaning and comprehension. Research shows that learners develop fluent reading by reading independently to practise reading (Abadzi, 2008). They need to read a range books, stories, poems, informational texts, newspaper, magazines, etc., to help with practicing reading.

Teachers in this study are still working at the level of sounds and words, and then to sentences and finally to text. Their approach is strongly rooted in phonics and reading aloud, rather than using real books and focusing on meaning. This situation is brought about by lack of books written in Rukwangali. The lack of books makes the lessons teacher directed and it prevents learners from getting the practice they need to read fluently, as well as to demonstrate deeper understanding and critical evaluation of texts. In addition, it does not give the learners the opportunity to choose books and read on their own and to develop strategies to regulate their own learning. A lack of books and large classes constrain teachers from teaching in a more learner-centred way.

In order to adapt to these resource constraints, teachers have adopted the approach of teaching reading from posters in place of books. They have successfully moved away

Teachers are actively involved in the lessons; and the learners are supportive. They use pictures and write stories on posters to compensate for the lack of books. The fact that lessons are of necessity more teacher-centred is not necessarily a bad thing in large classes, which lack resources (UNESCO, 2005).

There are many similarities in the way the four teachers teach: they are able to articulate their beliefs about the teaching of reading coherently; they are confident in their teaching and they have a good match between their beliefs and their practices. Referring back to the opening quotation in this thesis from Strang, McCullough, and Traxler (cited in Leu & Kinzer, 1987), this study reveals that the teachers view reading primarily as a combination of a visual task of word recognition and reproduction of what authors say. The evidence is that their teaching is based on phonics and word recognition, meaning making at word and sentence level. Although the teachers discuss reading texts with their learners to support understanding, they do not give them opportunities to make inferences and draw conclusions to make reading a thinking skill.

The fact that there are marked similarities between the ways that the four teachers teach reading suggests that these practices may be widespread. Teachers' lessons are guided by the syllabus, which contributes to the similarity and consistency in their teaching.

However, silent reading for enjoyment, which is an objective in the syllabus, was not observed in the three classrooms in which books were not used. Again, this is due to the lack of books, which does not allow each learner to have a book of their own. This means that learners are not getting enough exposure to a wide range of texts to increase automaticity, fluency and comprehension (Abadzi, 2008). According to research, learners need many opportunities to read, discuss and respond to a wide range of texts and talk about texts of individual choice in order to make their language comprehension strategies increasingly strategic and their word recognition increasingly automatic, these two competencies making up skilled reading (Scarborough, 2002; Trudell & Schroeder, 2007). The learners in this study were at a disadvantage in developing as skilled, independent readers.

Research has found that shared reading is a non-threatening, enjoyable activity that strengthens the language skills of struggling readers (Smith, cited in Shared Reading, n.d.b). The use of discussions and shared reading came out strongly in the lesson presentations of all four teachers observed. The discussions helped learners to understand the structure of Rukwangali as well as expanding their vocabulary when the teachers explained the meaning of words. Learners also talked about the texts and made inferences, thus developing their verbal reasoning. Furthermore, they were involved in phonological awareness activities such as discussing syllables and phonemes. They were guided in the correct pronunciation of words and the use of punctuation marks to guide reading aloud, both of which contribute to fluency in reading.

According to the curriculum for the lower primary phase, grade 3 learners should read with understanding and engage with texts that they read (Namibia. MoE, 2005a). The teachers discussed the texts prior to the learners reading them, in order to ensure that the learners understood what they read. They guided their learners through questions and answers, discussing the pictures as well as reading and explaining vocabulary words from the text. This prepared learners for the text and helped them to understand what they read, thus making the link between spoken language and written language (Trudell & Schroeder, 2007).

Through shared reading and discussions, teachers were able to:

- lead the learners to the topic they were about to read
- involve learners actively in the lesson and therefore make it more learner-centred.
- assist learners who were struggling to read (Smith, cited in Shared Reading, n.d.b).
- develop learners' language by expanding their vocabulary and improving their language usage (Namibia. MoE, 2005a).

reading abilities and assist them where they had

- control learners, because they were seated near the teacher
- help learners to understand the theme of the week by exploring the subject matter in depth
- support learners' attempts to express themselves, to find new words or new ways of saying things, share ideas, think aloud, suggest hypotheses and talk to each other to solve problems, to tell and re-tell stories and to read aloud (Namibia. MoE, 2005a)

Shared reading also helped to solve the problem of lack of reading books, because in the absence of books, teachers wrote texts on posters or on the chalkboard for learners to read while in the teaching corner.

5.2.3 Phonics and syllabification

Even though grade 3 learners are supposed to have gone beyond the decoding level towards fluent and automatic reading with understanding, there were learners who were still struggling to read. To assist these learners, all the teachers in my study used phonics and syllabification as strategies to help learners understand the letter-sound relationship and be able to put together or blend sounds represented by letters (Leu & Kinzer, 1987; Hann, 1984).

All the teachers said they taught according to the level of their learners i.e. they adapted their teaching to the needs of individual learners. There was a range of ability in their classes as they reported that some learners, especially those who came from the remote villages, were still at the decoding level, and they adapted their teaching to meet this need. They drew on phonics/syllabification to assist struggling readers.

The teachers in my study found syllabification a very useful strategy in teaching learners to decode and read in Rukwangali because of its orthography. African languages have a “consonant vowel phonological structure” (Williams, 1998, p. 97)

The syllabus, however, does not recognise that the challenges of learning to decode are not exactly the same in English and Rukwangali. In English, the irregular relationship between sound and spelling (phonology and orthography) is a challenge (e.g. say, sail, same). The challenge in Rukwangali, on the other hand, is the long (polysyllabic) words, especially for struggling readers. Whenever this problem arose, teachers drew on syllabification to deal with this challenge.

5.2.4 The use of thematic teaching

All four teachers in this study made use of thematic teaching, organising their teaching around a theme. They did this to be in line with the curriculum (Namibia, MoE, 2005a; Namibia. MoE, 2005b). Thematic Approach (Integrated approach): Topic-based approaches are seen as holistic ways of learning (Namibia, MoE, 2005a). There is a widely held view in education that learners need to read and discuss a wide range of texts across all subject areas as well as access, analyse and evaluate rich texts and real language (British Columbia. Ministry of Education, 2006). This aids access to new vocabulary found in different themes and topics.

However, in my study two teachers did not understand the theme they taught and interpreted it incorrectly. When teachers misinterpret a topic or a theme, learners will not have the opportunity to experience or access the language that is used in that specific theme area. Learners miss the focused conversation about the specific theme that was supposed to expand their vocabulary and enhance their understanding.

Even though the two teachers lost the focus of the theme, concentrating on how Kasiki helped his father in the garden, instead of focusing on where food comes from, they were still able to teach through the thematic teaching approach, and were able to provide opportunities for learners to explore that theme in detail. With the thematic approach, learners’ participation was enhanced.

helped the teachers to work towards a more learner-
became actively involved when their learning was
situated within one theme. Reading for understanding was also promoted by this
approach because learners read about what they had already discussed.

One of the teachers explained during the interviews that the themes helped them to
explore the content that learners would discuss and read about. However, the fact that
the thematic schemes of work are only provided in English is problematic, as teachers
do not have sufficient knowledge to work out the phonics in Rukwangali. Only one
teacher was able to rethink the English phonics in Rukwangali. The other teachers
simply taught vocabulary from the reading passage instead of phonics.

5.2.5 The problem of language

It was revealed that some of the learners who learn to read in Rukwangali are not
mother tongue speakers. Research has shown that learners find learning to read easier
when it is done in mother tongue because their phonological awareness and phonemic
awareness has developed due to their exposure to that language (Armbruster et al.,
2003; Graves et al., 2007). Research shows that children's ability to learn to read can
depend on how much phonological and phonemic awareness they have (Armbruster et
al., 2003). Learners' fluent reading and comprehension in this study was hindered
when their home languages influenced their pronunciation of words. This created
problems as teachers kept on correcting them.

5.2.6 Lack of reading books

The lack of reading books in Rukwangali was the main problem cited by all four
teachers involved in this study. The study revealed that only one of the four teachers
taught reading from books while two taught reading from posters and one taught
reading from the chalkboard.

Similarly, a study done by NIED found that "there is a shortage of textbooks, teaching
aids and support materials for national languages" (Legere, et al., 2000, p. 28). They
further contend that this affects the performance of learners reading in their home

a poor foundation for learning to read in English, the
er grades (Legere, et al., 2000).

Research attaches great significant to the use of books in reading (Leu & Kinzer, 1987; Hedge, 1985; Graves at al., 2007; Nzwala, 2007). Lack of reading books deprives learners from experiencing independent reading. They are disadvantaged, as they do not practise reading on their own to develop self-regulating strategies as well as to develop speed in reading. When learners read on their own, they develop and expand their vocabulary as well as decoding skills. The teachers in this study taught reading from posters as well as from the chalkboard and this did not provide learners with sufficient practice in reading to achieve fluent reading. Reading volume is the prime contributor to achieving fluency and automaticity in reading (Cunningham & Stanovich, 1998). Learners need to be exposed to different books that focus on a range of topics in order to expand their vocabulary as well as to develop as skilled readers. They need to experience rich texts and real language in many different forms e.g. poetry, fiction and non-fiction (British Columbia. MoE, 2006). However, a lack of books deprived learners in this study of these opportunities.

5.2.7 Conclusions

The findings of this study revealed that the teachers use a range of methods and strategies to teach reading. Phonics and syllabification were used to help learners who had trouble reading. Thematic teaching was used to teach in a holistic way, to promote reading for understanding and learner-centred teaching, as well as to guide discussions about themes and topics.

However, the fact that phonics is not provided in the scheme of work in Rukwangali was problematic. A translation needs to be done by Rukwangali language experts who know the orthography of the language.

This study also found that the issue of language and lack of reading materials hinders the teaching of reading for understanding. The Namibian syllabus is trying to align itself with the way in which reading is taught in other countries, but it retains aspects of former syllabuses e.g. reading aloud prepared and unprepared passages with correct

These are important aspects of reading, but they are a grade 3 literacy curriculum (Leu & Kinzer, 1987; Trudell & Schroeder, 2007; British Columbia. MoE, 2006; UNESCO, 2005).

The language policy that states that children should learn to read first in their home language challenges us to develop suitable reading materials and more broadly children's literature in Rukwangali. Because of mobility, some children are taught to read in their non-mother tongue.

Furthermore, most Namibian children do not get much exposure to text at home, especially if they come from rural areas. According to research, children need extensive interaction with books to help them develop as readers (Leu & Kinzer, 1987; Hedge, 1985; Graves et al., 2007; Nzwala, 2007; Trudell & Schroeder, 2007; Cunningham & Stanovich, 1998; British Columbia. MoE, 2006). Thus, learners in this study are at a disadvantage.

All the classes observed were above the teacher learner ratio of 1:35 for Namibian schools (see table 4.1, p. 42), and this is another challenge for teachers to reach out to each learner in the class.

5.3 POTENTIAL VALUE OF THE STUDY

In this section I discuss the potential value of this study in the light of the research questions. As a lecturer at a college of education, I am entrusted with the responsibility of training the future teachers of Namibia; I wanted to find out how Namibian grade 3 teachers teach reading, and the activities they use. I have gained a lot of insight from doing this study about the way teachers teach and why they teach in this way. This is of value to me as a teacher educator as it will equip me to teach my students more effectively.

Through this study, I have learnt that reading involves two important competencies, namely decoding and reading comprehension. Thus, literacy instruction should be grounded in the basic building blocks that include:

- letter-symbol recognition;

metacognitive awareness and phonological knowledge;

- the ability to derive meaning from written text; and
- active engagement with the reading text.

I will make sure that students understand how children learn to read before teaching them the methods of teaching reading. I will also make sure that they understand the importance of motivation in learning to read, as learners need to understand what they gain by reading.

The study has enlightened me on the importance of the thematic teaching approach. It has enabled me to understand that this holistic way of learning helps to promote reading for understanding and the active involvement of learners.

The study has also helped me to understand the challenges that teachers face in the teaching of this complex skill. I came to understand the importance of syllabification in the teaching of reading an African language like Rukwangali because of its orthographic and language structure. I have also learned that translation of concepts e.g. phonics requires linguistic expertise and should be done by experts.

5.4 LIMITATIONS OF THE STUDY

The main limitation of this research is the fact that it is a small-scale study. I worked with four teachers from three schools and the findings are exclusive to the participants only and cannot be generalised. The period in which I carried out this research was also very short and each teacher only taught two lessons. This might have resulted in some aspects of the phenomena not being observed and addressed.

Another limitation is that of language. As stated in chapter 3, the interviews were conducted in the participants' mother tongue, Rukwangali, and then translated. Lessons were taught in Rukwangali, transcribed and translated into English for analysis and the findings were reported in English. In the process, some information might have lost its original meaning. However, the fact that I did the translations myself has, to some extent, limited the problem of mistranslation.

This study is not designed to make generalisations and recommendations, as its main purpose was to investigate grade 3 teachers' understanding of how to teach reading, to observe the strategies they used to teach reading and the activities in which they engaged their learners. However, there are three issues emerging from the study that I think need to be addressed:

- The Ministry of Education, specifically NIED, the institution responsible for curriculum development, should consider calling in language specialists who have knowledge and understanding of the orthography of Rukwangali to translate the thematic schemes of work into the mother tongue. Some aspects, such as phonics, would need to be reconceptualised.
- In-service workshops should be conducted to equip teachers with more knowledge of different methods of teaching reading as well as to fully understand the themes and topics in the thematic scheme of work.
- Reading books in mother tongue need to be developed for learners to practise reading in order to develop fluent reading skills.

Challenges will continue to exist in the teaching of reading, but I feel strongly that if these issues are addressed, the problems will be minimised and the quality of education will improve.

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Appendices

Appendix 1 – Extract from grade 3 syllabus

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 3, the learners can:
GRADE 3 (passive vocabulary range of about 6 000 words)			
LISTENING AND SPEAKING			
<ul style="list-style-type: none"> Stories Rhymes/Songs Creative language Factual information Instructions Describing Comparing Preferences Permission Courtesies Language in use Vocabulary Basic grammar <p>People as sources of information</p>	<ul style="list-style-type: none"> Interpret and construct meaning from spoken and written narratives on various topics Learn how to use appropriate language in a variety of daily situations Understand basic grammar, tone and style and the need for correct syntax Develop awareness and appreciation of creative language Demonstrate an interest in and ability to discuss issues Extend vocabulary Use fellow learners, friends, teachers and elderly people as sources of information 	<ul style="list-style-type: none"> Listen to narratives and stories on various topics, answer questions, retell parts of them Participate in discussions Role play, mime, sing and recite Talk with others using a wide variety of appropriate words, correct grammar and syntax culture, in correct language. In groups/pairs learn and practise the use of new words and explain their meaning in context Use appropriate language for different purposes with different people, e.g. interviews, role-plays Create own oral rhymes, poems, stories and other texts Talk about relevant topics Use knowledgeable people to contribute to needed information, e.g. health, nutrition 	<ul style="list-style-type: none"> Listen and respond appropriately Tell prepared and unprepared short own and other stories Answer questions and present information in simple and complex sentences, using correct language structures Use everyday language fluently showing understanding of syntax, intonation and expression Recognise, and use with comprehension a varied vocabulary and syntax in speaking Use available information to do projects, etc.
READING			
<ul style="list-style-type: none"> Formal and Informal reading Creative reading Phonics/Style Intonation/Expression Reading with Understanding Reading for Enjoyment Reading for Information Vocabulary Language in use Handling of books 	<ul style="list-style-type: none"> Develop reading skills Develop an awareness of the importance of books/printed material Learn how to read for information and how to handle books Read silently for enjoyment 	<ul style="list-style-type: none"> Participate in reading exercises from a variety of sources in groups, identify language structures, correct syntax and phonics Sing songs, recite rhymes and play language development games Role play the stories in rhymes, songs and readers Read paragraphs in simple texts with appropriate expression Use self-correcting strategies such as re-reading, pausing and sounding out 	<ul style="list-style-type: none"> Within an active vocabulary range of about 1 500 words Read aloud various prepared and unprepared paragraphs/passages from class readers and non-fictional sources of about 10/20 sentences, using correct pronunciation, and expression Talk about the content and meaning of texts Read silently for enjoyment on a regular basis



Appendix 1- continued

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 3, the learners can:
		<ul style="list-style-type: none"> • Page through books • Spot read from class readers • Practise finding information in factual texts using table of contents, paragraph and text information • Develop a wide vocabulary • Use the dictionary to look up words and their meanings • Do sight-reading exercises • Read silently stories from class readers or self-selected books • Listen to stories and read aloud 	<ul style="list-style-type: none"> • Discuss and retell stories
WRITING			
<ul style="list-style-type: none"> - Handwriting Skills - Formal Text Writing - Creative Writing - Syntax and style - Vocabulary - Spelling - Word selection - Grammar 	<ul style="list-style-type: none"> • Print write neatly, rhythmically and with speed • Correctly write paragraphs/passages without help • Make own books 	<ul style="list-style-type: none"> • Practise extensively print writing of words and numerals, also in uppercase • Write in the correct formation and sequence from left to right • Practise correct starting, ending, correct size and spacing, developing rhythm and speed, writing in the guiding lines • Copy known and unknown sentences • Copy writing from posters, the chalkboard and printed texts • Answer questions in writing, using proper language and attending to neatness in letter formation (within a time limit) • Play writing games • Write short creative paragraphs/sentences, letters, about own feelings/experiences or observations • Record factual information from other subject areas • Draft and revise writing • Share own writing with others by displaying or reading aloud • Make booklets • Write every day; exercise correct spelling of words, especially new words 	<ul style="list-style-type: none"> • Demonstrate correct body posture when writing, correct pencil grip and write with rhythm and good speed <p>Within a vocabulary range of about 1 500 words:</p> <ul style="list-style-type: none"> • Write accurately and legibly completing 20 lines/100 words within approximately 15 minutes • Write legibly and correctly passages of about 20 well-structured simple and complex sentences

Physical Education

Religious & Moral Education

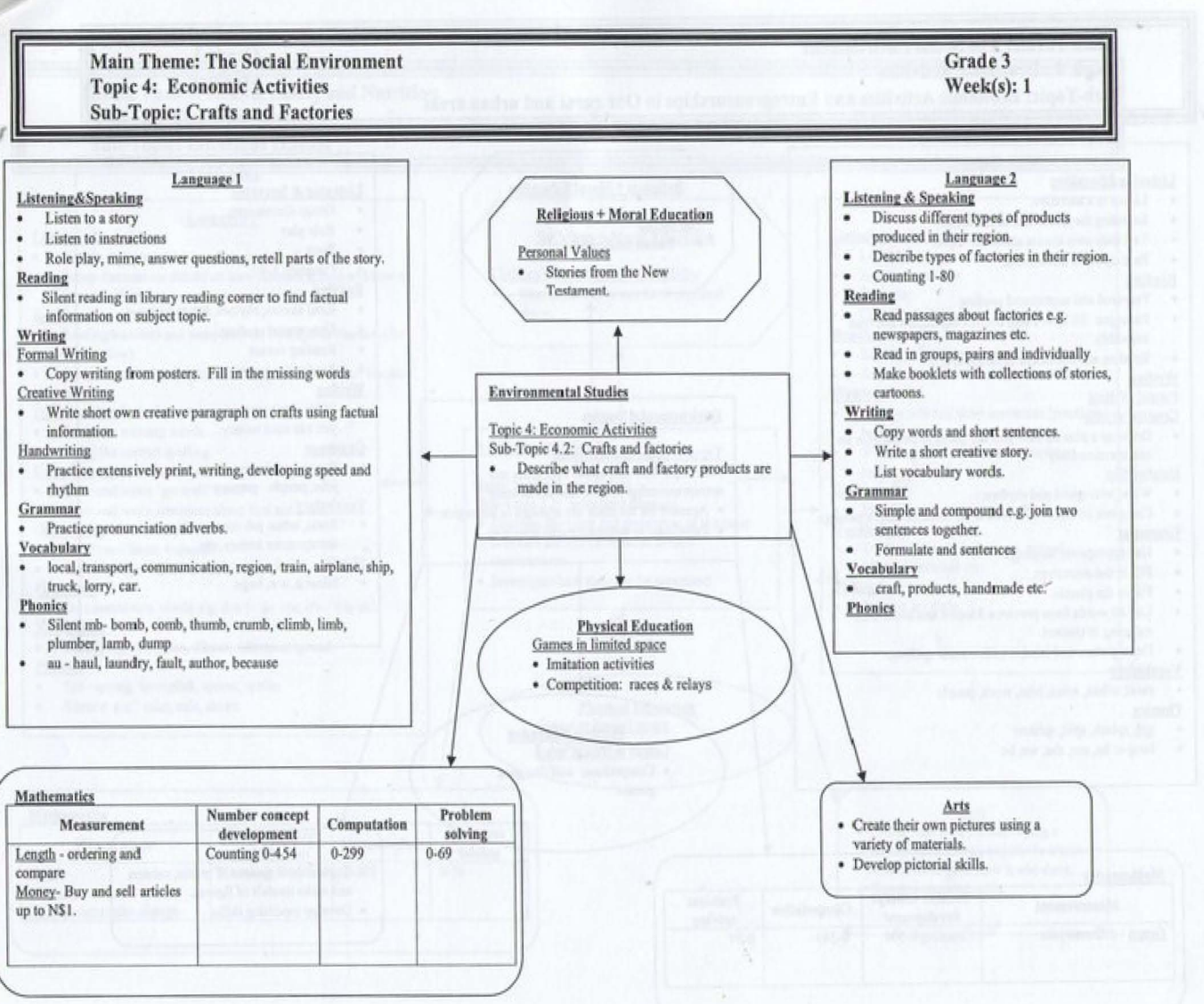
Arts

Environmental Studies

Mathematics

Second Language

First Language



Appendix 3 - A weekly lesson plan format

WEEKLY LESSON PLAN FOR LANGUAGE
GRADE: _____

Subject:	Date:
Theme:	
Topic:	
Sub-topic:	
Objectives:	Basic competencies

Monday (Time: min)	GROUPING	MATERIALS	ASSESSMENT
Introduction (story, rhyme, song)			
L. & Speaking			
Reading: (flashcards, sentence strips, text book)			
Phonics:			

Tuesday (Time: min)	GROUPING	MATERIALS	ASSESSMENT
Introduction			
L. & Speaking			
Reading			
Cr. W/Grammar			
Phonics			

Wednesday, Thursday (Time: min each day)	GROUPING	MATERIALS	ASSESSMENT
Introductory Activities			
W:			
Th:			
Group Activities:			
Activity 1- Reading			
Activity 2 - E. Writing			
Activity 3			
Activity 4			
Extra Act.			

Friday (Time: min)	GROUPING	MATERIALS	ASSESSMENT
Activities (Phonics, Compensatory teaching, M/R Ass. Enrichment, Other)			

Appendix 4 - Example of a weekly lesson plan.

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ELIWAPAYIKIRO LYOMURONGI LYOMOSIVIKE

weekly lesson plan
Ms. Kevhira. E.

SIRONGWA:	MAZUVA:	MADITOMPOTO	Ehanguro variegna	Virongwesha	Ekonakono
SIPYUNGWA:	IBARADE:				
SIPARATJANGWA:					
SITAMBO					
MANDAHA: SIRUWO					
ETWAROMBO: Kupurakona, Esaneko, Mutango, Rezimo					
Nonabagaro Nhangw					
ETVALE: SIRUWO					
Ehwaronwa: Ewaguro					
Kupurakona: Ewaguro					
Kuwungwa: Ewaguro					
Kurusa: Ewaguro					
Kurusa					

lesson transcript - English

OBSERVATION SCHEDULE

Name of school : Rudolf Ngondo Primary School

Grade: 3B

Name of Teacher: Ms Sikerete

No. of Lrns: 43 out of 44

Subject : Rukwangali

Date: 06- 06-08

Theme: The Social Environment:

Craft and Technology

Starting time: 08h40

Topic: Reading

Teaching Materials:

- Yikumba (two baskets), completed one and uncompleted one
- Nombare (palm leaves used to weave baskets)
- Word cards
- Class reader

Lesson Objectives:

- Learners will interpret and construct meaning from spoken and written narratives on various topics
- Learners will develop reading skills
- Learners will print write neatly, rhythmically and with speed.

Basic Competencies:

- Learners can read aloud various prepared and unprepared paragraphs/passages from different sources of about 10/20sentences, using correct pronunciation, and expression
- Learners can discuss and retell stories
- Learners can demonstrate correct body posture when writing, correct pencil grip and write with rhythm and good speed

Description	Comments	Questions and answers for stimulated recall
T –Come in front all of you. Let’s sing our song “vanona pindukeni...” One, two, three, Ls – <i>start singing</i>	Call all learners to come in front and sing a song.	<i>Why did you start your lesson with a song? To arouse the learners interest to the lesson. The words in the song is also related to the lesson.</i>
T – In the song you said that, children wake up the cock has sang. When children wake up in the morning, where do they go? Ls- They go to school. T – Where do the parents go? Ls – They go to work? T – Where do they go to work?	The teacher discusses the song with the learners through questions and answers.	<i>Why did you ask them these questions? I want to direct them to give me the word “sikumba” which is the topic of today’s lesson.</i>

<p>who live at the villages, where do they go to work? Ls – They go to work in the fields. T – What do they take when they go to work in their field? Ls – An axe, T – An axe and? Ls – A hoe. T – A hoe and? Ls – A basket. T – “Sikumba”. Yes, “sikumba”. Who carries a basket, is it grandmother or grandfather? Ls – Grandmother. T – Yes, grandmother. What is he going to put in the basket? Ls- “Mahangu”. T – Yes, she uses to put “mahangu” in it. Is it only mahangu that we can put in a basket? Ls – No, and maize and beans also. T – Yes, we can put mahangu, beans, maize and many things in the basket. Today, I am going to tell you where baskets come from. Who can tell me where baskets come from? Yes that one knows, okay tell us. L – It is made from “nombare”. T – Have all of you saw “nombare”. Ls – Yes! T – How do we use “nombare” to make a basket? L – You make water hot then you put it in. T – Yes, I think you know more about how baskets are made. We get “nombare” here in our region from Kayengona at the eastern side and at Rupara and Ntara at the western part. When you want to make a basket, you first collect “nombare” then you cook it first. Not just to put it in hot water but you have to cook it. After cooking it, you put it in the sun to dry. After that you remove the edges to make them softer because the edges will make it break if you do not remove it.</p>	<p>The teacher shows learners a small basket.</p> <p>The teacher shows learners “nombare” and a half weaving basket where learners can see different parts that are involved when weaving a basket.</p>	<p><i>Why did you bring a half weaved basket and a basket into the class? Even though baskets are common in our country, there might be some learners who have never seen someone making a basket, especially learners here in town might not know.</i></p>
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<p>while called to strengthen the basket like this. How do you call these edges? Ls – “Nongongo”.</p>		
<p>T – Now I want you to go back to your sits and take your books to read the story about what we discussed. What is it about? Ls – “Sikumba”. T – <i>Call the names of the learners who should remain and tells the others to go to their chair to sit.</i> Who will come here and take one word card and read it for me. Yes, Elina. L – “zopoyini” T – Is it correct? Ls – Yes. T – Read it. Ls – “Zopoyini”. T – Who will follow? Yes, Kandjimi. Read. L – “Kuyitonda”. T – Is it correct? Ls – Yes. T – Good, who will come again? Shaningwa. L – “Ponompare”. T – Is it correct? Ls – Yes. T – Let’s read it together. Ls – “Ponompare”. T – Good, Hangula, come and take a word card here and read. L- “pomandanda”. T – “Pomandanda”. <i>She gives the correct pronunciation of the word.</i> All of you. Ls – “Pomandanda”. T – Read for us this one Hangula. L – “nongongo”. T – Very good, Hangula has read it correctly, clap hands for him. All of us. Ls – “nongongo”. T – This one is for you, Kamina, look at it carefully. L – k-k-k</p>	<p>The teacher tells learners to go back to their chairs to sit but tell some learners to remain in front.</p> <p>Learners read words on the word cards and then paste it on the chalkboard.</p> <p>The teacher shows Kamina how to blend letters and sounds</p>	<p><i>Why did you ask those learners to remain in front?</i> <i>Those are the learners who have problems in reading.</i></p>

<p>I will be what. L – li T – Now read the whole word. L – Ku-yi-li-mba-gu-ra. T – Yes, very good, he has done it. Clap hands for him. Let’s read it together. Ls – “Kuyilimbagura”. T – Good, the next one. L – “Nombare”.</p>	<p>be and together to form syllables and then to form a whole word.</p>	
<p>T – Let’s read all the words Ls – <i>They read.</i></p>	<p>She asks all learners to read all words on the word card in a chorus form.</p>	
<p>T – Do we all know the meaning of all these words on the chalkboard? Ls – Yes/No T – Those who said no, come and show me any word that you do not understand. Yes, Secilia. L – “Nombare”. T – Secilia does not know what “nombare” is who knows to tell her? Yes. L – It is the things we use to weave baskets. T – Yes. Nombare is these things that we use to weave baskets. Have you ever seen these things? L – Yes, I have. T – The next word? L – “Pomandanda”. T – Any one who knows the meaning of this word? Yes, You. L – There are that is not too sandy. T – Yes. It is the area that is not to sandy. Normally, this is the area where the palm trees from where we get “nombare” grow. It does not grow on sandy areas. The next word that you do not understand? L- “Kuditonda”. T – “Kuditonda,” this means to remove the edges so that only the soft leave remains. The next word? L – “Nopoyini”.</p>	<p>Explanation of difficult/vocabulary words. She shows real “nombare” to the learners. She shows learners how to do it using real things.</p>	

<p>L – “Kuyilimbagura”.</p> <p>T – This is when we put in decorations; you can decorate with brown or black coloured “nombare”.</p> <p>Another word or is it all?</p> <p>L – “Nongongo”.</p> <p>T – Okay, it is the things, the edges that are taken from the leaves leaving them soft. These things. Do you know the meaning of all the words now?</p> <p>Ls – Yes.</p>	<p>amp ini”.</p> <p>She shows learners decorations on the basket.</p> <p>She shows “nongongo” to the learners.</p>	
<p>T – Lets go and sit. Take your books and turn to page 65. When we are going to read, we must consider punctuation marks. Did we all get the page? Look for the page quickly, do not waste time. All of us should read together like one person.</p> <p>Ls – <i>They start to read.</i></p>	<p>They start to read from the class reader: Turondeni. Learners are sharing books some are two some are three</p>	<p><i>Why are learners sharing books?</i> <i>Books are very few. Classes are sharing those books.</i> <i>Can you give me the names of the books that you use in reading?</i> <i>Eraka Lyetu- grammar and stories</i> <i>Turondeni- reading</i> <i>Pahuka- activities and stories</i> <i>Tureseni nokutjanga</i> <i>moRukwangali – reading.</i> <i>Why did you ask them to take punctuation marks in consideration during reading?</i> <i>It will help them to read together and also to understand what they are reading.</i></p>
<p>T – Now we are going to read in groups. We will start with group 3. Group 3 start.</p> <p>Ls – <i>They start to read.</i></p> <p>T – Good. Group 2 you are next.</p> <p>Ls – <i>They start to read.</i></p> <p>T – Thank you group 2. Next is group 5. Group 5 start reading.</p> <p><i>This keeps on until all the groups have read.</i></p> <p>T – Thank you all of you. We will continue tomorrow, and I will also ask you questions to see if you have understood what you have read. You can go out for break now</p>	<p>Group reading. Learners read aloud in groups while others follow silently in the books.</p> <p>Lesson ends with teacher telling learners what they will do tomorrow.</p>	<p><i>Why did you ask them to read in groups?</i> <i>So that I can see who is reading well and also for learners to learn from one another before attempting to read alone.</i></p>

lesson transcript – Rukwangali

Name of school : Rudolf Ngondo Primary School

Grade: 3B

Name of Teacher: Ms Sikerete

No. of Lrns: 43 out of 44

Subject : Rukwangali

Date: 06- 06-08

Theme: The Social Environment:

Yihongagura nonofabilika

Starting time: 08h40

Topic: Kuresa

Yirongeseso:

- Yikumba (simwe sokupwa, simwe simpe kuna kusitunga)
- Nombare
- Tukarata tononkango
- Nombapira dokuresa - Turonden

Yitambo Yelirongo:

- Varongwa va hepa kusingonona nokutunga etanto lyokutunda koyisimwitira yopakana nopauyungo koyiparatjangwa yokulisiga-siga.
- Varongwa va hepa kukulika maunongo gokuresa.
- Varongwa va hepa kutjanga kumoneka patarayiko, pamalizo kumwe nokugenderera.

Maditomporo:

- Varongwa tava purakene nokulimburura mouhungantani tava liyongo nokusansukurura masanseko.
- Varongwa tava resa kuziguguruka maruhatjango aga valiwapayikira monobukereso domonkondwarongerero nomarunone gousili gonontanto 10/20 ngoso pokuruganesa etumbwiso lyouhunga nelitunturo.
- Varongwa tava likida maukarohingiro gouhunga pokutjanga, kukwata nawa potorota ntani kutjanga nomalisigo nokugenderera kutjanga.

Description	Comments	Questions and answers for stimulated recall
Murongi – Wizeni namuvenye komeho, tudimbeni rusumo rwetu natuvenye kumwe rwina asi vanona pindukeni... Zimwe, mbali, ntatu, Varongwa – <i>Tava vareke kudimba.</i>	Murongi ta zigida varongwa vawize komeho vaya dimbe rusumo.	<i>Yisinke muna varekere sirongwa seni norusumo? Yipo ni pindure eharo lyovanona. Ntani hena morwa nonkango yipo diva henyese kosirongwa morwa nado daliza nosirongwa</i>
Murongi – Morusumo one kuna dimbi asi vanona pindukeni sikondomboro sina zigi. Apa ava pinduka vanona ngurangura, kupi ava zi? Varongwa – Awo kuza kosure. Murongi – Vakurona awo kupi ava	Murongi ta zogere novarongwa yokuhamena rusumo kupitira momapuro nomalimbururo.	<i>Yisinke muna va pulire aga mapuro? Kuna hara dogoro vapenge ezi nkango sikumba morwa yizo ntjima-tjima zerongwa lyetu lyaneina.</i>

Murongwa – Vamwe kuza vaka ronge, vamwe kukarugana kosipangero.
Murongi – Vazinyakuru veni ava vakara konomukunda, awo kupi ava ka rugana?
Murongwa – Awo kuza vaka rugane komapya.
Murongi – Yisinke ava simbi apa ava zi vaka rugane komapya?
Murongwa – Nzimbu,
Murongi – Nzimbu ntani yinke hena?
Murongwa – Etemo.
Murongi – Ntani yinke hena?
Murongwa – Sikumba.
Murongi – Sikumba. Yaa, sikumba. Yilye a simbi sikumba, omama wovakadi ndi wovagara?
Murongwa – Omama wovakadi.
Murongi – Yimo, omama wovakadi.
Yisinke vahwa kusimbira posikumba apa ava zi komapya?
Murongwa - Mahangu.
Murongi – Yimo, awo kusimbira po mahangu. Mahangu gelike ava simbire poyikumba?
Murongwa – Hawe, pamwe epungu ndi makunde nago kuga simbira po.
Murongi – Yimo, ose kuvhura kusimbira po mahangu, makunde, epungu ntani nayimwe hena yoyinzi.
Neina tani kamutantera ko nye asi yikumba kupi ayi tundu.. Yilye natantera nge asi yikumba kupiko ayi tundu? Ogu mukwetu asi ga yidiva, tutantera ko si hewa.
Murongwa – Ayo kuyi tunga nonombare.
Murongi – Natuvenye twa di mona nombare?
Varongwa – Nhii!
Murongi – Ngapi omu atu di rugana nombare dogoro tu di tunge sikumba?
Murongwa – Kugenyeka mema makura tadi zavekemo.
Murongi – Yimo, Ove kuna kumoneka asi wadiva ko yoyinzi omu

Murongi ta likida varongwa sikumbagona.

Murongi ta likida varongwa nombare ntani sikumba vatateka esi vana kutunga simpe yip ova mone nawa-nawa maruha nagenye nomu ava situngu sikumba.

Yisinke muna retere sikumba sokupwa ntani simwe sokupira kupwa kutunga monkondwarongero? Morwa nampil ngomu sakara sikumba sininke sadivikwa unene momukunda gwetu, simpe kuvhura pakare varongwa vamwe va pira kumona rumwe muntu ana kutunga sikumba. Sinene po vanona ava womodoropa, kuvhura vapire kuyimona..

<p>ose</p> <p>ponomukunda ngweni dokoupumezuva po Kayengona ano koutokero poRupara ntani poNtara. Nsena ono hara kutunga sikumba, pomuhowo to kareta nombare makura todi tereke. Pomuhowo kapisi kudi zaveka tupu momema gomapyu nye kuditereka div ire momema. Ntene ono mana to di zaneke tanko di kukute. Kutunda opo makura to di tondo o guse ko nongongo. (<i>Murongi ta likida varongwa omu ava tondo nombare, apa ana kuuyunga</i>) Eyi yiyo nye ava tumbura asi nongongo. Ayo kuyiruganesa hena pokutunga yipameke sikumba, sinenepo nsene ntani vana kusi tateka. Ngapi atu yitumbura eyi yininke atu tondo konombare? Varongwa – Nongongo.</p>		
<p>Murongi – Ngesi zendeni nye muka hingire poyipundi yeni, muka guse nombapira deni tukareseni esanseko lyokuhamena eyi tuna zogere. Yokuhamena kupi nani tuna zogerani? Varongwa – Sikumba. Murongi – (<i>Tazigida madina govarongwa ava nava hingira simpe komeho nokutantera wokuhupakop vaka hingire poyipundi yawo</i>). Yilye na wiza aya damunepo apa positafura nkango zimwe makura azi rese? Ewa Elina. Murongwa – zopoyini Murongi – One vakwawo, yimo ndi? Varongwa – Yimo. Murongi – Tuzireseni natuvenye kumwe. Varongwa – Zopoyini. Murongi – Yilye hena na wiza aya guse po zimwe? Ewa, Kandjimi. Resa. Murongwa – Kuyitonda. Murongi – Yimo ndi? Varongwa – Yimo.</p>	<p>Murongi ta sansekere varongwa vaka hingire ano vamwe tava ninki vahupe komeho. Varongwa wokomeho tava resa nonkango vana tjanga poyikarata noku di vambeka kositafuratjango, siruwo esi vena vana ka hingira awo kuna kuresa monombapira.</p>	<p><i>Morwasinke muna ninkire vena varongwa vamwe vahupe komeho?</i> <i>Morwa vena yiwo varongwa va kara noudigu mokuresa.</i></p>

<p>ni. a po</p> <p>zimwe? Shaningwa. Murongwa– Ponompare. Murongi – Yimo ndi? Varongwa – Yimo. Murongi – Tuzireseni natuvenye kumwe. Varongwa – Ponompare. Murongi – Nawa, Hangula, wiza oya guse po apa sikarata sonkango simwe oya si rese. Murongwa - pomandanda. Murongi – Pomandanda. (<i>Murongi tarugurura nokugava ereso lyonkango lyouhunga.</i>) Namuvenye! Varongwa – Pomandanda. Murongi – (<i>Ta gava sikaratankango</i>) Turesera ezi Hangula. Murongwa – nongongo. Murongi – Nawa unene, Hangula ana zi resa mouhunga. Musakerereni po. (<i>Vanona tava sakere</i>). Natuvenye. Varongwa – nongongo. Murongi – Ezi zoge nye Kamina, zitara nawa. Murongwa – k-k-k Murongi – K nsene o gweda ko –u-ko –k- tatu zi tumbura asi ngapi? Murongwa – ku- Murongi – Rugana nye ngorooro nodo dina hupu ko. l- o tureko –i- tazi kara ... Murongwa – li Murongi – Resa nye nkango nazinye. Murongwa – Ku-yi-li- mba-gu-ra. Murongi – Yaa, nawa unene, ana yi sikisa mo, mu sakerereni po. (<i>Varongwa tava sakere</i>) Tu zi reseni natuvenye kumwe. Varongwa – Kuyilimbagura. Murongi – Mpandu, zokukwama ko. Varongwa – Nombare.</p>	<p>Murongi ta likida Kamina omu na tura kumwe nondanda dihangare, nomu na tunga nomuhagaro dikare nonkango.</p>	
<p>Murongi – Tureseni nye edi nonkango nadinye. Varongwa – (<i>Tava resa</i>).</p>	<p>Murongi ta rewire varongwa varese navenye kumwe-kumwe nonkango nadinye dina kara po yikarata.</p>	

<p>Varongwa – Nhiii /Hawe!! Murongi – Vamwe asi va di diva ano vamwe asi kapi va di diva. Vena vana patana asi kapi va di diva, yilye na wiza a ya likide nge po ezi ga pira kudiva eyi azi tanta. Ewa, Secilia. Murongwa – Nombare. Murongi – Asi Secilia kapi ga diva asi nombare yisinke. Yilye ogu na mu fatwilira asi nombare yisinke? Ewa nyove. Murongwa – Nombare yoyina yininke atu ruganesa tu tunge yikumba. Murongi – Yimo. Nombare (<i>talikida nombare</i>) yeyi yininke eyi atu tungisa yikumba. Mwa di mona rumwe? Varongwa – Nhii. Murongi – Zokukwama ko? Murongi – Pomandanda. Murongi – Yilye ga diva eyi azi tanta ezi nkango? Ewa, nyove. Murongwa – Pevango pena pwapira muheke gomunzi. Murongi – Yimo. Pevango pena pwapira muheke gomunzi. Makura pomavango gokukara ngesi yipo nye adi mene nombare. Ado kapi da hwa kumena ponomuheke. Nkangoke hena muna kupira kuzuvha po? Murongwa - Kuditonda. Murongi – Kuditonda, kutanta asi pena atu gusa nongongo konombare. Zimwe hena ezi muna kupira kuzuvha? Murongwa – Nopoyini. Murongi – Pevango pena ava twire, pwakara yini. Zimwe hena? Murongwa – Kuyilimbagura. Murongi – Kulimbagura kutura maurenga kosikumba. Kuvhura o limbagure nonombare domaruvara ngwendi dononsovagani ndi dosinevhu. Kozili hena nkango zimwe? Murongwa – Nongongo. Murongi – Nongongo dedi. Ado kudi</p>	<p>enye kara</p> <p>Efatururo lyononkango donondigu.</p> <p>Murongi ta likida vanrongwa nombare.</p> <p>Murongi ta likida varongwa omu ava tondo nongongo konombare.</p> <p>Murongi ta likida varongwa omu va limbagura sikumba esi ana reta monkonwarongero.</p> <p>Murongi ta likida varongwa nongongo.</p>
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	a mu tanta	
<p>Varongwa – Nhii!!</p> <p>Murongi – Tuzeni nye tukahingire. Guseni nombapira deni mu penune pepenuno 65. Apa natu karesa tatu kadidilika nawa yidivisoreseso. Tuna gwana po natuvenye? Papareni usimbu, mwaha hepeka ruveze. Natuvenye tatu karesa ngwendi muntu gumwe ana kuresa. Tuvarekeni nye.</p> <p>Varongwa – <i>Tava vareke kuresa.</i></p>	<p>Varongwa tava resa navenye kumwe-kumwe nombapira: Turondeni. Varongwa kuna kuresa vamwe vavali-vavali ano vamwe vatatu mbapira zimwe tupu.</p>	<p><i>Morwasinke vana kuresera vamwe vavali-vavali vamwe vatatu buke zimwe tupu?</i></p> <p><i>Nombapira nonsense. Ose ku di litambagura nononkondwarongerero hena peke</i></p> <p><i>Kuvhura mutantere nge ko madina gonombapira edi omu ruganesa mokuresa?</i></p> <p><i>Eraka Lyetu – udiviraka nomasanseko.</i></p> <p><i>Turondeni- zokuresa.</i></p> <p><i>Pahuka- yirugana nomasanseko.</i></p> <p><i>Tureseni nokutjanga moRukwangali – kuresa.</i></p> <p><i>Morwasinke muna va tanterere va didilike yidivisoreseso pokuresa?</i></p> <p><i>Morwa ayo kuva vatera varese kuliza kumwe ntani vakwate egano eyi vana kuresa.</i></p>
<p>Murongi – Ngesi tatu karesa nye motumbungagona. Tatu ka vareka nombunga zoutatu. Mbunga zoutatu varekeni nye kuresa.</p> <p>Varongwa – <i>Tava vareke kuresa.</i></p> <p>Murongi – Mpandu. Mbunga zouvali nyone muna kukwama ko.</p> <p>Varongwa – <i>Tava vareke kuresa.</i></p> <p>Murongi – Mpandu. Taku kwama wombunga zoutano. <i>Eyi tayi twikire ngoorooro dogoro nombunga nadinye tadi mana kuresa.</i></p> <p>Murongi – Mpandu konombunga nadinye. Ngatu twikira mungura, ngani yamu pura hena nomapuro ngani tare nsene muna kwata egano eyi tuna resa. Kuvhura nye mupwage pause.</p>	<p>Kuresa monombunga. Varongwa tava resa monombunga siruwo oso ava wokuhupa ko tava kwama sipore-pore monombapira dawo.</p> <p>Sirongwa kuna kuhaga nomurongi ana kutantera varongwa eyi ngava ya rugana mungura.</p>	<p><i>Morwasinke muna vapulire varese motumbungagona?</i></p> <p><i>Yipo nivhure kumona asi yilye ana kuresa nawa ntani yipo varongwa valirongere ko kovakwawo kuresa, komeho vaka rese velike.</i></p>

n interview transcript - English

Interviewer: Good afternoon Ms. Kativa.

Ms. Kativa: Good afternoon to you to.

Interviewer: Thank you for agreeing to participate in my study by allowing me to come and ask you some questions to find out how you teach reading to your grade 3 learners in Rukwangali. As we talked about before, I will handle all the information that I will get from you confidential, I will not say even the name of your school that this information is from this or that school. Both your name and that of the school will not come in the report. What I need is just to find out how learners are taught reading at grade 3 level. Yes, to start with, can you please tell me, what teaching qualification do you have?

Ms. Kativa: I only have only BETD which I did fulltime at Rundu College of Education.

Interviewer: Thank you. Which year did you started teaching?

Ms. Kativa: I started teaching in 2002.

Interviewer: This means that you have seven (7) years teaching experience.

Ms. Kativa: Yes, seven years in the teaching profession.

Interviewer: Can you please tell me, since you started teaching the grade that you taught and for how long you have taught each grade?

Ms. Kativa: When I started in 2002, I taught grade 4 and as from 2003 up to now, I only taught grade 3.

Interviewer: It seems that you have taught grade 3 for a longer period now. Can you please tell me how you teach reading to your grade 3 learners in Rukwangali?

Ms. Kativa: Mmmnn, the way I teach my children to read is, first of all I have to find out if the learners know all the letters; their sounds and their names, does he know all the letters of his name, does he know how to write it? Once he can do that then you will know that he knows how to read. Actually what we do first is, when the learners come to grade 3, we give them easy passages, that you think they have done already to read and this will show you if he knows how to read or not. You write a sentence on the chalkboard and ask him to read it, that is how we start.

Interviewer: Does you mean that when a child reaches grade 3 he should know how to read, he should be able to decode words?

able to read. He should be able to read a sentence that
able words, he should be able to know that when he
reaches grade 3.

Interviewer: Ok, and now what do you do, how do you teach them reading until they know how to read?

Ms. Kativa: Mmmn, the way we start is, according to this reform and the integration that came with it, there are some words which is in the scheme of work that we call vocabulary words. I don't know how to call them in Rukwangali. Those are the words that the learners should know to read during that week. I first write those words on the chalkboard or on flash cards. The learners have to read those words first, because everything that you are going to do during that week will mention those words. That is how we start with them. We use the words, even if you are using a story. Sometimes you can start by cutting the words into letters and let them read it one by one, then they blend them into syllables, and then they put the syllables together to build or form the words. After that they build the words to make sentences and then they will use flash cards, and realise that this is a story, therefore we must put this sentence first then this one until the story is finished, then they will read it.

Interviewer: Uuummhh, yes, you have mentioned that you cut words into letters, do you write them on the chalkboard or on flash cards?

Ms. Kativa: Sometimes we write them on flash cards and then you cut the flash cards. Sometimes when you do not have flash cards, you write the words on the chalkboard to read.

Interviewer: Uuummhh, you said that by the time the learners reach grade 3 they should be able to read, to read fluently, what is the importance of reading fluently?

Ms. Kativa: Reading is very important because these days these days most information and news are obtained through reading, that is why the child should know how to read. Even though he will obtain some through listening, he will want to read to find out what is happening around himself. Therefore, that is why it is important that by the time the learner reaches grade 3 he should be able to read a sentence smoothly and fluently up to the end. He should not read for example the word /mungura/ as /mu-ngu-ra/ a syllable by a syllable but he should read it as /mungura/, reading it fast and smoothly without breaking it into syllables. Blending of words syllable by syllable should end at grade 2 level.

t by grade 3, learners should read smoothly and

Ms. Kativa: Yes, they should be able to read fast, smoothly and fluently but not like a grade 6 learner, but fluently at his level.

Interviewer: Mmmmhh, what is the problem if a learner does not read fluently? You gave an example like if he reads the word /mungura/ as /mu-ngu-ra/, what problem will it..., this situation cause to him?

Ms. Kativa: The problem is he will read very slow, and at the same time he will not understand what he is reading. This is because he will take a suffix of a word and attach it to as a prefix of the next word, this will cause him not to understand or comprehend

what he is reading and because he is very slow, he will not take time to finish what ever he is reading and you know that we periods work with time. It is two things he will not finish reading and he will not understand what he is reading because he does not know where words end.

Interviewer: It seems like fluent reading is closely related to understanding or comprehending.

Ms. Kativa: Yes, when a learner reads fluently, he will understand what he is reading. Like for example when he is reading Environmental Studies which is also done through the Rukwangali as a medium of instruction, he will read and understand what he is reading.

Interviewer: You mean that it will help him in learning other subjects also?

Ms. Kativa: Yes, he can even read instruction and understand that here they are asking me to mention traditional food. But if he doesn't know well how to read, he might read the word /mpo/ like the mpo (ostrich) that represent a bird then he will get confuse and will not know what is meant.

Interviewer: Yes, you have mentioned a very important point that the learner should know to read so that he can read and understand questions so that he can be able to answer questions on his own, do you give comprehension questions to the learners to read and answer on their own?

Ms. Kativa: Yes, we do it like this, lets say for example that for that day we are using "Eraka Lyetu" books, I can give them a story then I stand in front to read for them while they are listening; this is done for them to hear how I am reading according to the punctuation marks, so that they can know also how to read when they come across

... should know that ok, if I come across a comma I
... ss a full stop I should pause a bit before I proceed.

After I finish reading while they are listening, I will tell them to read on their own sometimes loud sometimes silently. When they finish reading, I will tell them that they must answer the comprehension questions that follow. When they finish they will give it to me to mark. During the marking I will detect those learners who have difficulties in reading with understanding because some learners will fail to answer even one question correctly, while those who know how to read will answer all the questions correctly because they understood the story and the questions.

Interviewer: You have mentioned punctuation marks, how do punctuation marks help learners in reading?

Ms. Kativa: Punctuation marks play a very important role in reading. When a learner read a sentence for example “Sininke musinke oso?” (What is that?) which is a question written in the book. He will read it in a question form, because he will know that it is a question. He will read like he is asking because the question mark is telling him that it is a question. When he comes across a comma he will know that, ooo, this is a comma I should pause a bit or there are things that were mentioned and I should read it accordingly, when he will see a full stop he will know that this sentence ends here and I should pause before I will start reading the next sentence. This will help learners even in writing their own short stories to know where to put each punctuation mark.

Interviewer: Uuhmmnn, yes, can you please tell me how you start your lesson when you are teaching a reading lesson? What steps does you follow?

Ms. Kativa: Eeee, when I start with teaching reading lesson, lets say that I am using a story to teach them reading, the best way is to use a picture and then you build the story from that picture. Learners will mention what they are seeing on the picture e.g. beans, butter nuts, cabbage, etc. The next step is to ask them to read the words and then I will ask them to put the words they have mentioned into sentences. I will ask them to read their sentences again like they did with the words. When they finish reading the sentences they will already know that the story that we are going to read is about this and that or about what. If the story is written on the poster, when you will paste the poster on the chalkboard they will be able to read it with easy because most of the word are the words they have read already when they we talking about the picture.

mean that children read...., when they read, do they individually and also do they read aloud or...

Ms. Kativa: Eeee, sometimes the way we start is like I said first, first I the teacher reads the story aloud while they are listening, this is for them to see the usage of punctuation marks. They should learn and know how to use punctuation marks during reading and even writing. When you finish reading you say: “Lets read all of us now together”. When they finish you can sometimes ask girls to read alone then boys alone, after that you ask them to read in smaller groups and then in pairs after that you can ask them to read one by one.

Interviewer: Yes, thank you. What problems do you come across when teaching children to read.

Ms Kativa: Eee, the problems are, yes... we do have problems especially with books written in Rukwangali, we don't have enough books. And also most of the stories in the books are according to other people's culture and this means that it is difficult to teach learners our culture using this stories. Learners are suppose to read familiar stories not stories that took were played in another culture that they do not know. Some story books seems not to be at the learner's level, and they are sometimes too long and you just read part of it. Sometimes we use to summarise it and write it on a poster to make is shorter. Another problem is that of learners; learners come from different background and families with different mother tongues, these children they do not have good command of Rukwangali and when they read they pronounce word using accent of their own mother tongues. Those are the problems that we experience.

Interviewer: How do you...? You have mention that one of the problems are stories that are long and that you summarise them, and how do you solve the problem learners who do not speak Rukwangali as a mother tongue?

Ms Kativa: For those learners who speak different language at home... we only have classes, one for Thimbukushu and another one for Rumanyo. But there are some learners who speaks languages like Runyemba and Rusiwokwe, what we do to help them is just to correct them that, that is no the way we say that word in Rukwangali, we pronounce it like this. Those learners pronounce words differently because of the influence from their own languages. For example when you want them to say “sikombo” they will read it “sinkombo” or you want them to say “mugara” they will say “mungara” even though he is seeing the word “sikombo” and “mugara” on the

and keeps on correcting them until they can read the

Interviewer: Ummmhnn, It means that other languages are a problem when it comes to reading in Rukwangali.

Ms Kativa: Yes.

Interviewer: Do you come across children who are not interested in learning to read?

Ms Kativa: Eeee, there are some learners who are like this, lets say that you ask them to read in a group. If you do not observe him closely, he will just keep quite while others are reading and when you detect that problem, you have to make sure that he reads as pair or alone. Every time they read, you say that now I am going to ask five people to read for us individually and one of those must be that specific learner. This is because there are some learners who do not read in a group and if you always ask them to read in a group they will go out without reading a single word.

Interviewer: Do you involve parents in teaching reading?

Ms Kativa: Yes, especially for the learners who have problems in reading, we give them; because they have their home work books. I write some words on the chalkboard and tell them to copy the words and take home to their parents or brothers and sisters to help them learn to read the words, tomorrow when you came I will ask you to read these words especially words that involve four letter diagraph e.g. “ngwa”, “mbwa”, etc. This are the words that are difficult to them, therefore you let them take them home so that they can be helped.

Interviewer: Okay, mmhhnnn, how do you assess the reading level of your learners?

Ms Kativa: The way we assess is to give them words to read then you look at the mistakes the learner is making when reading. A learner can make more mistakes maybe he can not read words that have three letter syllables, he can only read those that have two letter syllables then we help them through the mistakes that they are making. At the same time we assess them using continuous assessment, we give them marks using the five point scale, that is how we give them marks according to the mistakes they are making.

Interviewer: Uummhnn, you have mentioned “integration”. You said that integration goes hand in hand with learner centred education, that learners should learn with understanding, to develop their thinking skills, how do you do this in teaching reading?

Develop their thinking skill is to make the learner be the learner centred education, for example if you have given a picture to the learners, you should wait or give chance to them to give you what they see or what they think is happening because they can also think not the way we use to think that the teacher is the only one who possesses the knowledge. You can paste a picture on the chalkboard and they will make a reading passage out of it, you are only to facilitate and correct their sentences. The learners can also assist one another in reading, those who know very well how to read can help those ones who struggle in reading. Sometimes we put them in groups of three, the one who struggle will be in the middle of the two strong readers and then when they read the two strong reader will assist the weaker reader. Sometimes we ask them to read in pairs; one weaker reader and a strong reader to help the other one. To make the reading lesson learner centred, we give them sentence strip especially the weaker readers, then we ask them that they should read it and explain what they understand about the sentence. This can be done even with the sentences written on a poster, the learner should read it and explain what he understood in his own words.

Interviewer: Uuummhnn, this means that by doing that you are making him think and develop his thinking skills. These are the activities you give them to develop their thinking skills. Are there any other things that you would like to add on.

Ms Kativa: I just want to request that those who are in education should organize opportunities to bring teachers who are teaching the same grades together so that they can share ideas on how to teach reading to learners. Because sometimes we come across some topics that we do not know how to handle but then there is nobody to help you and if we are to come together we will help each other and share ideas. Even letters of the alphabet a,b,c, seems that some people sound and write them differently then others and we do not know which way is the correct way.

Interviewer: Ooo, does it mean that some letters are differently written?

Ms Kativa: Differently, Rukwangali is a difficult language on its own and because all subjects at grade 3 are taught in Rukwangali some of the concepts are difficult to explain or mention in Rukwangali, especially when you are teaching Mathematics it is difficult because some concepts are not well translated.

Interviewer: Uuummhnn, Do you use teaching aids in teaching reading lessons?

Ms Kativa: Yes, we mostly use pictures and sometimes we use posters where we write a story or a passage. We also use sentence strips where we write sentences on



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can be jumbled and be given to learners to arrange
ch them to the same words in the passage.

Interviewer: Ummhhnn, thank you very much for your time and for answering my questions.

Ms Kativa: Thank you very much, I also learned through the process.

n interview transcript - Rukwangali

Interviewer: Morokeni mugolikadi Kativa

Ms. Kativa: Morokeni none.

Interviewer: Yaa, mpandu ey komu yi tambwire mu vhure kuyalihamesera melirongo eli nina kurugana lyokutara vanona asi ngapi omu ava va rongo kuresa moRukwangali pontambondunge zoutatu. Moomwina tupu katu hovere kuyizogera malimburo naganye aga munakupange, ngani katantera vantu asikupiko oku naga gwana ndi sure zeni nika zitante asi kosure zongandi twaka gagwana, nye edina lyeni neli lyosure zeni tatu ka yi vandeka, yipo tu gwane asi vanona ngapi omu ava varongo kuresa. Yaa, pokuvareka nahara asi nonzapo dourongi ndi noqualification/teaching qualification musinke mwakara nado?

Ms. Kativa: Ame mwene-mwene kwakaratu no BETD ezi narugene fulltime mo poRundu College of Educaton.

Interviewer: Mpandu. Eeee momvhura musinke mwavarekerekuronga?

Ms. Kativa: Ame kwavareka kuronga mo2002 navarekere kuronga.

Interviewer: Kutanta asi ngesi muna kara nonomvhura ntambali (7) mourongi.

Ms. Kativa: Yinhi, ntambali mourongi.

Interviewer: Kutunda apa mwavareka kuronga kuvhura mutanterengeko asi nontambondunge musinke mwaronga? Ntani nomvhura dingapi mwaronga nkenye ntambindunge zimwe.

Ms. Kativa: Mo2002 anavarekere kuronga ame kwarongere grade 4, kutunda nye mo2003 yipo nayavarekere kuronga ntambondunge zautatu ezi nina kuronga dogoro ngesi.

Interviewer: Yaa, kwakumoneka asi mwaronga siruwososire kontambondunge zoutatu. Yaa.Kuvhura mutanterengeko asi ngapi omu omu rongo vanona venikuresa moRukwangali?

Ms. Kativa: Eeee, Vanona vene vene omu atu varongo kuresa, pomuhoverera esi asi kara sinka setu soosotudive asi munona gadiva kutumbura nondanda pwazimwezimwe. Nsene o mu tumbwira nampili walye edinalyendi o li tumbure ndanda zimwezimwe kuvhura ali tjangendi? O mu tare tupu ngos yiyo nayi ku likida asi ga diva kuresa. Yene-yene eyi atu rugana pomuhoverera kupa munona nsene ntani anakuwiza montambondunge zoutatu wakona kumupa tunkango twina toureru out ono kugazara

ku gatunda, yipo omu dive asi nawa- nawa ngesi ga
eyi atuya rugana tomu pe tupu nye walye ntanto ezi
onotjanga positafuratjango, omu pure tupu arese ntanto ozo. Yimo atu vareke ngoso
kuronga kuresa.

Interviewer: Kwaku moneka asi ngano munona nsene ana ya siki mograde 3 ngano
ga diva narekuresa, kutumbagura nonkango.

Ms. Kativa: Ngano gadiva nare kuresa. Kuvhura arese vene ntanto ezi zina kara asi
nonkango dikare ntatu ntatu ndi mbali mbali ngoso ngano nare gadidiva apa naya sika
oku.

Interviewer: Yaa, makura nsene tomo murongo nye kuresa, ngapi omu omu varongo
vanona. Ngapi omu omu vareke kuronga dogoro vanona va ka rese nye.

Ms. Kativa: Eeeee, omu atu vareke ngwendi, kukwama nye malitjindjo aga gana
rongo merongo ntaantani ngwendi yoyo yokupakerera kuronga ndi asi integration ezi
zakara, kutanta nye asi twakara nare nononkango nye edi vaturamonare omo
moscheme of work edi vaturamo nare asi edi yido nye no ocabulary words. Walye
nye omu natu di tumbura nye moRukwangali. Odo nonkango odo ngano yido nahova
munona kudiva nawa nawa mwa za oso sivike, makura eyi nayi kara asi odo
nonkango kuvhura nye odi ture positafura ndi kwadi tjanga positjango ndi kwadi
tjanga poyipepa ndi. Yipo poopu nomu za tanko mu di rese odo nonkango, mu di rese
mu di rese morwanayinye eyi nomu lironga mosivike nayiza tupu yi kagume podoodo
nonkango. Yimo atu vareke nawokuresa nye. Kuruganesa dodo nonkango, ndi totete
nye walye nonkango, nampili likare asi esanseko, nye pomuhoverera eyi ani rugana
nahepa ku di teta odononkango dikare zimwe zimwe zimwe, va di rese nava mana ku
di resa tava vareke ku di twikakana-twikakana di forome ntanto, tava resa ntanto apa
nadi ya karako apa nava mana kurugana ozo ntanto tava ya mono asi okay eli nani
walye nani esanseko, tuhoveni kutura ezi ntanto ezi keguru tuninke ngorooro makura
nare vana yidiva tava resa nawa-nawa.

Interviewer: Uummhhh, yaa, mwatumbura asikutetagura nonkango, odo nonkango
kuditetagura, kupi omu di tjanga positafuratjangero ndi kuditjanga potumbapira?

Ms. Kativa: Dimwe kuditjanga potumbapiranye makura oto tumbapira yito nye
notetagura. Ano pamwe ntene nsene yimbapira yapili nye pamwe kuvhura oditjange
nye positafura nye, apanodi tjanga kositafura yipo nava di resera nye.

mungura asi ngano vanona apa ava ya siki pontambo ezi kutwarerekeda, mulyo musi gwakaramo asi vanona ngano vadive kuresa kutwarerekeda?

Ms. Kativa: Yene-yene vanona nsene ngano mokukwama kuresa morwa ntaantani nkenye nombudi ndi mapukururo kuga gwana mokuresa, ntudi munona gahepakudiva kuresa. Nampili a purakene nomatwi mara nakara tupu neharo lyokuninka asi a rese eyi yakuhoroka yipo ali zuvhireko mwene yousili eyi yininke yiyo ya kuhoroka ngesi. Yiyo ya karera asi apanaya sika nye mo grade 3 ngano ana diva kuresa ntanto nawa-nawa kutwarerekeda dogoro ta ka mana, nye kapisi a rese asi, walye kwaku resa /mungura/ nye a ninke asi /mu- ngu-ra / kapi ana kuzidiva asi azi twiakane nawa-nawa a rese asi /mungura/, ngano kapi ya wapere asi yiya kara hena oyo ko grade 3, oyo ngano ga pita po nye nare, ngano gayidiva kuresa /mungura/ zi yukilire.

Interviewer: Yaa, kuna kumoneka asi pontambondunge zoutatu vanona ngano kuresa tupu kugenderera.

Ms. Kativa: Yinhi, ngano va yi diva nawa-nawa kukwama pomusika gwawo ngano vahepa kuresakugenderera, nye kapisi arese kugendererangwendi gogu ana kara mo grade 6 nye ngano ga diva tupu kuvyukilira kuresa.

Interviewer: Uummhh, udigu musinke au horoka po nye nsene munona ta resakuhaka-haka, ngendi momwina muna uyunga asi mungura azipere asi /mu-ngu-ra/. Ngapi/yinke omu nayi mu.... Udigu musinke nayi mu retera yininke yoku fana ngoso.

Ms. Kativa: Yene-yene udigu ngwendi momaranga nye ntani kapi na kwata egano eyi ana kuresa. Morwa pamwe ozo nkango walye ozo ta- kazi hamene konkango zapeke, age makura tazi rugwida nye nampo kwazeezi zokonyima. Makurakapina diva hena zina ana resa asi ngesi eyi na resa ame yinke, kapi nayi kwata egano ntani hena nsene kapi ana kugenderera ruveze naro ngorooro hena morwa nkenye eyi twa ku lironga kukwama nye maruveze, nayo hena ngoroorokumugusa siruwo sosire ntani hena kapina kwata egano eyi ana kuresa morwa kapi nadiva asi ezi nkango kupiko oku zina hamene nawa-nawa.

Interviewer: Kwaku moneka asi kuresa kugengerera kwalikwatakana kumwe nokuzuvha asi yinke eyi ana kuresa.

Ms. Kativa: Yinhi, tadiva nawa-nawa asi yinke ana kuresa.

Interviewer: Ngamoomu walye kwakuresa Elirongomukunda, morwa nalyo kulirugana moRukwangali, kutanta asi kuvhura a rese yininke ayi kwate egano asi yinke eyi yina kumu tantera?

o kuvhura ali rese mwene a dive asi apa kuna kupura
di atu li kembo dopampo. Nare ana yidiva asi oooo,
nondja dopampo ano nsene kapi ana diva kuresa nawa-nawa kuresa kuvyukilira, zina
dopampo omu nazi resa age walye ngwendi mpo zina zosikorama, zina zosidira
makura kapi nadiva nawa-nawa asi yinke vana tamba.

Interviewer: Yaa, mwatumbura sininke somulyo asi munona a dive yipo a limburure
mwene mapuro, eee, mokuresa none poyili yiruwo yimwe omu pe vanona asi varese
vene mapuro va limburure?

Ms. Kativa: Yinhi, omu ya kara nsene sireswa... walye kwakuruganesa olyo ezuva
nobuke walye dEraka Lyetu, kuvhura ku va pa sireswa nampili walye ame komeho
oku nakara tanko niresemo navenye awo kuna kupurakena, nye kuvaresera morwa
yipo vadive kuruganesa nye unenepo yidivisoresses, yiyo ayi tuninkisa ni mu resere
pomuhoverera makura a dive asi okey, nani pena posikomona nahepa kupwizumuka,
pena positwa nahepa kupwizumukapo nani ntani nani ka twikira. Makura pena nani yi
resa nye ame vayi zuvhu, nayi kwamako tava resa nye vene. Walye varese nye sipore-
pore, tava resa sipore-pore vamana makura tani vaninki asi ‘pogeli mapuro
gekwatogano ga kara po opo’, vene tava resa ogu mapuro, tava limburura ano ove
makura toya koreke. Ava va pili kukwata egano yipo nye novadivira napo pena asi,
okey, ava nani mokuresa vana kara noudigu vayi kwate egano, morwa pamwe pira-
pira nampili simwe seesi na gwana. Nye sinzi sawo toyi mono vene asi vana yi zuvhu
vene, apa vana resa, morwa va diva vene kuresa.

Interviewer: Okay, mwatumbura yidivisoresses, ngapi omu ayi vatere vanona
yidivisoresses mokuresa?

Ms. Kativa: Yidivisoresses yene-yene kwakara nayo nosirugana somulyo mediwo
lyomunona asi a dive kuresa. Morwa nsene nadiva nawa-nawa asi, walye ta resa asi:
“Sininke musinke oso?” yimo vapura mobuke. Age kapi naresa hena asi, sininke mu-
si-nke-oso, morwa ayi diva asi epuro. Naresa tupu lihagare asi olyo epuro ndi asi
sikomona ayi diva asi okay apa nani yiresa nani kasikira pena asi ooo sikomona esi
nakona kutumbagura walye yininke vatumbagura tayi tumbagura nkenye ogu aku
yipurakena tayi zuvhu nawa – nawa nampili vakwawo vakupurakena tava yikwata
egano asi okay eyi nani yongandi yongandi va tumbagura ndi walye ozo ntanto apa za
kahagera nakona ku ura ko sitwa yiyo morwa ayi va vatere hena nampili mo kuya
wiza mokutjanga tava yayi diva kutjanga nampili esanseko kwamwene munona tupu
gomo ntambo tundiliro zautatu

am walye kuvhura mutanterenge ko asi nsene
nsene kwa kuronga kuresa ee ii sirongwa ngoso
kwaku vare ngapi omu omuvareke ntani yipo muze ngosina yitambo musinke omu
omukwama.

Ms. Kativa: ee unene nsene kwaku vareka nye walye kuva ronga kuresa nsene asi
esanseko nye walye twa kuresa unene po ngano omu ayi tovara nawa nawa nsene asi
kwa kuruganesa efano likare asi ngo yipo oku tungira esanseko olyo dogoro vaka sike
ko kuresa morwa apa notura po mafano go positafura opo nare vavareke nare kuninka
oyo yongandi oyo yongandi tava tumbagura makura okay eyi mwa tumbagura nye
walye Makunde, Etanga yinke yakarapo nayinye oyo eyi mwa tumbagura tuyi tureni
montanto tatu tungu nontanto odo, odo nontanto odo vakutunga tatu diresa nado
momu twaresa odo nonkango vatumbagura kukwama ogo mafano nadodo nontanto
nava tunga nado ngororo natu diresa hena. Nsene vana mana pena kudiresa odo
nontanto nare twa kadiva nye asi, okay ngesi olyo esanseko olyo twakaresa
lyokuhamena kongandi. Nampili poposter nye ono litjanga o liture kositafuratjango
nare va resa nare dina nonkango edi dakuvatantera asi opo tava resa nye olyo
esanseko nawa-nawa nawa moomu lyakara kutunda ketungo lyolyoolina efano lina ko
howo kuturapo.

Interviewer: Uummhh, kutantasi vanona kuresa...nsenetava resa kuvareka tupu nare
tava resa navenye kumwe ndi kuresa gumwe-gumwe ndi kudameka ndiiii....

Ms. Kativa: Eeee, unene-nene poyiruwo yimwe omu atu vareke nye kuresa unene
ngwendi momwina mosinema somuhoverera unene kuvareka tanko to resa nye ove
oso sireswa nsene ono siturako nye oso kotjenge, to resa, to resa. Unene yooyo tupu
ydivisoreseso asi va yi dive, morwa asi vakure nokuruganesa oyo yininke yipo asi
yikare monondunge dawo. To resa, nsene ono mana kuresa, toninkinye natuvenye
tureseni mo. Pamwe nsene mwa mana kuvhura toninke nye vamati va rese, vakadona
va rese. Kuvhura hena o va ninke varese vavali-vavali, yimo atu yi rugana nye ngoso.
Nomu ya hulilira pamwe kuvhura nye va rese gumwe-gumwe.

Interviewer: Yaa, mpandu. Maudigu musinke omu gwanekere nago mokuronga
vanona kuresa?

Ms. Kativa: Eee, maudigu gakarapo yene-yene, yiinii, ngwendi nobuke
doRukwangali nawa-nawa kwato. Nsene o ka tara asi masanseko sinzi gana kara
mono buke to ga mono asi gonompo dapeke, eyi yina kara asi kapi yina kutu tovara
hena mokuretamo mpo zetu, mwazoozo. Ngesi ngano vanona kwakulironga nye

nampilo oko lyakere walye ndi wolye validene eyi ya
kudiva aga masansekotupu gamwe aga aga rerupa, ntani
ogo mamubuke gamwe nsene otara, buke ze sansekokapi zinawapere
pontambondunge zogoogo munona. Eyi ya kutanta asi tomu resa tupu ntudi dogoro
tomu ka hagera apa nomu ka hagera. Ntudi eyi nayihoroka yeyi asi ntudi oya zikame
hena otore zikare kasaneko kokasupi oya ka supipike. Udigu woowo ntani udigu
umwe wakarapo vanona nye morwa kutunda komapata gokulisiga-siga nomaraka
gokulisiga-siga to mono asi Rukwangali kapi rwa pya nawa-nawa mokururesa, morwa
kutwara vene molyoolyo eraka a uyunga, nampili a rese nkango zoRukwangali nye
tazi twaredere azi teze zifite (zilize) vene neraka olyo a uyunga kembo. Yigo maudigu
gamwe atu gwanekere nago.

Interviewer: Ngapi nye omu omu ... udigu wokuhova
mwatanterengeasiesansekonsene ere unene kulikama, ava nye vanona wokupira
kudiva / ava uyunga maraca gapeke kembo, ngapi omu omu u kohonona owo udigu?

Ms. Kativa: Ava ava uyunga maraka gopeke kembo, morwa ngesi yimo tupu ya kara
asi maraka gokulisiga-siga, mara eyi yakara nye asi posure nampili momu pwa kara
asi nado nampili dodo nontambondunge dautatu nado kwakara asi togwanapo class
zoRumbukuhu, togwanapo zoRumanyo nadi nye podili. Mara ava ava yakaranye
mwetu ngwendi vava ava uyunga ngwendi Runyemba kembo, ndi Rusiwokwe ove eyi
norugana ove kooko kuyukisa ozo nkango asi oyo ono kuuyunga kapi si Rukwangali,
olyo eraka lyapeke ntudi zitumbura ngesi moRukwangali. Morwa awo yene-yene
kuvhura omu pure asi sikombo, a tumbure walye ndi mugara ono hara asi a rese,
age taka zi resa asi “mungara”, mara mugara ana kumona kositafuratjango, age tazi
tumbura asi “mungara” yiwo woowo udigu au karakonye ngorooro to yukisa, to
yukisa, dogoro naka sika pena ana diva nawa-nawa kuresa.

Interviewer: Uummhh, Kumoneka asi eraka nalyo kwakara udigu ngwendi
wakuwiza wakara mokuresa Rukwangali.

Ms. Kativa: Yinhi.

Interviewer: Kugwanekerako novanona vamwe wokuninka asi kapi vakara neharo
lyokulironga kuresa?

Ms. Kativa: Eee, kovele vanona vamwe ava vakara asi, vamwe kulitwaramo ngwendi
yina yokuninkasi walye kwavaninki asi va rese mombunga. Ogo munona nsene kapi
ono kumu tarera nga mwena teete, vakwawo velike ngava resa, pokudimburura nye
udigu wokukara ngosina ogo munona ogo ngoso ntudi o ninke nye asi age ntudi

apa nsene tava resakuvhura oya hulilire asi, okey
mwe-gumwe makura nage wa hepa kumu turapo opo
nage a rese gelike. Mara povelu ava vakara asi age kulitwara mombunga, sinene tupu
vaninka asi nkenye apa mbunga azi resa age kuvhura a litundiremo gahana kuresa.

Interviewer: Kutanta asi owo vanona wokukara asi, kapi ga kara neharo lyokuresa,
ntudi nkenyapa wa hepakumuzigida nyaamoge a wize aya rese.

Ms. Kativa: Nhii, aya rese.

Interviewer: Vakurona wovanona nawo kuva hamesera mokuronga kuresa?

Ms. Kativa: Nhii, ngwendi kwavaava vanonavakara noudigu wokuresa kuvapa,
morwa vakara nonombapira dawo doyrugana yekembo, eyi ayi kara kuvapa
nonkango odi va tjangere nye positafuratjango va di tjangurure monobuke makura
tovatantere asi tokapura nye mukuroge ndi onane woge vaka kupitisemo mwadeedi
nonkango mungura, oya di reserenge ngwendi unenepo nonkango adi kara nee-ne
ngwendi – ngwa- mbwa- vamwe kuna kara nado noudigu kudiresa makura to dimu
tjangere nye apiture kembo asi mungura apa ngo ka wiza ngo ya di resere nge nye,
kuvhura va ka mu vatere nye kembo.

Interviewer: Yaa, mmhhh, ngapi omu omu konakona udivi wovanona wokuresa.?

Ms. Kativa: Eee, omu atu konakona udivi wavowokuresa nsene ono va pe nonkango
varese kutarura unene kudemenena asi mapuko musinke aga ono kugwanekera nago
munona apa ana ku resa. Kuvhura munona akare nomapuko gomanzi walye kapi ana
kutumbura nonkango edi dakara asi ntatu, kapi ana ku divhura kudiresa asi walye
mbali dakara tupu, ado ntatu, makura nsene moomwina nye momapuko gena yimo
hena atu vatere vanona. Ano nsene ekona-kono nye lina lyokuninka asi walye ove
kwaku tjanga nye nopenta, walye mo continuous assessment, yimo hena ngororo
notarurura; morwa ose kwa hwa kuruganesa nye montano (five point scale) asi,
yingapi na gwanamo kukwama nye munona asi dogoro poopu udivi wendi nomapuko
aga ana ku tura, age kwa zi pontambo zipizo nye ana ku gendera, pokugwana nye
mbali ndi pokugwana nye ntatu yimo ngororo ngoso atu vakona kona.

Interviewer: Uuhhhh, eem komutumbura pena asi ‘intergration’. Komutumbura asi
“intergration ngwendi” kuliza kumwe no learner centred ngano vanona va va ronge /
valironge va zuvhe eyi vana kulironga ndi mupindure magazaro gawo, ee ngapi omu
omu omu yirugana nye yokufana ngoso.

...a yene-yene morwa munona yene-yene yige akara
...ngo. Kukwama ozo learner centred za wiza makura
eyi ayi horoka asi kuvhura yikare nye asi nsene vanona ovape efano ndindira eyi
vakureta morwa vanona nawo nonondunge dawo kapisi ngwendi moomwina hena
ngatu vamono asi walye murongi nyove wakara nonondunge dononzi, nani nawo
vadiva tupu nayinye kuvhura ovape mafano tupu opo, lyesanseko nomu kasimwitira
omo moclass ndi lyomokareswa aka nomukaresa nalinye tali tundilire kwawo ove
yoge ntudi kuyukisa kwelike odo nontanto nsene popeli apa pana pili kuwapa,
oyukisepo ano vanona hena vene kuvhura kulivatera hena mokuresa. Vanona ava
vadiva unene kuresa, morwa poveli vamwe vapy nawa-nawa, nawa-nawa kuresa
nawa-nawa makura vena nawo kuvhura va vatere vakwaawo. Tova ninki asi ogo
gumwe takara nye pokatji kavavali oku gumwe oku gumwe, vamwe ava va kara
noudigu wokuresa ogo aresa age nawa-nawa age takara pokatji nkenye apa vakuresa
ngoso opo nsene mukwawo gahepa kumuyukisa ndi vakare vavali-vavali ndi gahepa
kuyukisa nye mukwawo makura eyi nayikara nye asi awo mokukara nye asi yiwo
vene-vene sina demenene oso sirongwa oso mokuresa, nye nsene vakara nye woowo
vakarapo noudigu yene-yene eyi atu rugana ko unene kuvhura ovape nye walye odo
nontanto edi vana tjanga nare, walye ndi poposter nye odo asi nosentence strips nye
odo ono tjanga nare. Kapi to di mulikida nare mara to mupe tupu asi akoreke ndi
nampili kambapira kuka vhuunya-vhunye kakakare makura eyi nayikwamako popo
tupu nawizopo nafukumuna makura taresa. A rese mwene makura to mu pura asi,
yisinke ono zuvhumo mwa zozo ntanto ono resa? Nafaturura tupu nye mwene.

Inteviwer: Uhhmm, kutanta asi ngoso todiva nye.... kwa kupindura nye nage
magazaro. Oyo yiyo nye yirugana omu va pe yokupindura magazaro gawo. Yisinke
walye yimwe eyi muna hara kusansekerana nge ko?

Ms. Kativa: ee yimwe walye yoyo tupu nye asi walye ee mokutarura tupu nye,
vahameni twakara merongo walye koko tupu nye, walye kutulisa po walye yininke
eyi yakuninka asi walye yakureta vantu / varongi kumwe valipe magano, mokuninka
asi ngapi nava vhura kuronga kuresa, morwa kwaku yi,mona asi nampili nyose toya
kara pamwe noudigu asi eyi yininke yokufana ngesi ngapi omu noyirugana mara
pamwe kwato ogo ono kuhenyena mara nsene vatulisapo ngwendi mapongo gena
gokukara asi vamitili kuvhura vawize kumwe walye ava ava rongo ntambondunge

ongwa kuresa walye hansa walye nayi kavatera unene-
nda edi adi kara asi vanona valironge a,b,c no
mokutjanga nondanda daku liza nye mono alfabeta dikare asi dalikwama ngwe omu
atu dininki doRuhingilisa ureru kwaku tudigopera hena morwa kapi twa kudiva asi
ozo nkango nene ndi nunu ngapi nozitjanga, nkango musinke noturapo yiyo yimwe
yakara

Interviewer: Ooo, kwaku moneka asi nondanda dimwe udigu kudi tura-tura nono
nkwawo?

Ms. Kativa: Nononkwawo, Rukwangali ko rwene-rwene naro kwakumoneka hena asi
udigu morwa ngesi oku kontambondunge zautatu, nosubject nadinnye moRukwangali
mara udigu nye nonkango dimwe ngwendi torongo muvaru moRukwangali nye, po
kurureta mo nye asi otumbure oso sininke ono hara kutumbura moRukwangali naso
sakara sininke soudigu. Eyi yakara asi Rukwangali ngano yiro rwa kutudemenena
nawa-nawa ose atu rongo nye oku konontambondunge edi morwa yiro atu rugana
moyininke nainye.

Interviewer: Uhhmm, mokuronga kuresa none kuruganesa yi yirongeso?
Yirongeseso musinke omu ruganesa?

Ms. Kativa: Eee, yirongeseso mokuresa unene po eyi atu ruganesa gogo mafano,
kugusa ko mafano pamwe kuruganesa nye odo noposter opo notjanga esanseko olyo
ndi kuvhura o ruganese zoozo poster o zi tetagure otjange po nontanto ndi o tjange po
nonkango. Odo nonkango morwa pena pokuresa nsene ono hara o mone vanona asi
vakwate egano, morwa kuvhura o di tetagure odo nonkango makura odo nonkango
odo ono tetagura morwa nado modili mosireswa makura pena nava resa mo rokuhova
walye vama rokukwamako kuvhura odidilike nye sininke esi sapili ku.....
Odisilike asi....mara ova ninke asi varese olyo esanseko kuyukilira moomwina kava
lisanseke.

Interviewer: Uhhmm, ewa mpandu sili unene kweyi mwatupe siruwo seni,
mulimbwire nge mapuro aga.

Ms Kativa: Nhi twa pandura nose twa ya lirongerepo.

Appendix 9 – Permission letter from the Permanent Secretary



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

PROGRAMMES AND QUALITY ASSURANCE

Tel: 264 61 2933200
Fax: 264 61 2933922
E-mail: ms@mea.gov.na
Enquiries: MN Shimbopfeni

Private Bag 13186
Windhoek
NAMIBIA
9 April 2008

File: 11/1/1

Siyave Theresia Nerumbu
Rundu College of Education
P. O. Box 88
Rundu

Dear Madam

SUBJECT: PERMISSION TO DO EDUCATIONAL RESEARCH

Your letter requesting permission to do research as part of the post-graduate studies for a Masters of Education Degree, through the Rhodes University, Grahamstown, South Africa, has reference.

Kindly be informed that the Ministry of Education recognises your effort and the possible contribution your research initiative can make towards successful curriculum implementation for education in a broader sense.

This letter grants you permission to do the required work in terms of consultations, interviews and other related interactions at both school and regional office levels.

Kindly note that the Ministry of Education would expect from you to deposit copies of you published work in the respective libraries and resource centres. Also ensure that your research activities do not interfere with normal school programmes.

Best wishes for success in your academic endeavour.

Yours faithfully


IV Ankama
PERMANENT SECRETARY:





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incipals

P.O. Box 1712
Rundu
Namibia
12 May 2008

The Principal

.....
P. O. Box.....
Rundu
Namibia

Dear Sir/Madam

RE: REQUESTING FOR A RESEACH SITE

I am a part time student with Rhodes University, Grahamstown in the Republic of South Africa, Student Number: 605S5488. I have been studying for a Master of Education Degree (GETP) since 2007 and this year 2008, I will be doing my research. I would be most grateful if you will allow me to use your school as one of my research sites for the research report which I am required to write.

Te aim of my research project is to study the teaching of reading in Grade 3 mother tongue in Kavango region. If I am allowed to conduct my research at your school, I will conduct interviews and observe classes of the teachers with whom I will be working. These will be the grade three teachers teaching Rukwangali as medium of instruction. The interviews and discussions shall be tape recorded for easier access to information for transcription thereafter.

The school and teacher/s concerned are assured of anonymity in the final research report, and the transcription shall be returned to the teachers involved to proofread, and for making final comments.

Should you have any questions or concerns about this request, contact me at 0812770537 or 066256189 (home) and 066265300 (work).

Yours Sincerely

Theresia Siyave



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chers

Ms Theresia Siyave
P.O.Box 1712
Rundu
Namibia
30 January 2008

To:
.....
.....
Rundu

RE: REQUEST FOR A RESEARCH SITE

Dear madam

I am registered for a Master of Education Degree (GETP) with Rhodes University. One component of this course is to do a research study in the area of your interest. Being a Lower Primary Education Teacher Educator, I am interested to look into literacy and reading at grade 3 level in particular. My research goals are:

- To explore on grade 3 teachers' understanding of how to teach children to read fluent.
- To observe different strategies and activities grade 3 learners are engaged in.

I am attaching a consent form to this letter, and if you are willing to participate in assisting me with this research, please complete it and send it back to me.

Yours Sincerely

Theresia Siyave

Appendix 12 - Permission letter from school A



RUDOLF NGONDO PRIMARY SCHOOL
P.O. Box 1921
RUNDU
Namibia

Phone: (066) 255553	Ref:
Fax : (066) 255559	ENQ: Mrs. Thikusho VGB

07 August 2008

TO: Mrs. Siyave Theresia

Dear Madam

RE: REQUESTING LETTER FOR OBSERVATION

This letter serves to inform you that the request for observation at Rudolf Ngondo P.S. is granted.

Thank you for choosing our school as your centre for your research.

Yours in education


.....
VGB THIKUSHO
PRINCIPAL



Appendix 13 - Permission letter from school B



**Andreas Haingura Kandjimi Primary School
P.O.Box 929, Rundu
Namibia**



REPUBLIC OF NAMIBIA

Phone: 066-255877
Fax: 066-0256478

Ref:
Enq: Shipapo V.N

Mrs. Shiyave Theresia Nerumbu
P. O. Box 1712
Rundu

12 June 2008

Dear Mrs. Shiyave

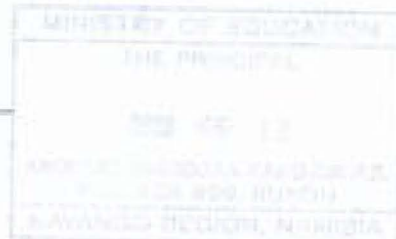
Re: Permission to do Education Research

Be informed that permission has been granted to you to record, interview and observe lessons on the teaching of reading in grade 3 mother tongue at this school.





Best wishes for success in your academic endeavour

Yours Faithfully

Mrs. Shipapo V. N.
Principal



Appendix 14 - Permission letter from school C

	
MINISTRY OF EDUCATION KAVANGO REGION KEHEMU PRIMARY SCHOOL	
TELEPHONE NUMBER : (066) 256457	P.O. BOX 1738
FAX NUMBER : (066) 255392	RUNDU
28.05.2008	
 To: Siyave Theresia Nerumbu Rundu College of Education P.O. Box 88 Rundu Namibia	
 Dear Madam	
 Subject: Permission to do Educational Research	
 Your letter requesting permission to do research as part of the post-graduate studies for a Masters of Education Degree, through the Rhodes University, Grahamstown, South Africa has reference.	
 The school grants you permission to do your Educational Research at our school, but ensure that your research activities do not interfere with normal school programmes.	
 Best wishes for success in your academic endeavour.	
 Yours in Education.	
  Mr. G. Hausiku Principal	  28/05/08 Date



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Form 1 to teachers

CONSENT FORM 1 TO TEACHERS

I hereby agree to participate in an interview, as well as stimulated recall with Theresia Siyave. I understand that she will be seeking answers for her research questions on how reading is taught in grade 3 (approaches used).

Signed: _____ Date: _____.



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Form 2 to teachers

CONCENT FORM 2 TO TEACHERS

Name of teacher..... .

School..... .

Theresia Siyave is hereby granted permission to record an interview conducted with me as well as to observe lessons and do stimulated recall with me thereafter as part of her data collection for research report that she will be writing for the completion of her Master’s degree. I am aware that transcripts will be made of the interview and that extracts from these may be used in the final report. I have also been assured that my school as well as those who will be involved shall enjoy anonymity in the report.

Signed: _____

Date:_____.