

**LEARNERS' CHALLENGES IN READING AND WRITING IN ENGLISH FIRST
ADDITIONAL LANGUAGE IN THE INTERMEDIATE PHASE IN MANKWENG
CIRCUIT**

by

PHILLIMON MORESEBETO

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**SUPERVISOR: Dr MW Maruma
CO-SUPERVISOR: Dr NS Modiba
CO-SUPERVISOR: Dr JW Foncha**

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DECLARATION

I declare that *Learners' Challenges In Reading And Writing In English First Additional Language In The Intermediate Phase* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.

.....

Surname, initials (title)

.....

Date

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ABSTRACT

Learners in rural areas are disadvantaged in terms of exposure to English First Additional Language (EFAL). They require more basic attention in reading and writing skills. For this reason, the study analyses why Intermediate Phase learners in schools in rural areas are struggling to read and write in EFAL. In view of this, Darara (2012:4) argues that reading and writing is not an educational hurdle affecting only learners at Intermediate Phase in schools. The purpose of this study is to bring to light learners' challenges in reading and writing in EFAL at Intermediate Phase. The study thus employs how to eliminate learners' reading and writing challenges emanating at this phase.

The method used in this study is qualitative and it is used in order for teachers to bring out their experiences on EFAL teaching. Data collection was done through structured interviews and non-participant observation. Nine teachers were sampled from three primary schools in the Mankweng Circuit. Each school forwarded three teachers, this means one from each intermediate grades. The research results from both interviews and observations are jointly presented in order to avoid repetitions. The researcher presents profiles of schools and teachers together with the way reading and writing are conducted in schools. The study, in its presentation, highlights the way teachers are moved around the province through the government programme Rationalisation and Redeployment.

Amongst the findings revealed by the study, most of the teachers do not take English as their major subject in their teaching career. This is one reason why reading and writing at Intermediate Phase in rural schools is almost unachievable. The study recommends that EFAL teachers conduct workshops and training with fellow teachers in ex-model C and private schools to learn from each other in order to overcome challenges emanating from the two skills.

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ABBREVIATIONS/ACRONYMS

ACE	- Advanced Certificate in Education
ANA	- Annual National Assessment
BA	- Bachelor of Arts
BED Hons	- Baccalaureus Educationis Honoribus
CAPS	- Curriculum Assessment and Policy Statements
DAaR	- Drop All and Read
DBE	- Department of Basic Education
DoE	- Department of Education
EFAL	- English First Additional Language
EML	- Educational Management and Leadership
FAL	- First Additional Language
FFLC	- Foundations for Learning Campaign
HED	- Higher Education Diploma
HL	- Home Language
JPTD	- Junior Primary Teachers Diploma
LoLT	- Language of Learning and Teaching
LTSM	- Learning and Teaching Support Materials
NRS	- National Reading Strategy
NSNP	- National School Nutrition Programme
PL1	- Post Level 1
PL2	- Post Level 2
PTC	- Primary Teachers Certificate
R&R	- Rationalisation and Redeployment
SASAMS	- South African School Administration Management System
SPTD	- Senior Primary Teachers Diploma
STD	- Secondary Teachers Diploma
UNISA	- University of South Africa

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

This chapter presents background of the study in relation to challenges resulting from teaching in English First Additional Language (EFAL) in schools in rural areas in South Africa. It enlightens how literacy skills, such as reading and writing, can be taken into consideration for total development of the child in schools (Bauer, Holmes & Warren 2006:101). According to Dillon and Maguire (2007:91), language plays a major role in the classrooms and possesses the value of success in learners. In this regard, the Department of Education needs to understand that continuous change in the curriculum in schools has become a burden to language teachers.

Many scholars have shown interest in the study of this nature, as an indication that reading and writing is an issue that need to be attended to. Reading and writing, however, are emerging as important English skills in many EFAL countries (Cho & Brutt-Griffler 2015:242). The analysis of the data among the intermediate learners in Latvia reveals that EFAL learners need to be given enough time to read and write while at school and at home, especially that most learners fail to competently achieve these skills while in classroom situation (Geske & Ozola 2008:73). The study conducted in Korea confirms that most intermediate learners in Korean schools need extra help in their reading and writing so that they may gain balanced EFAL competence (Cho & Brutt-Griffler 2015:242). Jones (2014:4) indicates that reading and writing skills in EFAL is a global challenge as many learners are striving not only to learn them but also to master the skills. Geva (2006:1) discloses that reading and writing skills in EFAL are seen as problematic areas of language proficiency in classrooms in Canada. To support these views initiated by the above-mentioned scholars, O'Connor and Geiger (2009:260) substantiate that teachers felt frustrated when working with learners who cannot read and write in their classrooms and they found it impossible to complete the syllabus for the year.

Teaching reading and writing EFAL learners is a challenging work as teachers are facing a lot of problems and difficulties. Most of the Arab learners, especially in

Saudi Arabia, are experiencing English language problems and, as such, it is therefore difficult for them to understand the written text and how it will be read (Ansari 2012:520). Olajide (2010:195) verifies that teachers in Nigeria should imbibe EFAL teaching methods and techniques that can ensure that learners read and write appropriately. Most learners in Nigeria are exposed to EFAL too late and are taught by teachers who are not proficient and do not have qualifications in this language (Edem, Mbaba, Udosen & Isioma 2011:16). This means that knowledge of how to convey the content to learners in many countries is also a factor that contributes to challenges emerging in teaching reading and writing. Despite the fact that English is used in Kenya as Language of Learning and Teaching (LoLT), learners do not use the language in terms of reading and writing regularly, and that is why these learners cannot read fluently and express themselves in writing (Kemboi, Andiema & M'mbone 2014:134).

In the context of South Africa, post-1994 language teachers started to operate differently in schools. This was necessitated by the dawn of a democratic era. English became increasingly chosen as LoLT in South African Education, particularly at Intermediate Phase classrooms (Department of Basic Education 2011a:20). Learners' challenge emanating from learning through English, by EFAL, gained momentum after 1994 at Intermediate Phase. Although these changes affected both learners in schools in rural and urban areas, it is severe in rural schools (Engelbrecht, Green, Naicker & Engelbrecht 2011:13). One may argue that learners in rural areas largely speak their mother tongue when they are at home, and this introduces language learning difficulty as they only meet EFAL in the classroom. Learners are expected to transfer the literacies they have acquired in their Home Language (HL) to EFAL, although this remains a challenge in schools in rural areas (Department of Education 2002:4). According to Duminy, Dreyer, Steyn, Behr and Vos (1991:68), if children are unable to link new knowledge to their existing knowledge, such learning will be meaningless to them. In view of this, if learners' literacy skills start from home, it will be easier for them to adapt to reading and writing in schools.

As already articulated, the birth of the democratic government brought about changes in language teaching at Intermediate Phase. For instance, EFAL has

become compulsory at that level. These changes were expected to remedy challenges, improve basic learning skills and quality teaching. Consideration should be given to the involvement of teachers in schools in rural areas when planning EFAL curriculum. It would be unfair for a teacher to find that one is unable to engage with learners during teaching and learning because of the use of EFAL. If learners fail to participate in the lesson delivery because of lack of knowledge in English, it can negatively affect their performance. Resources needed to assist in the teaching and learning environment should be made available by schools in order to overcome challenges of reading and writing in EFAL (Research Center 2011:5). Teachers as participants will be able to assist in improving teaching and learning through this research.

Another gap that should be filled by curriculum planners is to involve parents by educating them with regard to how they should get involved in their children's education. Amongst huge responsibilities that teachers have, teaching is one of the most important. Learners should be able to perform learning activities without problems that may arise from the side of the teacher, but rather from barriers that are of their own disabilities (Engelbrecht et al., 2011:13). Generally, learners from schools in rural areas are likely to struggle in learning EFAL as compared to those from schools in urban areas. That may be on the basis of inadequate exposure to EFAL to learners from schools in rural areas. The current situation regarding literacy levels across the country indicates that Intermediate Phase learners are not performing at their expected grade levels in literacy, especially on tasks related to reading and writing (Department of Basic Education 2011b:15).

This study focuses on learners' challenges in reading and writing in English First Additional Language (EFAL) at Intermediate Phase in schools in the Mankweng Circuit.

1.2 AIM OF THE STUDY

The aim broadly points out what the researcher hopes to achieve and the desired outcomes of the research (McLeod 2014:2). The aim of this study is to explore learners' challenges in reading and writing skills in EFAL at Intermediate Phase.

1.3 OBJECTIVES

Objectives lay out how the researcher plan to accomplish aims and they are focused and practical (Shuttleworth 2008:4).

The following objectives were used in the study:

- To identify learners' challenges in reading and writing witnessed by Intermediate Phase teacher in the EFAL classroom;
- To suggest solutions on how to successfully teach reading and writing; and
- To elaborate ideas on how to cope with EFAL reading and writing challenges, experienced by Intermediate Phase learners.

1.4 RESEARCH QUESTIONS

What are learners' challenges in reading and writing in EFAL at Intermediate Phase?

The study sought to address the following sub research questions:

- What are the views of EFAL teachers at Intermediate Phase towards the challenges of reading and writing encountered by learners?
- How can reading and writing skills in EFAL be successfully taught?
- How are other EFAL teachers coping with reading and writing challenges experienced by intermediate learners?

1.5 PROBLEM STATEMENT

A problem statement is the description of an issue currently existing that needs to be addressed (Bwisa 2008:10). In every research, a problem is central and provides the context for the study and generates the questions which the study aims to answer (Henning 2004:4). This study explores why Intermediate Phase learners in rural areas schools are struggling to read and write in EFAL. The review of literature confirmed that battling to read and write in EFAL is not an educational hurdle affecting only Intermediate Phase learners in schools in rural areas (Darara, 2012:4). Learners at Senior Phase are equally affected by the challenge. Burkins and Croft

(2010:46) indicate that until there is a complete overhaul of the entire English language policy, the deficiencies of reading and writing are likely to continue unabated.

1.6 THEORETICAL FRAMEWORK

Many theorists have made an impact on language learning and language acquisition by reviewing the two through theoretical perspectives. For the study to worth value, theoretical framework is reviewed in terms of literature in order to link concepts in establishing evidence to support the findings of the study (Franklin 2013:2). In this research, the theoretical framework helps to clarify the implicit theory in a manner that is more defined (Creswell 2009:24). It helps to give a summary of learners' challenges in reading and writing as it is developed through a review of teachers as tested knowledge involved in every day EFAL lesson delivery (Leedy & Ormrod 2010:202). According to Breakwell, Hammon, Five-Schaw and Smith (2007:210), a theoretical framework relates to qualitative research design as it provides the structure and guide to the research. Therefore, cognitive reading and writing theory was used in this study.

The selection of cognitive reading and writing theory is on the basis of its focus to reading and writing levels of learners according to their developmental stages. Cognitive reading process has many theories but this study uses only the bottom-up and top down (Pardede 2010:7). In cognitive writing process, the beginning-to-the-end of the writing process has been used to impel the study. These cognitive reading and writing theories in this research would assist teachers to develop appropriate instructional strategies and assessment that guide learners to achieve their maximum value in EFAL learning and teaching.

1.7 ETHICAL CONSIDERATIONS

According to Denzin and Lincoln (2000:138), the subjects must agree voluntarily to participate in the study and the agreement must be based on full and open information availed to them in the language of their choice. The researcher declared confidentiality with the participants in order to assure that information collected, will

not be made available to any other person, and it is strictly for this research purpose. Prior to carrying out the study, the researcher wrote to the Limpopo Department of Basic Education seeking consent to access its schools. The permission given by the Department of Basic Education (DBE) helped the researcher in terms of getting hold of the research participants in schools. Permission was also obtained from school principals whose institutions had been sampled for the study. Consent and agreement from research participants, were sought for fear of been accused of forcing their involvement in the research process against their will. The anonymity of both of participants and of schools was catered for as promised by the researcher. The confidentiality of views and information shared by the research participants was guaranteed for study purpose. Participating schools were contacted telephonically in order to obtain permission for days, dates and times to conduct interviews and observations. Throughout the research process, participants' dignity was recognised and respected, and their right to withdraw from the research process was stipulated. The research findings were made available to the research participants as they wished to be informed of know the research outcome (Morrow 2005:255).

1.8 RESEARCH METHODOLOGY

Research methodology refers to the process used to collect data or information for the purpose of making a decision (Howell 2013:7). This study pays attention to qualitative research method in relation to phenomenological approach so as to examine the problem of the study. The phenomenological approach is likely to assist the researcher to penetrate the reality (Lichtman 2010:189) underlying the challenges associated with reading and writing in EFAL, particularly at Intermediate Phase.

By virtue of allowing the phenomenon of reading and writing to unfold or to open up, undisturbed, uncontaminated and unpolluted, phenomenology becomes more appropriate in this study (Mouton & Marais 1990:205). The phenomenon under exploration in this research which is expected to reveal itself, is struggling to read and write in EFAL by rural Intermediate Phase learners in their classrooms. Since challenges of reading and writing mainly occur inside the classroom setting, then the appropriateness of phenomenology can explicitly reveal what really transpires in

those settings (Lichtman 2010:189). Furthermore, Henning (2004:3) indicates that phenomenology helps to give a clear and detailed account of actions with regard to the teaching of EFAL at Intermediate Phase.

1.8.1 Qualitative research

Qualitative research is used to understand meanings, explore, describe and understand experiences, ideas, beliefs and values (Morrow 2005:251). In this study, qualitative research explored and discovered issues about learners' challenges in EFAL reading and writing skills at Intermediate Phase as little is known about what causes the problem (Bryman 2004:167). Qualitative research is designed to help the researcher understand teachers and how they teach reading and writing in EFAL in their everyday lessons (Franklin 2013:4). The findings thereof were appropriate to narrate teaching styles, methods and strategies together with the resources that can be used to benefit teachers to overcome their challenges of teaching reading and writing.

1.8.2 Research Design

The design ensures that the study obtains relevant evidence that entails specifying the type of evidence needed to answer the research question or to accurately describe some phenomenon (Blakstad 2008:3). The study is inclined towards descriptive design, as it provided a chance for participants to elaborate their ideas, knowledge and experiences regarding teaching reading and writing in EFAL in the Grades 4, 5 and 6 through interviews (Trochim 2006:5). Descriptive studies, in which a researcher does not interact with the participants, include observational studies of teachers in EFAL classroom involving data collection by just watching and recording in writing what is taking place in the classroom during the teaching of reading and writing (Creswell 2003:191). In other words, the researcher would be able to find facts and a very good description of what happens during the teaching reading and writing in EFAL at Intermediate Phase (Blakstad 2008:4).

1.8.3 Population and sampling

Sampling is a process used in statistical analysis in which a predetermined number of observations is taken from a larger population (Creswell 2009:145). Sampling is concerned with the selection of a subset of individuals from within a statistical

population to estimate characteristics of the whole population (Dawson 2002:1). Purposive sampling strategy is used in this study. For this study, EFAL teachers were chosen purposefully as participants that answered the research questions for the purpose of attaining the research objectives (Leedy & Ormrod 2010:212). EFAL teachers at Intermediate Phase at primary schools in the Mankweng Circuit are 60 in 20 primary schools. Out of 60 English First Additional Language teachers at Intermediate Phase of primary schools in the Mankweng Circuit, nine (9) were conveniently sampled from three (3) primary schools. The percentage sampled of 9 EFAL teachers represents 15% and it represents general population of this study (Yount 2006:5).

1.9 DATA COLLECTION

Collecting data means putting the researcher's design for collecting information into operation (Guest, Namey & Mitchell 2012:113). Cresswell and Clarke (2011:150) advise that a researcher has to allow the research participants to share their attitudes, preferences, views, concerns, opinions and perceptions on the issue under investigation. In view of this, the researcher employed non-participant observation and structured personal interviews to collect data. The utilisation of both the observation and the interview techniques together helped remedy weaknesses of one method by the other. Furthermore, these methods provided an opportunity for the researcher to gain full knowledge of what was actually behind the struggle to read and write in EFAL by intermediate learners in rural area. The researcher relied on the field notes and audio recordings taken during the observation and interviewing processes for data collection.

1.9.1 Instruments for data collection

For the interviews, the researcher used structured interview instrument to collect data. The major reason for using structured interviews instruments was to learn about ideas, knowledge, feelings, opinions, attitudes and behaviours of teachers regarding reading and writing at Intermediate Phase (Phellas, Bloch & Seale 2011:8). Individual participants were questioned at length about issues and experiences on reading and writing (Henn, Weinstein & Foard 2006:160) in teaching EFAL. The researcher wrote down notes during the interview process while the

participants narrated their feelings. The researcher used this method so as to resort to field notes taken during the interviews. Interview data were triangulated by data generated through observation.

For observation the researcher used non-observation instrument to gather data. This instrument enabled the observer to observe both verbal and non-verbal behaviour of the teachers in the classroom (Phellas et al., 2011:7). In other words, the researcher observed teachers and recorded in writing what they were teaching and resources used for that day lesson. This instrument helped the researcher to understand what was happening in the classroom during reading and writing lessons (Henn et al., 2006:153).

1.10 DATA ANALYSIS

According to Creswell and Clark (2011:205), data are analysed by using the following procedures: code the data, assign labels to the codes, group codes into themes, interrelate themes and qualitative software programs. Creswell (2003:150) indicates that phenomenological reduction analysis suit to analyse interview processes, as the researcher cluster data in themes when describing the ideas given by participants. The data collected through observation were separated from those collected through interviews. For the interview schedule, data collected through structure interviews were matched together (Creswell 2009:218). Matching was part of identifying similarities and dissimilarities between the data (Leech & Onwuegbuzie 2007:565) so that similar codes may be labelled the same. Data collected through interviews were transcribed (Berg & Lune 2012:241). Collected data were typed as they are in order to keep ideas brought forward by the participants. Both data collected through observation and interviews were sorted together into categories (Leech & Onwuegbuzie 2007:565). Data were sorted into categories to form a story.

1.11 SIGNIFICANCE OF THE STUDY

The study is very much significant as it emerged during the time when the South African government is trying to detect the problem behind poor performance in schools (Department of Education 2013:4). In this regard, the study serves to

establish a problem that lies behind poor performance in schools. The study may inform teachers, curriculum planners, especially language facilitators, and Learning and Teaching Support Materials (LTSM) producers to benefit and develop better policies and textbooks from the accomplished results. The research study brings to light learners' challenges in reading and writing in EFAL at Intermediate Phase. Therefore, learners' challenges in reading and writing in EFAL at Intermediate Phase can be eliminated.

1.12 CHAPTER OUTLINE

The study is composed into five chapters. Chapter one offers background to the study, statement of the research problem, theoretical framework, ethical consideration purpose of the study which include aim and objectives, research methodology and research design, population and sampling, instruments for data collection, data analysis, significance of the study, chapters outline and summary.

Chapter two covers the literature review to the study with the inclusion of the theoretical framework. Annual National Assessments (ANA), necessity of English First Additional Language (EFAL) skills, communication skills, adequate EFAL time at Intermediate Phase, code switching, subject mastery by EFAL teachers, classroom tasks and EFAL teaching methods and learning materials and summary.

Chapter three examines the research methodology, including research designs, theoretical framework, research questions, population and sampling, data collection and data collection methods which are interviews and observation, data analysis, ethical consideration, quality assurance, limitations and summary.

Chapter four explores data presentation with regard to a brief background of the schools, profiles of the teachers who participated in the research and the whole school reading and writing campaign. Discussion of themes emerging from generated data plus chapter summary.

Chapter five offers summary of the key findings of the study, recommendations, implications for further research and chapter summary.

1.13 SUMMARY

In brief, this chapter examined background of the study, statement of the research problem together with aim and objectives under purpose of the study. Research methodology (inclusive of research design); sampling and population; and data collection methods were discussed. The next chapter deals with literature review regarding learners' challenges in reading and writing in English First Additional Language (EFAL) at Intermediate Phase. The next chapter is on literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter explores general overview of learners' challenges in reading and writing in EFAL at Intermediate Phase. Annual National Assessments results are discussed in detail to show how poor performance in reading and writing at Intermediate Phase is occurring. The review of literature as captured by Meier (2011:1) indicates that learners at Intermediate Phase still fail even if the Department of Basic Education (DBE) developed strategies, such as Foundations for Learning Campaign (FFLC) and the National Reading Strategy (NRS), which is called Drop All and Read campaign (DAaR) to overcome reading and writing challenges DBE (2015:16). Curriculum Assessment and Policy Statements (CAPS) states that English should become the Language of Learning and Teaching (LoLT) from Grade 4 upwards. This suggests that learners need to developed proficiency in reading and writing at their Foundation Phase of schooling (DBE 2011a:8). In this regard, acquiring the level of EFAL skills competency is necessary for these learners to succeed later in school, in life and finding a successful career (Khuluma Education 2012:6).

Literature review emphasises the importance of reading and writing in relation to classroom communication during learning and teaching. It clearly describes how the teacher uses reading and writing to serve as a means of communication process during EFAL reading and writing lesson delivery. Literature review strengthens how learners communicate and construct thoughts and ideas coherently through reading and writing (Ofsted 2012:3). The review of literature reveals that adequate EFAL time at Intermediate Phase is important to allow enough time for reading and writing. In addition, time allocation focussing on different literacy skills is deliberated with the aim of emphasising time allocated to reading and writing in Grades 4, 5 and 6. Literature review advises that about the significance of code switching to the language that learners understand in classrooms in rural areas in order to deal with challenges associated with reading and writing. The importance of EFAL teachers to attend workshops and studying further can assist them to master English as a subject taught in schools. This may enable them to develop classroom tasks that

are suitable to the level of learners at Intermediate Phase. Learners need to be able to tackle reading and writing activities prepared for same level set from other schools and also go through the process of external examination. This includes formal assessment and common assessment tasks set from the national level.

Literature study emphasises the use of relevant EFAL teaching methods in using learning materials that suit learners' needs, level of development and learning styles for effective teaching (Nash 2009:92). The review of literature cautions about the theoretical framework that deals with the challenges of reading and writing at Intermediate Phase. In this context, cognitive reading and writing theories are relevant in that they are based on bottom-up and top-down approaches which strengthen production of quality reading and writing. These approaches explore how to enable learners in rural areas to become competent and critical readers and writers of the text (Pardede 2010:6).

2.2 LEARNER ASSESSMENTS

Every learning and teaching should be concluded with assessment. Literature review reveals that EFAL learners in rural schools perform poorly in the common tasks and in annual assessment tasks. Kakuma News Reflector (2009:1) states that many learners attending primary schools perform poorly in reading and writing. Learners' poor performance is attributable to lack of EFAL knowledge and understanding, and these are the most challenging factors faced by teachers in schools in rural areas. This research is influenced by the reports of Grades one to six Annual National Assessments (ANA) results that indicate that South African schools are not performing to their expected levels (DBE 2011b:20). The report points out that learners lack literacy skills such as reading and writing. Similarly, the reports in Sauriyavongsa (2013:1) point out that those learners cannot perform well because they lack EFAL foundation and background in literacy skills such as reading and writing. Meier (2011:551) remarked that many learners in the country at Intermediate Phase cannot read and write satisfactorily. An ANA result at Foundation Phase (i.e., Grades one to three) confirms the national average performance in literacy to be 35%. In Grade six, in the languages, the average performance is 28%. This indicates that 30% of the learners achieved above 35% in

languages (South African Government Information 2011:1). This implies that learners are struggling with EFAL reading and writing skills. The education system should focus on quality learning and teaching which occurs easily when the reading and writing literacies of learners is up to standard, especially in English.

In light of this, the Department of Education (DoE) points out that the purpose of ANA is to track learner performance (DBE 2011b:21). The overall performance in literacy in the Mankweng Circuit is 41% and languages are 21% at Intermediate Phase. The DoE also indicates that since ANA was introduced, the percentage of results has not yet increased as expected even though it has improved notional hours using FFLC.

FFLC was introduced in order to produce competent learners through reading and writing (Republic of South Africa 2008:11). ANA is incorporated within FFLC with the aim of achieving excellence in literacy skills such as reading and writing in schools. The DBE should, at least, provide schools with standardised ANA task exemplars so that teachers may use them during learning and teaching of reading and writing, and in FFLC activities. In other words, ANA and FFLC are used concurrently to improve learners' reading and writing skills using the given task exemplars. The main aim of connecting these strategies (ANA and FFLC) is to stop ANA tasks from no longer being a burden since learners are reading and writing activities that are similar to those that they would be tested on during common tasks and ANA examinations. The DBE introduced NRS in the form of DAaR campaign as an intervention alongside ANA and FFLC to improve learner achievement.

Learner achievement is at the core of reading and writing strategies. In this regard, attainment of good results in rural schools relies on wholesome practice in the classroom (DoE 2013:27). The main aim of DAaR campaign is to improve reading competence and reading level of all Intermediate Phase learners in the country, including those experiencing difficulties (DoE 2008:10). The reason thereof is to support teachers to develop their own teaching materials and reading programmes in EFAL classrooms. In other words, DAaR does not encourage teachers to rely on provided textbooks only but to come up with method to develop simple reading books that suit learner's level of understanding. The DAaR campaign provides story

books written by teachers for learners to promote reading that is relevant to their own situations and grade level (Government Communication and Information System 2015:7). The reviewed literature confirms the stance taken by Children, Education and Lifelong Learning (2010:3) that DAaR is actively involving teachers and learners in the identification of activities, which they feel can offer learners in schools in rural areas opportunities to be equal partners in the shaping of their learning experience and to provide both parties with reading and writing skills to effectively participate within this process. DAaR was included to assist to remedy challenges teachers are facing with regard to ANA and fast track the acquisition of learning EFAL skills.

2.3 READING AND WRITING IN EFAL

Learning to read and write in EFAL provide learners with an opportunity to acquire skills and knowledge in other subjects such as Mathematics, Science and Technology, Social Sciences, Life Skills, Business Studies and others. Learners' reading, writing, knowledge and understanding, play a crucial role in how they perform in school (Menyuk & Brisk 2005:201). Teachers need to strive to deliver reading and writing lessons in the language that suits learners' level (Research Center 2011:2). Evans, Midgley, Rigby, Warham and Woolnough (2009:5) emphasise that language teaching is a shared responsibility, especially where EFAL is LoLT. The teaching of reading and writing in EFAL at Intermediate Phase is the key to overall success of learners, as their ability to read and write English certainly, impacts on the understanding of other subjects and achieve them in a maximal way (Khuluma Education 2012:5).

Reading and writing in EFAL is very much important, because it prepares learners for sound proficiency in speaking English easily, fluently and confidently. Learners are able to understand concepts during teaching and learning; to understand what they read from their reading materials; and to write what they can explain to another person when they know how to read and write. In other words, these skills, which are reading and writing, provide learners opportunities in life engagements in general and offer great chances in career choices. Learners acquire effective communication skills through reading and writing.

2.4 COMMUNICATION SKILLS

Communication skills refer to the situation whereby learners are able to express their thoughts, understanding and any other text in the form of reading and writing. Children come to school knowing their home language and being able to communicate well in it. Therefore, learning to read and write builds on this foundation (DBE 2011b:20). The bottom line is that, if learners are able to read and write they can also develop good communication skills with their EFAL teachers in class using the two literacy skills. When children are exposed to language, particularly reading and writing in natural environments, they develop and use that language creatively and purposefully to communicate with teachers, parents, peers, siblings and others around them (Colombo & Furbush 2009:27).

2.4.1 Communication skills during teaching and learning

Leung and Creese (2010:3) emphasize that children learning to communicate, should develop language knowledge such as vocabulary and grammar, as well as rules for appropriate use. In this case, teachers assist learners to acquire vocabulary and grammar through reading and writing in the classroom. Challenges that arise during reading and writing lessons may be to adapt to teacher's language and textbook language, which are both different from their everyday language experience outside a school environment (McLaughlin 2006:379). Gibbons (1993:3) stresses that children who are not familiar with English may learn this language while playing with their peers or during informal reading and writing environments. Genesee, Lindholm-Leary, Saunders and Christian (2006:188) highlight that language proficiency, especially in reading and writing has an influence on academic achievement. For learners to achieve academically, teachers must always correct learners' language mistakes all the time when they teach reading and writing. In other words, teachers ensure that each learner has an opportunity to communicate well through reading and writing in EFAL (Matthew 2010:9).

2.4.2 Reading as a communication process

Reading in the classroom may be for different reasons. Learners may read to find out about something specific, for pleasure and assessment (DBE 2013:24). Whatever the reason, reading improves a learners' language, increases knowledge

and develops imagination (Literacy Policy 2013:2). When learners read in the classroom, they are required to understand and analyse the information, remember the information and apply this information in any way, either in writing, in tasks such as tests and examinations (Ofsted 2012:4). When learners read aloud any information, they should be understood by persons listening to such read text, which implies reading fluently and confidently. In other words, learners should be able to give constructive feedback from the text read by either writing or answering questions.

2.4.3 Writing as a communication process

Writing becomes the real test of learners' EFAL ability. Learners may practice different forms of writing such as essays, letters, reports, messages and others for communication purposes (DBE 2011a:10). Practising writing skills helps learners to express themselves in a simple, accurate and interesting manner (Literacy Policy 2013:3). Ofsted (2012:5) indicates that text written accurately and clearly enables readers to create pictures in their minds while reading the text. In addition, the reader needs to find written texts well punctuated, words spelled correctly, sentences well-structured and communicate understandable messages.

2.5 EFAL TIME AT INTERMEDIATE PHASE

DBE (2011a:10) argues that it is important that a substantial amount of time be devoted to English at Foundation Phase. Learners need to be provided with enough time to learn to read and write in English at an early stage of schooling. Furthermore, the DoE (2013:16) states that EFAL should be introduced as a subject in Grade one, especially reading and writing as learners' starting point. Many learners lack proper foundations in reading and writing and thus struggle to progress in the system and into post-school education and training (DBE 2011b:21). DBE (2013:16) states that, curriculum provides strong support for those learners who will use EFAL as a language of learning and teaching. Learners need to be able to use EFAL effectively and confidently for a variety of purposes by the end of Grade nine. Bruff (2009:41) argues that each learner is unique when it comes to learning reading and writing. DBE (2011b:20), in the newsletter referring to CAPS concedes that the teaching of EFAL be given priority alongside mother tongue and be taught from

Grade one. Learners' first language may aid in the mastering of EFAL as first additional language.

2.5.1 Allocation of teaching time for EFAL at Intermediate Phase

Time allocation for EFAL different language skills in Grades 4 to 6 as stated in CAPS (see Tables 2.1 and 2.2). The teaching time for EFAL at Intermediate Phase is 5 hours per week (DBE 2011b:20).

Table 2.1: Allocated teaching time per year at Intermediate Phase

Term	Weeks	Hours
		English First Additional Language as the language of learning and teaching (LoLT)
1	10	5 hours per week x 10 = 50
2	8 2 (mid-year examination)	5 hours per week x 10 = 50
3	10	5 hours per week x 10 = 50
4	8 2(end-of-year examination)	5 hours per week x 10 = 50

The CAPS for EFAL states that the time-tabling needs to make provision for double periods per week. All language content is delivered within a two week cycle which is 10 hours.

Table 2.2: Recommended teaching time per week for EFAL skills

Skills	Time allocation per week		
	Grade 4	Grade 5	Grade 6
Listening and Speaking	1 hour	1 hour	1 hour
Reading and viewing	2 hours 30 minutes	2 hours 30 minutes	2 hours
Writing and Presenting	1 hour	1 hour	1 hour 30 minutes
Language Structure and Conventions	30 minutes	30 minutes	30 minutes
	5 hours per week	5 hours per week	5 hours per week

The data in Table 2.2 show that the time allocated for reading in Grades 4 and 5 is 2 hours 30 minutes per week. Writing is 1 hour in Grades 4 and 5 per week. This shows that the time allocated for reading is 5 hours and the time allocated for writing is 2 hours per two-week cycle in Grades 4 and 5 respectively. This means that out of a total of 10 hours, learning and teaching time is seven hours for both reading and writing.

2.5.2 Time allocation in reading and writing lesson planning

The lesson plan is prepared for two week cycle with all EFAL literacy skills such as listening and speaking, reading and viewing, writing and presenting, and language structure and conventions accommodated. Each EFAL double period per day in this cycle is divided into allocated time according to the mentioned literacy skills. For example, if one period takes 30 minutes, then the duration of a double period would be for one hour. This means periods per week are 10 and per two-week cycle would equal 20. One hour has to cater for two or three literacy skills. This means that, from the 1 hour EFAL period per day, the first 30 minutes is for reading, in both Grades 4 and 5. This implies that reading carries more time in the classroom than all other literacy skills as it is taught for 5 hours per two-week cycle in Grades 4 and 5. Writing is taught in four periods of 30 minutes within the two-week cycle. Literature review discloses that reading and writing in EFAL need sufficient time for teaching and learning in Grades 4 and 5.

In Grade 6, reading takes 4 hours per two-week cycle. This means reading may take at least 4 periods that take 30 minutes per week. This equals to 8 periods that take 30 minutes per two-week cycle. Writing is taught in four periods of 30 minutes within two-week cycle. Literature review divulges that reading and writing in EFAL need adequate time for teaching and learning in Grade 6.

2.6 CODE SWITCHING IN THE CLASSROOM

It is admissible for teachers to switch to the language that learners understand better during teaching and learning in order to achieve their EFAL reading and writing lesson objectives. Code-switching refers to the practice of alternating between two or more languages or varieties of language in conversation (Oxford dictionaries

2015:103). Pollard (2002:7) acknowledges that code switching is the alternate use of two or more languages, to address challenges which occur during learning and teaching. Learning and teaching for learners in schools in rural areas take place through a medium that is not their first language. That is why code switching appears to be important mainly when explaining key concepts. This means that code switching is very much important during reading and writing (Klinger, Hoover & Baca 2008:3). In this regard, the teacher has to switch to Sepedi as it is the language that is used by majority in the Mankweng area. Primary and the additional languages are interdependent in learners' language development, especially when learners are reading and writing in the classroom (Roberts 2009:20). Bauer, Holmes and Warren (2006:213) argue that children acquire a first language, but learn a second language during reading and writing in the classroom. In schools where LoLT is First Additional Language (FAL) for a learner, teachers should make provision for special assistance and supplementary learning of the FAL, until such time that the learner is able to learn effectively in the LoLT (DoE 2013:18). According to De Valenzuela (2006:49), research among the diverse cultural group in the US, such as the African Americans, has demonstrated that positive learners' engagement with the learning context is facilitated when the language use patterns of their home communities are accommodated in the classroom.

2.6.1 The importance of code-switching in the EFAL classroom

Ahmad (2009:51) concedes that code switching helps to enable the flow of classroom instruction other than the teachers taking time to explain to learners or searching for the simplest words to clarify any confusion that might arise. In other words, code switching affords learners opportunities to take part during the lesson delivery and enhance learners understanding (Mati 1998:6). The use of code-switching during teaching and learning in the classroom is a strategy which could help rural learners to be able to read and write more effectively (Pollard 2002:3). In addition, Ahmad (2009:50) notes that, through code-switching, teachers can effectively ensure the transfer of reading and writing skills to learners. Teachers can use it positively in the transmission of the meaning of words or sentences and to explain grammar during the teaching of reading and writing (Yletyinen 2004:7). Cook and Newson (2007:47) argue that teachers' ability to use both the mother tongue and target language creates accurate learning environment. Teachers need

to master EFAL as a subject that they teach so that they may not cause learning difficulties that might result in them failing to develop appropriate learner support interventions (Ippolito 2005:20).

2.7 SUBJECT MASTERY BY EFAL TEACHERS

Teachers should have the domain knowledge of reading and writing academic language, as well as pedagogical context knowledge of instructional and formative assessment (Bailey & Heritage 2008:6). Such knowledge can help EFAL teachers to transfer and promote reading and writing skills in the intermediate classroom. Browne (2009:276) asserts that, English teachers' knowledge and enthusiasm means that they can have an impact on the quality of teaching and the success of learners learning. EFAL teachers must develop more knowledge in reading and writing, and they will have to dwell in lifelong learning programmes such as workshops, seminars, symposia as part from registering to upgrade their qualifications with institutions of high learning.

Gebhard (2006:17) argues that, for language teachers to excel in teaching, they need to learn other languages so that they may understand better the challenges learners are facing in the classroom. Provisions of story books in different languages to schools encourage both teachers and learners to read for fun, especially when those books contain simple interesting stories. As a matter of fact, reading for fun makes teachers acquire language skills such as becoming fluent readers, gaining vocabulary and developing the ability to understand and use complex grammatical structures (Maswanganye 2010:58). Literature is viewed as a source of activities in the curricular which can help language educators to understand whether learners are able to read or not (Hall 2005:47). When a teacher is knowledgeable, he or she is able to prepare tasks to inspire and attract learners to reading and writing about them.

2.8 CLASSROOM TASKS

Learners need First Additional Language (FAL) acquisition in order to perform well in reading and writing tasks. This is common, especially with tasks that have to be performed independently without help from teachers (Van der Walt, Evans & Kilfoil 2009:15). Classroom tasks in this regard involve all the activities treated during the teaching of reading and writing, and which include informal and formal assessments, common and ANA tasks. Reading tasks such as independent reading (reflect on stories), repeated reading, prepared and unprepared reading aloud, reading comprehension, shared reading, group guided reading, paired reading and others, are important in the classroom. Tasks like word writing, sentence writing, paragraph writing, creative writing, transactional writing and others are useful and beneficial in the teaching of writing inside the classroom.

Learners who are learning EFAL need to have reading and writing tasks set at an appropriate level for their stage of intellectual development (Crosse 2007:8). Teachers should engage learners with stimulating, challenging and enjoyable reading and writing activities (Hood & Tobutt 2009:10) so that learners may achieve their learning goals. Berman (2008:70) argues that learners should engage in writing in order to learn how to use written language effectively and expressively. Wessels (2007:39) advises that teachers need to have the ability to prepare, and use reading and writing activities which may give learners opportunities to understand and use grammatical knowledge to improve their language proficiency.

2.9 EFAL TEACHING STRATEGIES AND LEARNING MATERIALS

Teachers do use reading and writing methods when engaged with classroom teaching. It is important for EFAL teachers to have knowledge about some of the key concepts and principles which are influential in shaping reading and writing in English (Dillon & Maguire 2007:242). Lacina and Silva (2011:2) acknowledge the fact that teachers need to find ways to learn new strategies and techniques to better meet their learner's academic, linguistic, and social needs to increase learner achievement. Reading and writing methods used in the classroom ought to urge teachers to use relevant teaching and learning materials in order to achieve their

lesson objectives. Teaching methods integrated with teaching and learning materials that are suitable, lead to the achievement of lesson goals. Nash (2009:125) remarks that effective use of visual materials and technology benefit learners during reading and writing process. Frey and Douglas (2008:132) support the idea that pictures and other visual information are valuable resources for developing understanding during the teaching of reading and writing in all grades. Proper usage of learning materials incorporated with relevant teaching strategies, may lead to opportunities for achieving reading and writing assessment. McMillan (2008:5) has shown that teachers need to understand their learners and use teaching methods that would match with accurate reading and writing assessments given to learners.

2.9.1 Different teaching strategies related to assessment tasks

EFAL teachers need to choose teaching strategies that are suitable for lessons aimed at promoting reading and writing. The main aim is to adapt teaching strategies or methods to the level of development and the learning styles of a particular group of learners (Buhrmann, Hanson, Edwards, Burger & Norwood-Young 2012:17). These teaching strategies used either in reading and or in writing should be linked to assessment tasks. Learning and Teaching Support Materials (LTSM) goes hand in hand with both teaching strategies and assessment tasks. Literature review exposes that combination of suitable teaching strategies, LTSM and assessment tasks could be used to effectively to overcome reading and writing challenges in schools, especially in rural areas to achieve lesson objectives with excellent learner results.

Amongst strategies that are used in teaching EFAL, only two are discussed with reading and writing assessment tasks. These strategies include problem-based tasks and projects as a teaching strategy and jigsaw or a different approach to cooperative learning. Strategies or methods chosen for discussion in collaboration with reading assessment tasks are, independent reading, repeated reading, prepared and unprepared reading aloud and reading comprehension. In writing, teaching methods or strategies are partnered with word writing, sentence writing and paragraph writing.

2.9.1.1 Problem-based tasks and projects as a teaching strategy

Buhrmann et al., (2012:17) indicate that problem-based tasks and projects involve teaching strategies such as inquiry learning, active learning, problem solving and practical or research project. In this strategy, learners are actively engaged and it improves their understanding and retention of information, and can be very effective in developing higher-order cognitive skills such as problem solving and critical thinking (Merlot Pedagogy 1997:6). Active participation is an effective teaching strategy as learners assign more meaning to information they have discovered themselves (Buhrmann et al., 2012:17).

2.9.1.1.1 Problem-based tasks and projects in reading and writing tasks

- Independent reading

Learners at Intermediate Phase need to reach the level at which they can read independently and confidently (Merlot Pedagogy 1997:8). Independent reading is a purposeful, planned for assessment and learners read texts on their own to develop fluency (Treleasen.d.). Learners solve most of their reading problems, such as spelling and pronunciation, on their own through active involvement. Teachers play a minor part by observing and only correcting words that are very much difficult. CAPS stipulates that independent reading activities or tasks need to convey the theme that the teacher is teaching for that two-week period (DBE 2011a:20). CAPS further discusses that when learners are reading different text independently in the classroom, they extend their exposure to reading the variety of texts. In this regard, this builds learners' vocabulary and they develop a courage to read other problem-based tasks independently and solve problems that arises on their own.

- Repeated reading

Repeated reading is intended to increase reading fluency and learners read and re-read a selected text until they reach a satisfactory level (Therrien 2004:9). Performance in repeated reading serves as a basis for identifying fundamental gaps and in the development of activities to fill the gaps (Department of Education 2013:21). Repetition is employed in EFAL classrooms to overcome identified reading difficulties. Teachers' repeatedly correct learners' reading mistakes to remedy whatever difficulties learners are encountering (Han & Chen 2010:246).

After learners have actively involved themselves in repeated reading of the text, they develop good reading skills to solve problem-based texts that they read in the classroom and outside the classroom situations. With such acquisition, learners can be able to read aloud different texts that they meet in their reading lessons.

- Reading aloud-prepared or unprepared texts

Reading aloud gives learners background knowledge, which helps them make sense of what they see, hear and read (Koralek 2003:5). Reading aloud goes further than conversation for it encourages learners to be associated with reading for pleasure, creates background knowledge, builds vocabulary and provides a reading role model (Treleasen.d.). When learners read aloud, they meet challenges as other texts contain difficult words. That is where reading aloud becomes problem-solving task as learners are unable to read those words that they do not understand and pronounce clearly. With the movement of time that is sorted. Through learner participation, reading aloud becomes the most classroom strategy that improves spelling, dictation, fluency and expression (Koralek 2003:6).

Researchers report that, learners learn better when they are actively involved in the prepared and unprepared reading process. This shows that reading aloud afford learners opportunities to learn more of what is taught and retain it longer than the same texts as conveyed in other ways. This means effective teaching and learning of reading is taking place through reading aloud prepared or unprepared reading. Reading aloud demonstrates the relationship between the printed word and the meaning – learners understand that the print transmits information (Gold & Gibson n.d.). For the same reason, learners become confident and expert readers.

Maswanganye (2010:57) indicates that teachers have a brief conversation with learners around the ideas in the text. Reading aloud to learners allows the teacher to model fluency and expressive reading (Therrien 2004:4). When the teacher is reading to learners, such a teacher is actually demonstrating to learners the ways the reading process works and instils proper reading skills in those learners reading (Burkins & Croft 2010:39). In that way, the teacher is trying to make sure that he or she demonstrates how to solve difficult words, phrases, pronunciations and others during reading prepared or unprepared texts.

- Reading comprehension

The purpose of a Reading Comprehension lesson is to give learners an individual attention and help them develop understanding and strategies they need to adopt to become fluent readers (Burkins & Croft 2010:41). In this regard, reading comprehension emphasizes the ability to read the text, process it and understand its meaning (Ofsted 2012:7). If the comprehension is problem based, it means it has difficult words or concepts and therefore learners use much of their processing capacity to read individual word (Authorstream 2009:3). Some stories contain difficult or complex content, so it is difficult to elicit the message from this kind of text. In other words, the teacher must intervene while the learner is reading difficult comprehensions. This means such interventions should be for improving the learners' vocabulary and reading process.

The most important goal in reading comprehension is the recognition of words and punctuations, to work out the meaning of unfamiliar words and to reflect on what they have read. Reading a story fluently and with confidence shows the level that the learner is improving in his reading and in the area of comprehension reading. When learners are able to reflect on what they have read, it means they understand what they have been reading about. This means they are able to write about what they have been reading.

- Word, sentence and paragraph writing

Writing starts from learning to write letters of alphabet, word and a sentence. For the learner to know how to write a paragraph, he or she must at least be able to put words together that construct a sentence. It is still a challenge to many learners at Intermediate Phase, which is Grades 4, 5 and 6, to write a word. As a matter of fact, that is how and where writing becomes a problem-based task. Obviously, such learners who cannot write words and cannot write sentences. Teachers at Intermediate Phase are expected to receive learners who are able to construct sentences from Foundation Phase exit class which is Grade three (3) in Grade four (4), but that is not always the case. If learners are able to write and construct sound and understandable sentences, then they can produce a paragraph.

Writing allows learners to construct and communicate thoughts and ideas coherently (Buhrmann et al., 2012:19). Learners should always practice paragraph writing as it is important for good writing (Merlot Pedagogy 1997:3). A paragraph is a collection of sentences that all relate to a certain topic; so it must not be complicated but easier for readers to digest (Pamukru, Salihovic & Akbarov 2011:2). Teachers need to teach learners to sketch ideas before they can write so that the written paragraph does not lack focus and unity. It is a problem-based task, as it contains many challenges such as spelling, punctuations, coherence, repetition, appropriateness, topic sentences, adequate development and other aspects that build a better paragraph. In other words, teaching paragraph writing involves different steps in the writing process. Teachers need to fully participate during teaching and learning of paragraph writing in order to make sure that learners follow steps of the writing process and construct sound written texts. Learners need to be able to write descriptive text, narrative text, imaginative text, dialogue, short play scripts, notes, messages, posters, short written speeches, notices, advertisements, different reports, information texts and visual literacy texts (DBE 2011a:9).

2.9.1.2 Jigsaw or a different approach to co-operative learning

Jigsaw refers to an activity that allows a small group of learners to work together in order to maximise their own and each other's learning (Darara 2012:3). Learners in the class deserve to be divided into heterogeneous groups and separate sections in reading and writing lesson (Hess 2007:4). According to Buhrmann et al. (2012:17), study material is presented to learners and each learner in the group is given a different section of the work to explore and study. Buhrmann et al., continue to show that the original group splits up and members of the different groups who have been given the same sections to study, join together to help one another, with the teacher observing, to understand their particular section of the reading and writing work. Learners then return to their original groups and explain to group members the section they had been studying. Aronson and Patnoe (1997:5) argue that these learners will become expert after learning from new groups and they will display its value as a means of creating positive interdependence in the classroom and improving learners' attitudes toward school and each other. Buhrmann et al.,

(2012:17) further explain how the jigsaw fits together when each member has a turn to teach his or her studied section to the group.

2.9.1.2.1 Jigsaw related to reading and writing tasks

- Independent reading

Learning experiences can be differentiated by content-based on learners' readiness and interest. The jigsaw technique allows learners to learn from the text that is matched to their interest and independent reading level while also learning from their peers, who have worked with the text that is appropriate for them (Aronson & Patnoe 1997:3). Each learner from the group reads the text independently immediately after learning and working in cooperative groups. A jigsaw group is made up of learners who have read different texts, and expert group members that all read the same text. Thereafter, learners from the same expert group each masters the text independently. They each get together to teach the group without the help of anyone (Aronson & Patnoe 1997:3). Mengduo and Xiaoling (2010:11) reinforce the idea by declaring that each group member's efforts are required and indispensable for the success of group reading. The expert reader needs to read repeatedly until the group is able to read on its own.

- Repeated reading

The expert reader reads the text again and again and others are required to repeat after him or her (Mongduo & Xiaoling 2010:10). Some difficult words and sentences are repeated and even explained to others while they ask questions for clarity (Matthew 2010). When the group is busy performing repeated reading, their scribe makes a list of the essential points learnt from each expert (Ellasupportn.d.).

- Reading aloud

The reader combines variations in pitch; tone, pace, volume, pauses, eye contact, questions and comments to produce a fluent, enjoyable and successful delivery (Morrison & Wlodarczyk 2009:113). The expert reader creates an impression to other group members when he or she models pronunciation and flows with the text to make the lesson interesting. All learners in the group will be actively engaged in understanding the content of the text. They will like to copy pronunciation and

fluency from the expert reader. Each member of the jigsaw group gets a turn to show how well he or she can perform reading aloud better than the expert reader (Aronson & Patnoe 1997:3). Each learner is able to fully participate in the group while teachers observe each learner's strength of reading and instructional needs (Matthew 2010:5). In other words, learners in the group are integrated; work cooperatively and interchangeably when reading aloud.

- Reading comprehension

Alzu'bi (2012:4) indicates that reading comprehension is the process of understanding and creating a meaning from a piece of a text. In other words, to engage in reading comprehension effectively, learners need to be equipped with effective strategies to help them improve their reading competency. Jigsaw is therefore, the best strategy that can be used in reading comprehension. Learners are formed into groups or teams so that each team has a learner who performs higher, lower performer and others should be average performers in comprehension reading (Darara 2012:3). These groups are called Reading Comprehension Home Group. Learners will be distributed amongst other groups in the classroom to gain knowledge and reading skills from reading comprehension. Such learners will have to go back to their original group with learnt knowledge and understanding gained from expert group and teaches learners in the home group. Each learner in the original group learns the knowledge passed from the other group and applies the knowledge in written form.

- Word, sentence and paragraph writing

DBE (2011a:24) states that writing is an instrument used for communication and it allows learners to construct and communicate thoughts and ideas coherently. When learners are writing, they should choose words that are interesting, construct sentences that contain meanings and vocabulary necessary for the type of texts they are writing about. Jigsaw expects that all group members participate fairly and equally in the discussion before writing the final draft (Schreyer Institute 2007:6). Shared knowledge learnt by the expert from other group is also shared amongst learners in the home or original group. Learners in the group will be able to think about spelling and grammar during their deliberations. They will also be able to think

about a logical flow of sentences within the paragraphs and write coherent paragraphs that tells something of value to the readers. Each member from the home or original group will freely interact in the discussion to produce a well-planned and an outstanding written text.

2.9.1.3 Reading and writing assessment

In literacy skills, such as reading and writing, assessment is the first step to be used to find out what learners can or cannot do, so that teachers can help them with what they need to learn next (Mengduo & Xiaoling 2010:5). In the light of this, Harlen (2007:77) denotes that the purpose of assessment is to inform decisions about reading and writing experiences of learners and to give report on what has been learnt. Teachers normally use different types of assessment tools (Fogarty & Pete 2005:9) in demonstrating what learners know and what they are able to do. DBE (2011b:96) emphasises that assessment needs to be formal or informal. Formal assessment is a systematic or regular way to evaluate how learners progress in a particular grade (Buhrmann et al., 2012:21). Informal assessment may be defined as every day activities in the classroom that are used to monitor how learners progress, so as to provide feedback to teachers and allow them to adapt teaching to meet learners' needs. Given the challenge of reading and writing at Intermediate Phase, methods of assessment such as self, peer, group and teacher are used to continuously determine progress made on the predicament of struggling to read and write.

Assessment tools such as rubrics, checklists, memoranda and other marking grids are used to describe continuity of performance in tests and examinations inside the classroom. These tools are used to evaluate Intermediate Phase learners after engaging in reading tasks such as independent reading; reading aloud prepared or unprepared text; reading comprehension; shared and group guided reading; and paired reading. Learners need to be able to read different texts on their own. Assessment of written work stands to concentrate primarily on the learners' ability to convey meaning, as well as how correctly they have written. For instance, correct language structures and use; spelling; and punctuation are part of that (DBE 2011b:19). Written work such as narrative, creative and transactional texts are also evaluated using similar assessment tools that have been mentioned.

2.10 APPROACHES TO READING AND WRITING

Cognitive Reading and Writing theory is used to frame the study. The selection of Cognitive Reading and Writing Theory is on the basis of its focus on the reading and writing levels of learners according to their developmental stages. For instance, how learners in Grade 4 read and write may not necessarily be similar to those in Grades 5 and 6. Therefore, the theory accommodates learners at all levels. Cognitive reading process has many theories used to understand the process associated with reading and writing (Pardede 2010:2). Those theories are, namely, the Bottom-up, Top-down, Interactive and Transactional theories. In this study, the cognitive reading processes selected to illuminate reading and writing at the Intermediate Phase is the Bottom-up and Top-down Theories.

The Bottom-up theory is premised on the print that learning to read progresses from learners learning letters as part of language to understand the whole text (Reutzel & Cooter 2013:2). In other words, learners need to learn to read by beginning at the letter input and progress through phonics and word level to deeper structural representation (Alvermann, Norman, Unrau, Robert & Rundell 2013:694). The teacher teaches phonics first, with letters of the alphabet and the sounds that these letters represent, before beginning to read the whole text. This means learners need to start from the beginning by reading letters, followed by words, sentences, paragraphs and text to find the meaning (Authorstream 2009:4). This would make learners understand the EFAL text, especially in Grade 4. Where a learner is able to know letters and understand their sounds in EFAL, it would be easy to produce reading or writing text that is fluent and understandable.

Top-down theory refers to a process of connecting facts in the text with the knowledge a learner brings to the act of reading (Pardede 2010:4). With top-down approach, the uptake of facts is guided by an individual learner's prior knowledge (Treiman 2001:2). This process dwells on learning to read that is based on the whole word than some of its parts. This means learning how to read stories, sentences and phrases is regarded to be leading the understanding of the parts and their relation to the text as a whole and to its meaning (Education.com 2010:6).

Reading is likely to be transformed into writing, especially after learning to read each letter of the alphabet.

In cognitive writing theory, beginning-to-the-end writing process is used. The steps in the beginning-to-the-end writing process identified are pre-writing, drafting, revising, editing and publishing (Dean, Odendahl, Quinian, Fowles, Welsh & Tatum 2008:6). Pre-writing includes planning and organising (Pamukru, Salihovic & Akbarov 2011:8). These are important aspects for production of quality writing (Espeedometer 2007:2). In other words, learners are expected to be taught these steps in order to be able to write in their classrooms. Saxton (2010:167) emphasises that learners' understanding of language functions is firmly rooted in social act of communication. Cognitive Reading and Writing Theory that is used in this research assists teachers to develop appropriate instructional strategies and assessments that guide learners to achieve their maximum value in learning how to read and write, especially in EFAL at the intermediate level or stage.

2.11 SUMMARY

This chapter examined literature review with regard to reading and writing in EFAL at Intermediate Phase. It shows how strategies such as ANA, FFLC and DAaR expose the way learners struggle to read and write in EFAL. The chapter discussed how reading and writing contribute to communication. It also looked at how time is devoted to reading and writing at Intermediate Phase. Furthermore, it projected on how code switching works inside the classroom and teachers' knowledge to master the EFAL as a subject in the classroom. The review of literature reflected the relevance of classroom tasks to the process of teaching reading and writing. In addition, it showed how relevant EFAL teaching methods contribute to reading and writing and, finally, how learning approaches and materials assist to facilitate reading and writing in EFAL at Intermediate Phase. To be able to enlighten learners' challenges in reading and writing in EFAL at Intermediate Phase, cognitive reading and writing theories are presented to provide a clearer explanation on how reading and writing should be taught in schools. The following chapter covers extensively the research methodology of this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter outlined literature review. This chapter examines research methodology with regard to learners' challenges in reading and writing in English First Additional Language (EFAL) at Intermediate Phase. Population and sampling are clearly discussed in detailed in the clarification of how many participants were involved in this study. In line with what Brikci (2007:103) indicates, in order to attain goals set for achievement in this study, data collection was fully discussed in explaining steps on how the data were collected. Observation and face-to-face interviews were used as data collection methods. Furthermore, procedures and steps for analysing data with regard to observing teachers' lesson delivery in the classrooms and structured interviews were discussed in detail. Finally, procedures before and during the data collection process to promote quality assurance are discussed.

3.2 RESEARCH APPROACH

Qualitative research method is being used in this study. Qualitative research aims to explore and discover issues about reading and writing as a problem in the study (De Vos, Strydom, Fouche, & Delport 2005:236). Brikci (2007:104) argues that qualitative research aims at understanding the experiences and attitudes of teachers with regard to exploring reading and writing as literacy skills in EFAL. In this regard, this method aimed at answering questions about the what, how or why of the phenomenon of reading and writing. In addition, qualitative research involves interpretive, naturalistic approach to the subject matter that attempts to make sense of the phenomena in terms of the meaning people bring to them (Denzin & Lincoln 2000:203).

3.3 RESEARCH DESIGN

Research design entails the framework that seeks to express the study type (De Vos, Strydom, Fouché & Delpont 2002:121). The design in this research refers to as phenomenology which is used to obtain information concerning the current status of learners challenges with regard to reading and writing at Intermediate Phase (Shuttleworth 2008:6). The design ensures that the study obtains relevant evidence that entails specifying the type of evidence needed to answer the research question or to accurately describe the phenomenon under study (Blakstad 2008:5). To this effect, Creswell (2009:16) views that phenomenology research is interested in the individual experiences of people such as teachers, in order to get the full picture of what occurs with respect to the conditions at Intermediate Phase during reading and writing.

The study is attached to phenomenological design, as it provided a chance for participants to elaborate their ideas, knowledge and experiences regarding teaching reading and writing in EFAL in the Grades 4, 5 and 6 through interviews (Trochim 2006:4). The phenomenological designs enable the researcher to acquire a lot of information through interviewing teachers as participants for the research (Yount 2006:4). A series of structured questions were used in the interview processes with EFAL teachers to disclose ideas, knowledge and experience about the phenomenon. The design of the research helps in understanding the experiences of the EFAL teachers in reading and writing classroom (Groenewald 2004:3).

Phenomenological studies in which the researcher does not interact with the participants include observational studies of teachers in EFAL classroom involving data collection by just watching and recording in writing what is taking place during reading and writing (Creswell 2003:151). In other words, the researcher would be able to capture facts and make a very good description of the phenomena and their setting (Groenewald 2004:11). According to Yount (2006:5), the purpose of observation is to identify variable which might be significant tests of models or predictions. Shuttleworth (2008:6) indicates that phenomenology studies generate valuable data that lead to sufficient recommendations for qualitative research paradigm.

3.4 THEORETICAL FRAMEWORK

Phenomenology has been selected to be the theoretical perspective that underpins this study. Its choice is largely informed by the problem of this study, which is analysing and exploring why Intermediate Phase learners in rural areas are battling and struggling to read and write in English First Additional Language. The phenomenological approach is likely to assist the researcher to penetrate the reality (Lichtman 2010:189) underlying the challenges associated with cognitive reading and writing in EFAL, particularly at Intermediate Phase. Phenomenology is used in order to describe the meaning of the lived experiences, methods and procedures so that crucial components may be developed. In other words, the lived experiences would be changed into meaningful and understandable transcription regarding reading and writing skills. By virtue of allowing the phenomenon of reading and writing to unfold or to open up undisturbed, uncontaminated and unpolluted, phenomenology became more appropriate for this study (Mouton & Marais 1990:205). The phenomenon under exploration, which is expected to reveal itself, is, namely, struggling to read and write in EFAL by Intermediate Phase learners in rural schools.

The phenomenological approach was selected to underscore this research in order to create a synergy with this study's all-encompassing qualitative research paradigm (Creswell 2003:167) and cognitive reading and writing theories which are bottom-up and top down (Pardede 2010:7). The problem of the study, the aim as well as objectives set out to be achieved in this research, are largely necessitated by the choice and application of the phenomenological approach. Since challenges of reading and writing mainly occur inside the classroom setting, the appropriateness of phenomenology explicitly reveals what really transpires in those settings in qualitative research (Lichtman 2010:189). Furthermore, Henning (2004:7) indicates that phenomenology helps to give a clear and detailed account of actions in a study.

3.5 RESEARCH QUESTIONS

What are learners' challenges in reading and writing in EFAL at Intermediate Phase?

The study sought to address the following sub research questions:

- What are the views of EFAL teachers at Intermediate Phase to the challenges of reading and writing encountered by learners?
- How can reading and writing skills in EFAL be successfully taught?
- How are other EFAL teachers coping with reading and writing challenges experienced by intermediate learners?

3.6 POPULATION AND SAMPLING

Population is a complete set of elements, e.g., persons or objects that possess shared characteristics (Yount 2006:5). On other hand, De Vos, Strydom, Fouché and Delport (2002:240) state that a population consists of all participants you want to study. In this study, the population is constituted by intermediate teachers who teach EFAL in Grades 4, 5 and 6 in schools in the Mankweng Circuit.

Sampling is the process of selecting a group of subjects for the study in such a way that the individuals represent the larger group from which they are selected (Yount 2006:6). Participants are selected because they are likely to generate valuable data for the study (Brikci 2007:39). Purposive sampling strategy was used to propel this study. According Yount (2006:6), purposive sampling is the one in which the person who is selecting the sample, tries to make the sample representative and depending on his opinion or purpose. EFAL teachers were chosen purposefully as participants that answered the research questions for the purpose of attaining the research objectives (Leedy & Ormrod 2010:212).

Out of 60 English First Additional Language teachers at Intermediate Phase of the Mankweng Circuit, nine (9) were conveniently sampled from three (3) primary schools of the mentioned circuit. Sampling, in this regard, refers to the selected teachers and schools chosen for participation in this study and they are referred to

as participants (Brikci 2007:45). In each primary school, three teachers became the research participants. Each teacher represented a grade at Intermediate Phase. These teachers are labelled as Teachers 1, 2 and 3 for the sake of identification and clear presentation of the findings in the next chapter. Teacher 1 represents a Grade 4 EFAL intermediate teacher. Teacher 2 represents a Grade 5 EFAL intermediate teacher with Teacher 3 representing a Grade 6 EFAL intermediate teacher. The same labelling applies to all teachers in the three sampled schools. Overall, each of the three (3) sampled primary schools availed three (3) participants for the study. Altogether, nine participants were interviewed and observed on the challenge of reading and writing in EFAL at Intermediate Phase.

3.7 DATA COLLECTION

Since Creswell and Clarke (2011:178) advise that the researcher has to allow research participants to share their attitudes, preferences, views, concerns, opinions and perceptions on the issue under investigation, in this regard, the researcher employed structured personal interviews and non-participant observation to collect data.

Structured personal interviews were held with the EFAL teachers who hold different post levels in order to solicit their experiences on what has been taking place in their classrooms. The researcher used prepared interview schedule as follows:

- Conducted individual face to face interviews with a Grade 4 teacher;
- Conducted individual face to face interviews with a Grade 5 teacher;
- Conducted individual face to face interviews with a Grade 6 teacher; and
- Writing pad was used to record facial expressions of interviewees during the interview process.

Thereafter, the same teachers who were interviewed were visited in their classrooms during EFAL reading and writing lesson delivery. The main aim was to observe the challenges they experience daily in teaching EFAL to intermediate learners. Therefore, the following steps were followed to collect data:

- The researcher visited the classroom and captured how reading and writing was taught by Grade 4 teachers on a note pad;
- The researcher visited the classroom and captured how reading and writing was taught by Grade 5 teachers on a note pad; and
- The researcher visited the classroom and captured how reading and writing was taught by Grade 6 teachers on a note pad.

The utilisation of both the interviewing technique and the observation together, helped to remedy weaknesses of one method by the other. Furthermore, these methods provided an opportunity for the researcher to gain full knowledge of what is actually behind the struggle of reading and writing in EFAL by intermediate learners in rural classrooms. The researcher relied on the field notes taken during the interviewing and observation processes. The interview schedules comprised of ten (10) questions and the observation schedules also had ten (10) items to serve as a guiding tool to guide the observer during observations.

3.7.1 Interviews

Interview is an essential data gathering technique involving verbal communication between the researcher and participants (Mathers, Fox & Hunn 2002:5). An in-depth interviews approach that involved one-on-one interview in which individual participants were questioned at length about issues and experiences (Henn et al., 2006:160) of teaching EFAL used to collect data. The researcher conducted face-to-face interviews with participants using structured interview questions that intend to get views and opinions from the participants (Creswell 2003:188). Face-to-face interviews allow an interviewer to clarify complex or difficult questions to interviewee if necessary (Phellas et al., 2011:4). It also afford the researcher an opportunity for participants not to write their answers and the interviewer can pick up on non-verbal clues that indicate what is relevant to the interviewer. Similarly, a face-to-face interview allows the researcher to observe as well as listen and elicit facial expressions (Pareonline 1997:14).

The aim of structured interviewing is usually to ensure consistency of response and associated with quality researcher (Mathers et al., 2002:5). This means the same

questions are asked the same way to each research participant. Therefore, open-ended questions gave an opportunity to participants to formulate their own answers and elaborate broadly to what they believe may be the solutions that meet the demands of the inquiries (Welman, Kruger & Mitchell 2005:56).

Nine (9) sampled intermediate EFAL teachers were interviewed in this process. The researcher wrote field notes during the interview process and could not record the interviews as all participants did not agree to be recorded. The researcher used interviews so as to resort to field notes taken during these interviews. The researcher was, amongst others, led by the following questions:

- How did you discover reading and writing problems by EFAL learners?
- Which part is played by home language when teaching intermediate EFAL learners to read and write? Explain.
- What are the best ways to teach intermediate learners to read and write in EFAL?

3.7.2 Observation

Observation provides ways to check nonverbal expression of feelings; determine who interacts with whom; grasp how teachers as participants communicate with learners; and check the amount of time spent on reading and writing activities during lesson delivery in the classroom (Kawulich 2005:43). Evaluation Research Team (2008:8) argues that observation is a way of collecting data by watching behaviour, events or noting physical characteristics in their natural setting such as a classroom in the school. The researcher directly observed EFAL teachers during reading and writing lessons from the classroom and determined whether they were delivering it with loyalty. In other words, the researcher evaluated the lesson presented. Observation helped in the construction of a picture of what transpired during the classroom practices (Henn, Weinstein & Foard 2006:160). Moreover, Cohen, Manion and Morrison (2000:146) indicate that observation provides good insights into how different teachers are behaving and interacting during reading and writing lessons. It enabled the researcher to realise things that are taken for granted by teachers in the learning and teaching environment.

The study was conducted through non-participant observation. As a non-participant, the researcher as the observer participated indirectly in reading and writing lessons. The reason for this is that the researcher regarded non-participant observers to be physically present with research participants in the same study setting, but do not take part within the processes (Abbott 2009:3). Being non-participant observer allowed the researcher not to disturb and distract classroom interactions between the teacher and intermediate learners. It gave the researcher a chance to easily record in writing information and gain full knowledge of what is taking place in the setting (Ostrower 1998:59). Therefore, the researcher entered EFAL classrooms to observe events, activities, content, classroom interactions, resources used, preparations and teaching methods and styles, with the aim of gaining a direct understanding of the way that EFAL teachers are teaching reading and writing (Liu & Maitlis 2013:5). The researcher personally observed one lesson from each participant in relation to reading and writing.

The researcher was guided by questions such as:

- How do EFAL teachers manage the classrooms during the lesson delivery?
- How is lesson planning important to EFAL intermediate teachers?
- Which resources are appropriate for teaching reading and writing in the intermediate classes in rural areas?

3.8 DATA ANALYSIS

According to Creswell and Clark (2011:205), data are analysed by using the following procedures: code the data, assign labels to the codes, group codes into themes, interrelate themes and qualitative software programs. According to Lichtman (2011:179), data analysis began by organising the hard copy of the field notes, researcher reflective notes, and interviews in chronological order by the school site. Therefore, Creswell and Clark's (2011:205) model of data analysis was adhered to by putting all the field notes collected to be analysed to form a story.

The following steps of analysing data were followed:

Step 1: Data collected through interviews was first transcribed (Berg & Lune 2012:241);

Step 2: Thereafter, data were typed and translated as they are;

Step 3: Talking field notes (Creswell 2003:150);

Step 4: Translation of field notes;

Step 5: Matching was done as part of identifying similarities and dissimilarities between the data (Leech & Onwuegbuzie 2007:565) and similar codes were labelled the same; and

Step 6: Sorting data into categories was part of formatting them into a story.

3.9 ETHICAL CONSIDERATIONS

According to Denzin and Lincoln (2000:138), the subjects must agree voluntarily to participate and the agreement must be based on full and open information availed to them in the language of their choice. Confidentiality was adhered to in order to assure that information collected was not going to be made available to any other person but strictly for this research purpose. When reporting research findings pseudonyms were used instead of their real names. Prior to carrying out this study, the researcher wrote to the Limpopo Department of Basic Education seeking consent to access its schools. The permission granted helped in terms of getting hold of the research participants. The other permission necessary was obtained from school principals whose institutions were sampled for the study. Finally, consent and agreement from research participants was as well sought for fear of being accused of forcing their involvement in the research process against their will.

The anonymity of research participants as well as their schools was catered for. Days and dates were set with the schools and participants. Throughout the research process, participants' dignity was recognised and respected. Research participants were made aware of their rights to withdraw from the research process at any given time without any penalty. For instance, participants were labelled Teachers 1, 2 and 3, and schools were labelled Schools A, B and C. The research feedback was discussed with all the research participants to make show that they know the research outcome (Morrow 2005:255).

3.10 QUALITY ASSURANCE

The researcher regularly refined procedures before and during the data collection process. Research tools and procedures were used separate as part of minimising researcher's biases (Leech & Onwuegbuzie 2007:575). Different procedures, such as using more than one type of analysis, assessing reliability and member checking, were used to promote quality assurance of the research findings. To further guarantee the quality assurance of the study, the researcher discussed the collected data with the participants before the final draft was produced. These discussions provided an opportunity for research participants to give comments on whether the results represent what they actually expressed during the data collection process.

In all of this, the researcher was concentrating on the credibility, transferability and confirmability of the research enquiry together with findings of the study. Credibility refers to the quality or power of inspiring a belief (Morrow 2005:259). In this context, it refers to emerging with a research process which is scientific and dependable. To establish accuracy of the findings, data triangulation through analysis and member checking was adhered to.

Transferability suggests the degree to which the outcomes of this research can be applied beyond the study itself (Bitsch 2005:79). This suggests that the research outcomes should be able to be used in other studies of similar in nature.

Confirmability is a measure of how well the research's outcomes or findings are supported by data collected and other processes of the study (Trochim 2006:3). An aspect of quality assurance adds value to the believability of studies.

3.11 LIMITATIONS

The essence of the research was to explore learners' challenges in reading and writing in EFAL at Intermediate Phase in the Mankweng Circuit. Some participants found it difficult to understand some of the questions that were asked during interviews. In that case, the researcher had to explain more on what some of the

questions were about. With some participants, it was difficult to secure lesson observations, especially because they were supposed to present the lesson in the researcher's present, forward their preparation files and learners daily activity books. The researcher had to explain the intentions of observations several times.

3.12 SUMMARY

This chapter has shown that qualitative method is used to drive the research to promote reading and writing in EFAL at Intermediate Phase classrooms. The approach employed phenomenology as the strategy of inquiry that determined the study to achieve its goals. Population and sampling for the study was examined. Observation was discussed in relation to how it was used to collect data. Research participants shared their attitudes, preferences, views, concerns, opinions and perceptions through interviews. The chapter went further to discuss the steps to be followed when analysing data. Ethical issues related to sampling and data collection methods were described. Three different procedures that is one type of analysis, assessing reliability and member checking were discussed to promote quality assurance. The next chapter presents and analyses data gathered in this study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The previous chapter outlined the research design and methodology employed in the study. This chapter focuses on data presentation and discussion of findings of the data generated from face-to-face interviews and observations with nine Grades 4-6 teachers of the three different schools. The study sought to address the key research question and its sub questions.

What are learners' challenges in reading and writing in EFAL at Intermediate Phase?

- What are the views of EFAL teachers at the Intermediate Phase to the challenges of reading and writing skills by intermediate learners?
- How can reading and writing skills in EFAL be successfully taught?
- How are other EFAL teachers coping with the experienced reading and writing challenges by intermediate learners?

Data are presented and discussed in themes. Themes were explored in categories that merge both interviews and observation findings.

4.2 DATA PRESENTATION

Data were presented and discussed under the themes that emerged from interviews and observations. The researcher commented the process of data presentation and discussion by first sharing the profiles of schools and teachers where those data were sourced. In this section, the process of data presentation and discussion ensured that the voices of interviewees or research participants were not lost. On the basis of that, verbatim quotations of research participants were used data presentation (Gillett 2012:2). Finally, the generated data were presented and discussed in terms of the literature review and the theoretical framework outlined in Chapter two.

4.2.1 Schools' Profile

The location of the schools sampled for this study is in the rural areas. Two of the schools are in quintile 1 with the third one being in quintile three. Schools A and B have nine intermediate classes, which mean Grade 4 has three classes, Grade 5 has three classes and Grade 6 also has three classes. School B's classes are labelled A, B and C. For example, Grades 4A, 4B and 4C. The class size for both schools is at sixties. School B is experiencing shortage of classes because some of the learners are in mobile classrooms that do not even have doors. Both schools use desks and some of the learners are sitting in threes. Some of the classrooms in School A have potholes, especially Grade 6. Classrooms are very much clean and you can feel the smell of paraffin used to make floor polish with candles in School A. There is too much dust in mobile classrooms than in normal classroom in School B. In other words, normal classrooms are neat.

There is a teacher's table, two teacher's chairs, cupboard, chalkboard in front and two bulletin boards at the back in both Schools A and B. In School B, mobile classroom contains desks and two teacher tables and each with a chair for teachers who are stationed in that mobile. The classrooms and mobiles are shared for teaching and for administrative work by two teachers. When the teacher is teaching, the other one is busy with his or her administrative work in the same class in Schools A and B. School C has many empty classes but only four of them are used for Intermediate Phase. The school has two Grade 4 classes, one Grade 5 and one Grade six. Learners were relocating from this school to other places because there are many classes that are without learners. The class size is between forty and forty-five. The school has enough furniture because learners are sitting properly using two chairs and table in the classes. In some of the classrooms, they kept old text books at the back behind learners - School A being the case in point. Letters of alphabet are hung in every class.

On the bulletin boards, there were different kinds of notices, circulars and a class time table. In a nutshell, there were no teaching aids such as posters, pictures, wall clock etc., which hung on the walls in the classrooms that the researcher has entered. In School B, there were no Learner and Teacher Support Materials (LTSM) such as text books in the mobile classrooms. There were notices, duty lists for

learners, learner's names in groups, National School Nutrition Programme (NSNP) calendar and some circulars in this school. Posters that were hung there were very much old and they were not for EFAL. In School C, there were no teaching aids such as posters for learners and teachers but LTSM such text books, learners' books, workbooks were available and nicely packed in the classrooms. Learners in the class shared pencils, pens, glue stick, rulers and many other resources that were important for every day class activities in all schools.

4.2.2 Teachers' Profiles

Out of the nine sampled teachers, four had Honours degrees although with different major subjects. The other five possessed three year teaching diploma plus one year Advanced Certificate in Education. With regard to experience, there was only one teacher participant having with more than eight years' experience as an EFAL teacher. The other two had six years teaching experience in EFAL. Despite the other six teacher participants with more than two decades of being teachers, their EFAL teaching experience was less than five years. This is not entirely surprising why the challenge of inability to read and write by EFAL intermediate learners is continuing in schools. Indications are that the teaching of reading and writing is not a priority when allocating teachers at Intermediate Phase.

With regards to their major subjects, out of the nine sampled participants, only five had English as one of their major subjects. The other four teachers did not have English as one of their majors. Yet they were allocated EFAL to teach at Intermediate Phase. With this state of affairs, it emerged as no shock as per the research findings that intermediate EFAL learners continued to struggle to read and write. With regard to the ranking of the sampled teacher participants, only two were in Post Level 2 (PL2). The rest were in Post Level 1(PL1). One of the teacher participants in PL2 had majored in Mathematics and Sciences and was offering EFAL at Intermediate Phase. Once again, this explains the unabated challenge of inability to read and write by EFAL intermediate learners.

As alluded to earlier in the study, the schools forwarded nine EFAL teachers. There are three males and six females and each grade is taught by one teacher. These teachers have all passed matric (Grade 12).

4.2.2.1 School A

Teacher 1 has a Secondary Teachers Diploma (STD) in Geography and Afrikaans. The same teacher attained Advanced Certificate in Education (ACE) in Educational Management and Leadership (EML) from University of South Africa (UNISA). In 15 years of teaching experience, he taught Geography for twelve years in the secondary school and EFAL in this school for 3 years. Teacher 2 has a three-year Primary Teachers Diploma (Junior) (JPTD) in Northern Sotho, English, Afrikaans, Environmental Studies and Teaching methods. The teacher further studied ACE in Life Orientation, ACE in EML and Baccalaureus Educationis Honoribus (BED Hons) in EML. The teacher had six years' teaching experience EFAL in the school. Teacher 3 studied Primary Teachers Certificate (PTC) in Mathematics, Religious Education and General teaching methods. The teacher further studied Higher Education Diploma (HED) in teaching at a university for one year. He taught Geography and History for more than thirty years and he is presently being allocated EFAL for the first time in his career path of teaching.

4.2.2.2 School B

Teacher 1 has Bachelor of Arts (BA) and HED and English is one of the major subjects. The teacher never studied further and taught EFAL for six years in different grades at Intermediate Phase in different school. In addition, she has ten years teaching experience. Teacher 2 is a PL2 who obtained her EML postgraduate degree or BED Hons at UNISA. The teacher majored in English, Sepedi, Afrikaans and History when she was studying Senior Primary Teachers Diploma (SPTD) at the college. In her twenty-three years' teaching experience, she taught EFAL for ten years, including three years that she taught it in the school. Teacher 3 studied STD majoring with Sepedi and Afrikaans. The teacher further studied ACE in School Leadership and Management at the UNISA. She came to this primary school from another circuit through Rationalisation and Redeployment (R&R) process due to the previous secondary school having to abolish Afrikaans as a subject in the school. This teacher has been teaching for twenty years and 2015 was her second year teaching English in the primary school.

4.2.2.3 School C

Teacher 1 has SPTD in Sepedi, English, Afrikaans and mathematics. This teacher attained two ACE and one in EML and another one intermediate Mathematics from UNISA. In ten years of teaching experience, taught EFAL for five years at Intermediate Phase. Teacher 2 has a three year STD in Physical Sciences and Mathematics. The teacher further studied Bachelor of Technology (BTECH) majoring in Technology. The teacher is a PL2 and heading department of Mathematics, Science and Technology in the school. The teacher volunteered to teach EFAL after the EFAL teacher was redeployed to another school. The teacher has got 25 years' teaching experience but taught EFAL for two years in the school. Teacher 3 studied STD in Northern Sotho and Geography. The teacher furthered studies at the university doing BA, with Northern Sotho as one of the majors. The teacher has been in teaching for 28 years and he taught EFAL for eight years in the school.

4.2.3 Whole school reading and writing campaign

Noticing the general poverty of the reading and writing culture, especially among African learners, schools have emerged with a campaign to counter that. The observed trend in the sampled schools of this study was that during three morning devotions, learners were afforded the opportunity of reading. The common practice in the researched schools was that assembly timetables were drawn up with names of teachers of different grades, which helped people in selecting learners to participate in the reading campaigns that were being implemented by schools during morning devotions. Every morning, before the school starts at seven thirty (07:30), learners were allowed fifteen minutes in the morning to read either EFAL or Sepedi stories to develop the love, tradition and culture of reading by the present day generation of learners. Learners performed the task of reading aloud and independent reading using any reading materials that were used in their classrooms during learning and teaching. They read individually or in groups. No teacher had to assist in this regard except to sow in learners the necessary confidence required to display their reading abilities in front of the whole school members being an audience. As for the school, this campaign of assembly reading by schools gave learners courage to read independently and also enabled them to develop and sharpen their reading prowess as aspired and encouraged by the DBE (DBE,

2014:19). Reading and writing continue in the classrooms as part of teaching and learning process. The reality is that, every teacher has to be involved in teaching reading and writing in the school during their own teaching times. As for EFAL teachers, lesson plans are divided into sections in literacy skills as a way of ascertaining that the teaching of reading and writing remain the priority of every school, especially at Intermediate Phase. The given time for all reading activities is five hours per two week cycle and for all written activities is two hours per two week cycle.

School A has adopted a six-day circle time table with sixty periods per cycle. This time table allows the school to add extra thirty minutes for reading and writing time for remediation. Another thirty minutes is inserted on the time table in order to employ FFLC and DAaR as the strategies to enrich reading and writing. In other words, the school has one hour extra to teach reading and writing to supplement the given time.

In School B, the teacher who is responsible for assembly that week asks two or three questions based on the story read to assess if learners are able to reflect on the story read. In the class, individual teachers focus on reading and writing activities during their periods. Teachers encourage learners to read and write text that is meaningful, fun and understandable. As for EFAL teachers, it is up to them how they conduct reading and writing in their lessons. Their Lesson Plans are silent about how reading and writing is conducted. Teachers follow their textbooks and they only read and write when they meet such activities in the textbook.

To add to the morning devotion reading, the School C adapted a whole school reading and writing strategy where learners were inspired to read and write in the morning before assembly and during breaks. They call the strategy a Social Reading and Writing Strategy. Learners at their social gathering groups during break time sit together and play reading and writing informally. Learners sit together before assembly and during break to read interesting stories and write important facts about these stories.

Some learners in the group especially bright learners model as the teacher of the group. These learners play a crucial role in assisting the weaker ones before a real classroom situation. The gifted learners help the weaker learners to understand to how to read and write texts that are not familiar and those activities treated in classroom during play. In a nutshell, the teachers believe that learning through social play can contribute to addressing language aspects and enhance learning in the school (DBE 2014:27).

4.3 PRESENTATION AND DISCUSSIONS OF THEMES EMERGING FROM THE DATA

Now that schools and teachers were profiled, what follows are the presentation and discussion of themes emerging from the data. Themes discussed emanated from interview and observation data.

4.3.1 Best ways to teach reading and writing

This is the first sub-theme in this study that has been exploring the teaching of reading and writing of EFAL at Intermediate Phase. EFAL teachers try by all means to teach reading and writing in an achievable manner. Even though it is hard for teachers to attain reading and writing in the best way, the findings of the study proved that they use all what they have to brilliantly teach reading and writing (Lander 2013:4). Teacher 1 of School A indicated that “discussing pictures attached to the text to be read is very much important”. Teacher 3 in School B approved this point by expanding that “after picture discussions, then follows two or three questions in relation to those pictures before reading can commence”. Teacher 3 of School C supported these ideas that “picture plays a major role when teaching reading and writing in the classroom”. The researcher observed that pictures used during reading not only provide learners the opportunity to understand what they are reading about but teachers also depend on pictures used in learners’ text books. It also gave a clue to learners of what is expected of them during writing. Such an observation is in line with literature which revealed that pictures assist the learners at Intermediate Phase to predict what the story is about before reading or writing about it (Wessels 2007:36).

When the picture is properly used it helps to propel other important ways to teach reading and writing (Nash 2009:53). For example, Teacher 2 of School B disseminated that “pictures lead to the ability to a good pronunciation and build vocabulary”. Teacher 2 of School A indicated that “word families (uniform rhythmic words patterns) are learned much better from simple ones to complex ones through pictures”. Teacher 2 of School C confirmed that “teachers need to use pictures when during reading and writing as they help in phonic pronunciation and benefit the understanding of words written in the text”.

In order to put the discussion in its proper perspective, participants unfolded more about this issue. Teacher 1 of School C signalled that “the best way to learn writing is to read as much as possible”. Reading a lot helps the learners’ know letters of alphabet and to use them in order form their own words during writing (Ofsted 2012:5). The more the learners read is the more they get exposed to different styles of writing and vocabulary (Buhrmann et al., 2012:19). Teacher 1 of School B supports the view that “reading a lot help learners with word recognition and sentence construction during writing”. Such learner is able to point each and every word with his or her finger during reading. Teacher 3 of School B confirmed the idea that “the best way that works for her is through finger pointing when learners are reading a lot of text.” It was observed that teachers only deal with reading when they get to comprehension passages.

In this account, the researcher presented further the views extended by participants in this ways. Teacher 3 of School C further expatiated that “questions during reading and writing arouse interest of learners’ participation in the classroom”. Teacher 2 of School B expanded that the common factor that “teachers persist is asking learners’ questions in order to stimulate interest in and simplify reading and writing skills”. Teacher 2 of School A further approves that “questions asked during reading lesson develop good writing ability. The researcher acknowledges the fact that teaching and learning started from questions and answers and often leads to full participation (Pardede 2010:4).

4.3.2 Helpful classroom activities

Teachers often guided by the work schedules from DOE and record sheet created in the South African School Administration Management System (SASAMS), especially when conducting a formal assessment. Moreover, the informal assessments such as classroom and home activities are randomly performed. To demonstrate this, Teacher 1 of School A pointed out that “I engage in group discussion to enhance writing activity”. This gives learners an opportunity to speak about the given topic before they could pen down the discussed content. The teacher further indicated the roles learners play when working on their own during dialogue. For instance, some learners play a role of a teacher to help other learners who are struggling to achieve the objectives of the lesson (Van der Walt et al., 2009:33). Teacher 1 of School B indicated that “reading aloud; independent reading; descriptive writing; summarising; poem writing and transactional writing are activities helpful to pursue learning and teaching objectives”. Teacher 1 of School C denoted how he values reading aloud as the activity that pursues endurance in achieving his lesson objectives. He specified that the teacher read sentences and let the learners read after him. It is through observation that common assessment task for reading in EFAL is provided by SASAMS mark sheet. It is also indicative that, in most of the SASAMS mark sheets, some writing activities are not clearly indicated to which ones they must be performed in the term. It observed that it is not always the case that all activities are performed accordingly. The review of literature shows clearly many listed tasks that should be performed in reading and writing in order to pursue lesson objectives (Berman 2008:13).

Another way to define helpful classroom activities is to focus on the following teachers utterances. Teacher 2 in School A added that “poetry; speeches and storytelling are activities helpful to learners that centralise the achievement of reading and writing”. Teacher 3 in the same School explained that “academic activities in the prescribed workbooks are very useful to pursue reading and writing”. Teacher 3 of School C indicated that “activities such as storytelling; prepared or unprepared speeches; dialogue and rendering poems encourage learners to be able to communicate in terms of reading and writing in EFAL. The observation of the researcher is that not all the scope of work is covered by EFAL teachers, especially for the term. The review of literature advises that teachers should make sure that all

the work indicated in the work schedule for the grade must be covered in the year (DBE 2011b:20).

Learners can read in groups and then individually. Teachers pointed out how helpful are group work to successful reading and writing lesson. Teacher 1 School 3 outlined that “learners can be grouped to read a passage or a story, dramatize what they read and answer questions thereafter”. The teacher again indicated that learners should participate in panel discussions such as scribble, spelling quiz and Readerthon games in order to read and write well. Teacher 2 of School B indicated that “reading things such as newspapers and classroom debates can help learners to achieve reading and writing”. Teacher 2 of School C find it fascinating when reading to learners and learners repeat what teacher has read as a class, as a group and individually. The observation of the researcher is that, reading in the sampled schools was conducted in whole class instructions in many cases rather than in groups and individually. Writing given to learners’ was done individually in most of the classrooms observed and group work was minimally administered. This is what literature review directs teachers to do (McMillan 2008:23).

4.3.3 Classroom management

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by learners (Hester 2013:6). For many teachers, the most difficult aspect in teaching is experiencing problems during teaching and learning.

In School A: The EFAL classrooms are very much orderly in terms of sittings and noise making even if overcrowding prevails. Learners’ behaviour is appropriate and impressive and learning and teaching runs smoothly. Classroom rules are clearly outlined, typed and hanged on the wall for learners to read every day. Learners’ books and workbooks are marked by individual learner, peer and the teacher, and singed by the teacher.

In School B: Learners behaviour is very much appropriate in all intermediate classes. There are no LTSM such as EFAL charts pasted on the wall in the mobile classroom. Leaners are encouraged to speak English with each other and the teacher during

classroom interactions. All activities dealt with in the learners books and workbooks are clearly marked and signed by the teacher. Corrections have been done mostly in the books that the researcher has observed.

In School C: Learners behaved very good and cooperated well during lesson delivery. Disciplinary measures are clearly outlined to learners for inappropriate behaviour. Classroom monitors and group leaders play a crucial role in helping teachers to maintain order in the classrooms.

4.3.4 Lesson planning

In all three sampled schools, EFAL teachers have one file that entails both assessment and preparation. Work Schedules for 2013 and lesson plans are inserted in the file. Lesson objectives are stipulated in the lesson planning in terms of reading and writing. What is noticeable when pepping in the file found mark sheet that goes hand in hand with tasks that they only concentrate on, which are reading aloud and independent reading. Writing activities are also shown in the mark sheet and they go hand in hand with written activities in the learners' assessment books.

As already articulated it shows that EFAL teachers focus only on the activities shown on the SASAMS mark sheet and tend to disregard other reading and writing activities that the review of literature declared (Hood & Tobutt 2009:49). Teacher 1 of School A indicated that "timing for including all kinds of reading strategies in lesson planning is not enough, in that case concentration is given to reading and writing strategies provided by SASAMS". Teacher 2 of School B showed that "reading and writing planning cannot include all strategies". Teacher 2 of School C mentioned that "inclusion of other reading and writing strategies that are not on the mark sheet is not possible". The review of literature emphasised the use of different styles to plan reading and writing (Lacina & Silva 2011:33).

It has been observed that EFAL teachers are not likely wood or familiar with strategies to teach independent reading. This has been proved by the use of similar assessment tool to evaluate various tasks. The researcher spotted in the teachers' files that the same rubric is used to assess both reading aloud and independent reading. Furthermore, erroneously use of rubrics looks like a norm in the selected

schools, hence the same rubric is used to assess different writing strategies such as transactional text and essays. Teacher 3 of School A debated that “rubrics can be used to assess any activity that is suited for”. Teacher 3 of School B contested that “the use of rubric is very much important in reading and writing activities”. Teacher 3 of School C deliberated that “rubric should be matched with activities in reading and writing”. It has been demonstrated in the teachers’ files that EFAL teachers do not really understand the use of rubrics in reading and writing. As a matter of fact, this is what literature review guides contrary to (Mengduo & Xiaoling 2010:10).

4.3.5 Learner involvement

Learner involvement entails the role modelling caring behaviour, considerable, and responsible towards EFAL reading and writing activities (Walstra 2013:16). Littlejohn (1983:253) indicated that learner involvement leads to reduction of risks in conducting exclusively teacher-directed classes and contributes to the development of a classroom atmosphere that is more conducive to deeper interesting learning. For learners, many tasks in reading and writing carry value and enjoyable when tackled as a class or in groups (Lewis 2013:67). These learners have responsibility to impress in reading and writing activities for positive remarks from peers and the teacher.

On-going success and strength in reading and writing is attributed by the fact that every EFAL learner in the classroom has the opportunity to make a contributions and that is possible through group work as a means that form part of learner involvement at Intermediate Phase (Koralek 2003:3). Teacher 2 of School A disseminated that “the teacher should pre-read the text to the whole class and thereafter allows learners to play different roles in their own groups as a process of learning reading”. Teacher 2 of School B reflected that “Learners should read together as a class and the teacher may group learners thereafter to achieve reading and writing to involve learners more”. Teacher 2 of School C assumed that “learning such as reading and writing should be stimulated through brainstorming ideas as a group in the classroom”. Taking into consideration that literature review regards group work as one of the tools that encourage learners’ involvement in learning situations; this should be the case (Aronson & Patnoe 1997:5).

The teaching of reading and writing will be improved by ensuring that learners are involved in assessment. Peer assessment is an encouragement for learners to appreciate their compliments for the effort they gave and their personal gratification (Kizlik 2015:18). Rubrics for both reading and writing should be designed and be given to individual learner or the scribe or the group leader to assess each member of the group's reading or written activity. Teacher 3 of School A stated that "peer assessment is one factor that encourage learners want to achieve better than others". Teacher 3 of School B revealed that "learners feel a little embarrassed when they got low marks after fellow learners have marked their work and such learner will want to improve to impress their peers". Teacher 3 of School C said that "learner to learner assessment boost the morale of other learners and low achievers will want to do more". The researcher observed that learners only assess each other when they are treating language structure and conventions activities but not for reading and writing activities. Literature review informs that peer assessment should be administered to all informal tasks, except for formal assessment tasks such as moderated school based test, common and ANA tasks that their marks are going to be used for the purpose of progression or any particular purpose (DBE 2014:17). When learners or groups assess each other, it means the whole group will agree with the scores given to another group concerning how the activity was performed. This will encourage learners to practice active and tolerant listening, helping one another in grasping content, giving and receiving beneficial criticism and managing disagreements (Roberts 2009:8).

The researcher observed that teachers sometimes ignore the fact that all learners need to be involved in the lesson. Teachers tend to overlook an element of learners who have a habit of experience learning problems during lesson presentation (Kannan 2009:12). Extraordinary learners tend to take full control of the lesson than the less gifted ones and it is obviously derail lesson achievement. In addition, teachers call out learner's name at random requiring each to read the next sentence or the paragraph out loud to encourage learners to pay attention (Lewis 2013:32).

4.3.6 Lesson objectives

Lesson objectives entail a description of a performance that the teacher wants learners to be able to display proficiency before considering them competent

(Milkova 2010:9). An objective describes an intended outcome of instruction, rather than the process of instruction. However, it is difficult for teachers to attain all EFAL lesson objectives due to barriers or difficulties experienced by certain learners during learning and teaching in the classroom. For example, the researcher observed that intermediate classes in this circuit has in it, several learners who are challenged by physical impairments, untidiness, disorganized, lack of concentration and, lastly, most of the learners do not understand English language. The shortage of study materials becomes another hindering factor towards achievement of lesson objectives.

It is difficult for some learners to read independently, understand the text and write down what they read about. Learners find it challenging to follow instructions given in the story read. Similarly, it is very much problematic to reproduce text read in a written form such as summarizing and describing about what they read about. Teacher 1 of School A indicated that “spelling is strenuous to some learners at Intermediate Phase, especially in the Grade fours”. Teacher 1 of School B signifies this by saying “there are learners who still write words that are not understandable in these grades”. Teacher 1 of School C uttered firmly that “there are learners who memorise words during reading but can’t even point to such a word”. This kind of learner can fluently read the sentence but cannot point to each word that constructs such a sentence. In this regard, sentence construction during reading and writing becomes the main challenge to some learners in the intermediate classrooms. The researcher furthermore observed that most of the learners cannot write a simple paragraph. The review of literature recommends that learners in Grades 4, 5 and 6 are preferred to be fluent readers and able to write clearly in EFAL (Authorstream 2009:5).

4.3.7 Assessment tools and activities

Assessment tools entail all methods used to mark all daily activities performed by the learner (DoE 2002:12). As referred to in the study, in most of the grades observed, some teachers use the same rubric to assess two different activities, especially when assessing independent reading and reading aloud. It looks like teachers do not understand how the two reading activities vary. Teacher 2 of School A mentioned that “rubric is the best method used to assess reading and writing”. Teacher 2 of

School B endorsed what uttered by Teacher 2 of School A that “rubric is suitable assessment tool for reading and writing”. Teacher 2 of School C approves that “reading and writing activities are assessed by rubrics”. The researcher observed that teachers are not familiar with other assessment tools. Literature review outlined many tools such as checklists, memorandums, literacy log and others that can be used to mark reading and writing activities (Matthew 2010:6). This obviously shows that teachers need support in terms of the designing of assessment tools to be used in teaching reading and writing in EFAL at Intermediate Phase. It also shows that subject committee’s together with the subject head should be consultative in terms of matters that are not understood in their field (Milkova 2010:9).

4.3.8 General views of EFAL teachers

Teachers provided many views with regard to what they feel about what the quality of EFAL teaching should be. Teacher 2 of School A denotes that “there is a need for lengthy workshops to train Intermediate Phase EFAL teachers to exceptionally teach reading and writing to learners”. Teacher 2 of School B indicated that “it will only be through teacher development that teachers will alleviate learners’ reading and writing challenges”. Teacher 2 of School C directed that “teachers should always attend seminars that will help them teach this subject better”. The researcher observed that there are many inconsistencies that need to be attended to. The review of literature guided that learning opportunities for teachers can help them meet the needs of reading and writing in the intermediate classrooms during EFAL (Van Roekel 2008:13). Gardiner (2008:23) supplemented Van Roekel’s sentiments by stating that teachers need a different kind of training to be able to manage the new learning processes in a proper way.

In the three observed schools, learners who have physical impairments and those who lack concentration in such a way that they show mental challenges are still in these mainstream EFAL classrooms. Teacher 3 of School A warned that “as long as parents do not agree with the fact some of their children does not fit in the mainstream schools, classroom challenges will not be reduced”. Teacher 3 of School B informed that “many learners in our classrooms show lack of concentration in learning”. Teacher 3 of School C notified that “learners who passed their previous grade due to age and other related reasons also bring challenges in the classrooms”.

The review of literature advises that parents should take their learners to schools that best suit their needs (Klinger et al., 2008:34).

4.3.9 The survival strategy

In order for learners to successfully read flexibly and purposefully with confidence and enjoyment, they should at least follow these reading methods in sequence, such as: whole class reading, group reading, reading aloud and individual reading (Dugdale 2009:19). On the other hand, the findings of this research demonstrate something else. Teacher 1 of School A point out that “most of the time concentration is given to whole class reading”. Teacher 2 of School B designated that “individual learner normally read when I take marks”. Teacher 1 of School C denoted that “whole class instruction while checking individual learner works to attain reading objectives”. The researcher observed that teachers do not concentrate well on these methods as their survival strategies to reap the reward of teaching reading in different intermediate classrooms.

Most of the teachers revealed that the use of grouping method is very much successful in both reading and writing but is time consuming. For example, Teacher 3 of School A highlighted that “if you focus well on group work, before you get to the forth group, the period would be over”. Teacher 3 of School B mentioned that “group discussions to all learners share the academic expertise and it unlocks learners’ academic competencies”. Teacher 3 of School C argued that “grouping learners for discussions is more effective because learners are offered roles to play in a group and that urge to active involvement”. Through the researcher’s observation, it is clear that some teachers neglect the use of group work method in their classroom. Group discussion becomes the method effective for achieving reading and writing in the intermediate classroom in this way: all learners are actively involved during group discussion as long as the teacher conducts good supervision of those groups (Mengduo & Xiaoling 2010:13). Groups should have group leaders to report to learners what have been discussed during learning and teaching (Hess 2007:6). In this regard, the review of literature addressed the issue group work or group discussion method being necessary in learning and teaching as one method that will make learners achieve reading and writing (Alzu’bi 2012:9).

Learners who read well write well. Those learners who have difficulty in reading they also have difficulties in writing. Many theorists have recommended pre-writing or planning and drafting as the initial methods for learning writing (Dean et al., 2008:10). On the contrary, the findings in the study show different. Teacher 3 of School A articulated that “learners work as a class to brainstorm and discuss the topic”. Teacher 3 of School B declared that “learners will discuss ideas, using listed words the teacher wrote on the board”. Teacher 3 of School C replied that “learners are requested to construct sentences while the teacher writes on the chalkboard”. The observation in this regard is that teaching writing did not show learners how to tackle pre-writing or planning and drafting the text in these grades, but taught like any other content of EFAL.

If teachers, however, saw that learners did not understand the content taught, they then follow another popular teaching method. Questions become dominant in the lesson to gauge how far learners understand what they should write about and to encourage participation. Teacher 1 of School A Grade 4 mentioned that “question and answer method is effective for achieving reading and writing in the intermediate EFAL classroom”. Teacher 1 of School B indicated that “question and answer method arouses learners interest in the lesson and benefits the teacher to identify learners who are struggling immediately”. Teacher 2 of School C indicated that “learners participate during the engagement of question and answer method”. In some cases, if not many, learners failed to answer many questions that the teacher asked in connection of the story read. It is observed that teachers had to guide them to the right answers. Scholars of EFAL took into account that when learners were not able to answer questions asked by the teacher, it is obvious that they did not understand the content (Crosse 2007:53).

In studying these methods in EFAL teaching, it is essential for teachers to keep on trying other methods that suit the type of learners in the classroom. Teacher 2 of School A indicated further that “learners should produce kinds of texts for particular purpose if using text based method”. The review of literature advises the crucial part of text-based method, as it enables learners to become competent and critical readers and writers of the text (Day 2015:21). Teacher 2 of School B revealed that

“reciprocal teaching is the method effective for learning, especially EFAL reading and writing in the intermediate classrooms”.

Reciprocal teaching is a strategy that asks learners and teachers to share the role of a teacher by allowing both to lead the discussion about a given reading and writing (Fisher & Frey 2004:33). In this approach, learners and teacher engage in a dialogue, collaboratively developing an interpretation of a particular text while reading it together as a group (Wida 2014:27). Teacher 2 of School C displayed that “learners perform better when taking turns telling each other important ideas in the text”. Learners take turns asking questions about the text, while others summarise or predict what will happen next and clarify questions and answers. The teachers’ role is to provide expert modelling, to monitor the groups understanding, to engage in evaluating competence and difficulty, and to push for deeper understanding (Child Development Institute 1999:6). Reciprocal teaching enables learners from a variety of background to go beyond entirely in reading and to actively practise higher-order thinking skills (Jones 1998:11).

If teachers could gradually try to use methods mentioned together, the chances of achieving excellence in reading and writing is maximal. Whole class instructions, group work or group discussion, question and answer method, text-based and reciprocal teaching should be practised together as they supplement each other (Research Center 2011:5).

4.3.10 Preparation of reading and writing tasks

Reading and writing activities may either be formal or informal. Informal assessment activities can be done in the form of classroom and home activities. The informal assessment, in this regard, is to correct learner’s mistakes; to close gaps, particularly where learners did not understand the content taught; and to make sure that all lesson objectives are achieved (Buhrmann et al., 2012:13). Formal assessment activities are those activities that the teacher is using learner’s obtained marks for recording and progression purposes. This means such activities are used to test the learner’s knowledge in terms of finding out what the individual learner knows, understands and can do with regard to the subject matter delivered (DoE 2003:11). Formal assessment reading activities in Grades four to six include independent

reading and reading aloud. Some assessments can be done individually, in pairs or as a group. Formal writing activities at Intermediate Phase thereof include essays and transactional text, which means the treating of filling-in paragraphs using frames that guide learners in creative, narratives, descriptive and transactional writing (Colombo & Furbush 2009:87).

Considering that EFAL is a foreign language to many intermediate learners, preparation of reading and writing activities has to be unique and well suited to learners. However, findings in this study prove otherwise. For instance, Teacher 1 of School A contented that “tasks prepared for EFAL learners are dissatisfactory”. This is being confirmed by Teacher 2 of School B when arguing that “as teachers we ignore preparing EFAL tasks that in a special way that it suit the level of understanding of the type of learners we are teaching”. Teacher 1 of School C remarked that “the day tasks for EFAL learners at Intermediate Phase, are prepared better, the sooner will EFAL become less difficult for them.” The observation of the researcher is that, yes, lesson preparation for EFAL intermediate learners have been similar to lessons prepared for other subjects. This is what the review of literature advises against (De Jong & Harper 2005:31).

In addition, studying the issues surrounding preparation of reading and writing at Intermediate Phase, it is also necessary to note the observed aspects. From the consolidation of data, it is evident that the use of the same topic treated informally in classroom, for either essays or transactional writing, was used for writing formal assessment. In other words, formal assessment tasks are derived from what was taught in the classroom. Learners should be prepared to read any material they come across, understand them, and answer questions related to such material and to write about any topic given to them (DoE 2013:23). As a matter of fact, that is the reason why learners struggle when they are supposed to write common tasks and ANA due to the fact that they were not spoon fed about those activities.

4.4 KEY THEMES EMERGING FROM GENERATED DATA

Having presented and discussed the themes of this study, this is now the turn to concentrate on the key themes of the research.

The following key themes were identified from presented and discussed data:

- Discovery of reading and writing challenges;
- The influence of home language to reading and writing;
- Involvement of non-EFAL teachers;
- A gap between Foundation and Intermediate Phases;
- CAPS and the teaching of reading and writing; and
- Resources that promote reading and writing.

These themes are embraced by categories and subcategories identified in terms of observations conducted by the researcher (Leech & Onwuegbuzie 2007:565).

Underneath follows a detailed discussion of the emerged key themes.

4.4.1 Discovering of reading and writing challenges

It is very much essential for the teacher to understand what learners experience in the EFAL classroom. In other words, teachers should have the ability to discover the challenges that learners encounter regarding reading and writing (De Jong & Harper 2005:32). Teacher 1 of School A indicated that “learners were not able to pronounce words correctly and being unable to identify punctuation marks in the text read”. Teacher 1 of School B showed that “learners are unable to answer questions about what they have read”. Teachers 1 and 2 of School C pronounced that “learners were showing poor pronunciation of words, inappropriate spelling of words, struggling to construct sentences and writing words and sentences in their home language instead of EFAL”. The observation of the researcher is that, certainly, learner’s spelling is incorrect when reading and writing in EFAL. Literature review indicated that when the teacher could not connect with learners and fails to stimulate learner participation during the lesson that is a challenge on its own (Matlakala 2013:4).

EFAL teachers further clarified the discovery of reading and writing challenges as evidence that these are recurring in the schools in rural areas. Teacher 2 of School B showed that “reading problems that learners encountered are related to five components of reading which are phonological and phonemic awareness, word

deciding and phonics, fluency, vocabulary and comprehension". Teacher 3 of School B designated that "learners are struggling to make the read text understandable during reading session. Teacher 3 of School C further clarified this fact by expatiating that "learners may have some difficulty in processing, lack attention during the lesson, memory, and the challenging of English as EFAL". It is observed that some of the learners in these classrooms are not of the age of intermediate learners. Literature review attested to similar problems (Bauer et al., 2006:99).

Aspects that discover problems in reading and writing help the teacher to establish problems in relation to lesson achievement in the classroom. It further institutes the causes and recommendations to eliminate problems emanating during EFAL reading and writing.

Category 1: Lesson challenges

Lesson challenges entail lack of reading and writing skills, lack of attention and EFAL as challenging language. These encounters are discovered through learners reading and writing activities that are not maximally achievable even though learning and teaching is not compromised. Participants indicated that learners have problems with regard to attention and to English as a language.

The quotations used under the theme signify that some of lesson challenges in reading and writing in EFAL at Intermediate Phase classrooms is very much psychological, language barrier and the content that is too hard for learners. A psychological factor, such as lack of attention, may results from many things that happen to the learner at home and school environment. These kinds of learners will need a psychological help that which teachers could not offer (Clyne 2015:22). Parents know very well that curriculum at Intermediate Phase is offered in EFAL, but they do not take initiative to involve themselves in teaching their learners when they are at home. That is the reason why learners showed Anglo Phobia. Those learners who have Anglo Phobia hate reading, writing, listening and speaking in English. It can be considered as one of the learning difficulties and attitudinal problem of EFAL learners (Vemuri, Raghu Ram & Kota 2015:34).

Category 2: Learners' language challenges

Learners' language challenges includes situation whereby teachers are unable to connect their teaching with learners, failing to stimulate participation, lack of teachers guide, difficult content for learners and limited information or dependence on study materials supplied by DBE. Participants show frustrations, especially when learners are unable to take part in the lesson and fails to understand what they are taught in EFAL in class (Wessels 2007:26). Frustrations were further outlined in terms of having learners' books that does not have teachers guide and limited information in them.

The quotations implies that learners challenges in reading and writing in EFAL at Intermediate Phase attached to the teachers, are mainly caused lack of suitable materials, such as teachers' guide and study materials that suit learners' cognitive development (Wida 2014:27). Learners may fail to understand what the teacher is talking about, and may become frustrated when they have an idea but cannot adequately express their thoughts in EFAL (Evans et al., 2009:38).

4.4.2 The influence of home language to reading and writing

In the Mankweng Circuit, EFAL teachers do code switch using Sepedi as the language that most, if not all, learners use at home and during play with peers. Sepedi is the learners' LoLT at Foundation Phase and that is another reason that is used for code-switching at Intermediate Phase classrooms (Education Bureau 2013:6). Reading and writing tasks are simplified through code-switching to Sepedi to make learners understand (Ahmad 2009:10). When comprehension reading is conducted, difficult words were explained, described, clarified, discussed and defined in simple English for learners to understand. Topics for writing were written in simple English and explained in Sepedi to ensure that learners understand what they were supposed to write about (Cook & Newson 2007). In other words, EFAL was simplified in any way that teachers could, in order to come to the level of the learners (De Jong & Harper 2005:34).

Teacher 1 of School A promoted that "home language should be used to explain difficult words or meaning of words so that learners may understand the content

taught". Teacher 2 of School B implies that "home language plays a major role in explaining content that learners do not understand". Teacher 2 of School C implies that "the use of home language during reading and writing in EFAL help learners to easily understand content taught but teachers should not dwell on it". The observation, in this regard, is that Sepedi dominated in all intermediate grades, especially when teaching problematic content throughout reading and writing lessons. The review of literature indicated that if learners do not understand the content during reading and writing, teachers may code switch to the language they understand better (Bauer et al., 2006:98). Ippolito (2005:27) is agreeable that teaching learners to read in first language promotes higher levels of reading achievement in EFAL.

When teachers code switch in the classroom, they should not compromise the LoLT which is EFAL in Grades 4, 5 and 6. Teacher 2 of School A explained that "teachers are forced to mostly discuss EFAL content in Sepedi to make learners grasp the knowledge". Teacher 3 of School B indicated that "home language is used for interpretation purpose as learners will use their home language to interpret EFAL particularly in stories, poems and other figure of speech". Then Teacher 3 of School C explained that "home language plays a prominent role in the sense that it serves as the basis for classroom discussion when explaining difficult content learning". It is observed that Sepedi occupies much of the time during the teaching of EFAL content in the EFAL period. This is what contradicts the reviewed literature (Roberts 2009:20).

Aspects that related to the role of home language in teaching of EFAL reading and writing at Intermediate Phase is influenced by what is beyond teachers' control. This study seeks to advise all stakeholders in DBE regarding the role of language in both reading and writing in EFAL at Intermediate Phase.

Category: Role of language

Role of Language refers to the poor use of LoLT and the excessive use of home language to teach EFAL. Participants elaborated how home language use at Intermediate Phase contribute to challenges in reading and writing in EFAL. Participants have shown that the proper use of home language drive the

achievement of objectives in teaching reading and writing in EFAL. This illustrates the fact that Intermediate EFAL teachers took lot of time trying to explain concepts, phrases and texts in general in the learners' home language. In most classroom situations, the home language is used excessively and it hampers learners to grasp reading and writing content taught in EFAL. The fact that home language is used frequently in learning and teaching reading and writing boost poor use of LoLT in EFAL. In this case, LoLT suffer, because it is not used as it is supposed to be. Ahmad (2009:15) indicated that code switching can hinder the lesson objectives if not properly used.

The researcher observed the dominance that Sepedi as a code-switching language is taking, during reading and writing in EFAL learning and teaching. In most lessons, if not all, the teacher explained every word and sentences in both reading and writing in Sepedi. The only thing done properly in EFAL lessons is the greetings. Teaching EFAL in Sepedi demonstrates clearly that EFAL teachers at Intermediate Phase need regular training. Excessive use of code switching in Sepedi, can destruct the use of EFAL as LoLT in schools (Klinger et al., 2008:3).

4.4.3 Involvement of non-EFAL teachers

Teaching learners how to read and write is a colossal task to be left only on the shoulders of EFAL teachers. This confirms that proceeding to approach reading and writing as a responsibility EFAL teachers alone will delay success in this aspect. It is an interesting observation to note that all the three sampled schools were viewing and regarding reading and writing as a whole school exercise. As already mentioned somewhere in this chapter, that is why every morning during the morning devotion fifteen minutes were set aside to support the campaign by all learners on reading. On this point, Teacher 1 of School A reminded that "much as remedial work with learners is a joint responsibility of all teachers, the same has to be the case with the teaching of reading and writing". Teacher 2 of School C is agreeable when contending that "allowing learners to read in their various subjects will prepare them to fluent readers in EFAL". The expressed point is being supported by Teacher 3 of School C when advising that "grouping learners and encourage them to read and write together will boost their egos to be ready to do it individually next time". On the basis of observation made, the researcher contents that, yes, the participation of

non-EFAL teachers in the promotion of reading and writing will make a sufficient progress with the involvement of all colleagues in that process. Literature reviewed in this study is encouraging this as well (Wida 2014:28).

Participants further clarified the value given by non-EFAL teachers in schools for the benefit of reading and writing. Teacher 2 of School A expressed that “teachers can help in reading and writing, by reading and writing text such as plays or dramas, songs, speeches and poetry”. Teacher 2 of School B emphasised that “teachers teaching other subjects may assist in maintaining EFAL in the school environment”. Teacher 3 of School C emphasised that “teachers teaching other subjects may help learners when learners are reading things such as maps, case studies, cartoons, adverts, instructions etc., and when they are writing essays, characteristics, notes, summaries etc.” It is observed that learners learning other subjects need EFAL as a tool to help them to cope with demands of the curriculum in those subjects (DBE 2014:23). This is what the review of literature acknowledged (Menyuk & Brisk 2005:18).

Aspects that related to Involvement of non-EFAL teachers in teaching of EFAL reading and writing is influenced by obligatory fulfilment. This study seeks to advise teachers that teaching in schools is for all them. They should join hands to make sure that learners such as the intermediate perform well to alleviate EFAL reading and writing challenges.

Category: Non-EFAL teaching abilities

Non-EFAL teaching abilities refer to teaching of remedial work, encouraging learners to work together and the use of proper tenses during the teaching of their subjects. Participants showed that if all teachers in the school are involved, reading and writing challenges may be lessened. Participants displayed the need to incorporate the teaching of reading and writing in EFAL with maps, a case study, cartoons, adverts etc., in their subjects. Teacher involvement is very much crucial to solve challenges that are epidemic in reading and writing (Evans et al., 2009:38).

The researcher’s observation is that intermediate EFAL teachers are alone in trying to solve reading and writing challenges. The study seeks to suggest that non-EFAL

teachers implicate themselves in unscrambling reading and writing through their subjects.

4.4.4 A gap between Foundation and Intermediate Phases

Foundation Phase is the entrance point of schooling and it meant to prepare learners to read fluently and write clearly in EFAL. It is not always the case that learners are well prepared when entering Intermediate Phase. To supplement this point, teachers noted several ideas. Teacher 1 of School A elaborated that “there is a gap because most of the work in Grade 1’s curriculum depend on oral”. Teacher 3 of School B showed that “all other subjects at Foundation Phase in rural areas are taught in home language, while at Intermediate Phase all subjects are taught in EFAL”. Even though there is EFAL at Foundation Phase, it is treated as a subject not as a language that learners are going to be used for achievement of learning in future. This is being confirmed by Teacher 1 of in School C when pointing out that “Grades 2 and 3 learners only use few words to construct simple sentences”. It is enough just to accept that these changes are often disturbing for learners, to just make drastic language change from learning in Sepedi to EFAL (Kizlik 2015:4). It is observed that the gap is caused by EFAL as it does not given enough time at Foundation Phase. Therefore, teachers in Grade 4 need to teach simple content in reading and writing, especially in the first term of the year. The review of literature informs that, EFAL as a subject and LoLT should be introduced to rural learners in the early years of learning (Coyne, Kaml’enul & Carnine 2010:46).

A gap between Foundation Phase and Intermediate Phase assists EFAL teachers to gradually plan reading and writing activities in an easy way to learners, so that they may eliminate challenges caused by the gap in question. It advises EFAL intermediate and foundation facilitators to try join hands when developing schedules for both phases, in order to carefully match progression of content in this subject.

Category: EFAL gap

EFAL gap refers to the time given to EFAL at Foundation Phase and language changes at Intermediate Phase. Participants clarified some causes that created gaps, such as insufficient EFAL delivery at Foundation Phase, which resulted to lack of established learners’ prior-knowledge in EFAL and lack of basic EFAL

applications, e.g., inserting of capital letters during writing; and identification of punctuation marks in both reading and writing.

Van Roekel (2008:16) pointed out that, to close the gap teachers should extend time for maximum EFAL teaching, especially reading and writing across Intermediate Phase for learners to master EFAL irrespective of the place where learners are attending school. This is being confirmed by the South African Schools Act (SASA) of 1996 when indicating that all learners in South African Schools should have access to the same quality of learning and teaching.

4.4.5 CAPS and the teaching of reading and writing

In studying the issue surrounding CAPS with reading and writing, EFAL teachers saw it differently. Some teachers found it having discrepancies whereas others were positive about it. For instance, Teacher 1 of School A alleged that “CAPS is not promoting competency in EFAL reading and writing skills, especially in Grade 4”. Teacher 1 of School B assumed that “CAPS was not well implemented. That is why Education in South Africa is uniform in all phases”. Teacher 1 of School C contended that “due to CAPS classrooms such as Grade 4s are still with learners who have challenges in reading and writing”. The researcher has observed that, yes; there is lack of established learners’ prior-knowledge of reading and writing in Grade 4. Scholars of EFAL advice that the subject has many areas with complications to learners, so teachers should start their lesson from simple to complex (Meier 2011:12).

Teacher 2 in School A indicated that “CAPS gives learners an opportunity to explore and think creatively”. Teacher 3 in School B specified that “CAPS is simplified, however implementation is a major challenge due to the pace of learners’ cognitive development”. Teacher 3 of School C agreed that “CAPs promote competency in EFAL reading and writing”. Observation shows that reading and writing is a major challenge, but there are some learners in rural areas that can read fluently and write clearly in EFAL at Intermediate Phase. This is what the literature review approves (Khuluma Education 2012:13).

Aspects that related to CAPS and the teaching of reading and writing is influenced by the way teachers should conduct the teaching of reading and writing. This aspect is a spade used to exhume deeper feelings of teachers with regard to the roles play by CAPS in reading and writing at Intermediate Phase.

Category: CAPS implementation factors

CAPS implementation factors refer to the inabilities and competencies to teaching reading and writing at Intermediate Phase. Participants explained some inabilities such as failing to read and write by Grade 4 learners, and poor implementation of the CAPS. They further clarified the competencies to explore and think creatively as pursued by CAPS.

4.4.6 Resources that promote reading and writing

Resources are very much important in learning and teaching. Reading and writing have suitable resources that help in attaining the mission of each lesson. Teachers had being given a chance to mention resources that make them accomplish the reading and writing lessons in their classrooms. This is what teachers had to say. Teacher 1 of School A designated that “the use flash cards, puppet cards and activity books to endorse proper good achievable reading and writing EFAL lessons”. Teacher 3 of School B described that “alphabet charts are for proper writing of alphabet, dictionaries for correct spelling and vocabulary purpose, magazines will promote reading with understanding and encourage learners to read more stories, newspapers and story books are equally important”. Teacher 3 of School C believed that “there are still less practical activities as more practical work in reading and writing will be the best resource”. The review of literature indicated that the use of learning and teaching materials add value to reading and writing and lessen challenges in the lesson (Littlejohn 1983:254).

This means more of classroom activities, home activities and reading books will improve reading and writing. Reading newspapers, pictures, magazines’ and posters for pleasure will help in this regard (Nash 2009:92). Learners must be given a chance to cut out extract from old newspapers and magazines to create their own reading and writing articles. Learners may also produce their own creative drawings, write stories about them and read them thereafter. Teacher 3 of School C specified

that “learners should have maximum access to library study materials and google information from the internet through their educational pads”. Teacher 1 of School B point out that, “classrooms need to be equipped with digital resources to stimulate reading and writing in EFAL at Intermediate Phase”. Teacher 3 of School C indicated that “teachers who teach the grade should be given an opportunity to choose textbooks that will be used in that grade”. Teachers at Intermediate Phase use EFAL textbooks, story books and workbooks supplied by the BDE to teach reading and writing. The observation in this regard shows that teachers rely on teaching and learning materials supplied by the BDE. Even though these materials are suitable, there is a challenge that the BDE consider learner enrolment for the previous year when delivering LTSM to schools, that is why there are shortages in some schools.

On that note, the teachers should at least use a variety of textbooks in order to supplement content in the materials supplied by the DBE and to acquire more knowledge regarding the subject taught (Frey & Douglas 2008:129). Resources that promote reading and writing in EFAL at Intermediate Phase are influenced by all LTSM needed that should be used to achieve teaching of reading and writing. Teachers are advised that excellent lesson delivery is supported by learning and teaching resources.

Category: Challenges rooted from learning and teaching resources

Challenges rooted from resources refer to lack of LTSM and other related important materials that are used to pursue goals of reading and writing in the intermediate classrooms. In education, we expect learners to perform excellently, whereas a discrepancy such as overcrowding in classroom prevails. Overcrowding impacts learners to failure due to compressed sittings on the desks, difficulties to open books during reading and writing, and handwriting becomes bad because the space is not roomy enough for learners. Lack of EFAL charts; the use of teachers' files that are dilapidated; teachers' inability to prepare a rubric that suit the lesson; out dated text books and work schedules; and sharing a text book, all contribute to both experiencing problems and lack of resources in schools.

Learning and teaching are rooted by resources such as proper buildings and LTSM in schools. The researcher calls these two resources – proper buildings and LTSM the roots because without them there is no quality education and reading and writing in EFAL will suffer. For learners to read with appropriate pronunciation, read fluently and understand what they are reading, they must have proper learners' books for their cognitive level. For learners to write words in correct spelling, well and clear understandable sentences and paragraphs, they should have learned from good resources. Some learners who were untidy and disorganised were also noticed during observation. This means some parents are not playing their part when coming to cleanliness and matters such as covering books and writing of home activities.

4.5 SUMMARY

This chapter has presented and discussed the findings regarding the challenge of inability to read and write in EFAL by intermediate learners. The generated data were analysed with the intention of responding to the critical questions of the study. The analysis was presented according to the sub-themes and themes that emerged from the participants who are EFAL intermediate teachers. The themes presented are the best ways to teach reading and writing, namely: helpful classroom activities; classroom management; lesson planning; learner involvement; lesson objectives; assessment tools and activities; general views of EFAL teachers; the survivalist strategy; preparation of reading and writing tasks; the discovery of reading and writing challenges; the influence of home language to reading and writing; involvement of non-EFAL teachers; a gap between Foundation and Intermediate Phases; CAPS and the teaching of reading and writing; and resources that promote reading and writing. The next chapter presents the summary, recommendations, limitations of the study and chapter summary.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented and discussed findings attained through interviews and observations, regarding reading and writing in the Grades 4, 5 and 6. This chapter examines the summary of findings in terms of presented and discussed data. In addition, recommendations resulting from the backing of gathered verdicts and the review of literature will also be drawn to help EFAL teachers and their supervisors to inculcate reading and writing in a way that poor performance will be reduced.

The main aim of the research was to explore learners' challenges in reading and writing skills in EFAL at Intermediate Phase. DBE brought the new curriculum, CAPS into perspective in the sense that lack of mastery of reading and writing skills will be lessened. With this motive, the study resulted due to the persistence of EFAL challenges in reading and writing even though CAPS was put in place.

The study established the following objectives in order to overcome those challenges:

- To identify learners challenges of reading and writing witnessed by Intermediate Phase teachers in EFAL classrooms; and
- To suggest solutions on how to successfully teach reading and writing; and
- To elaborate ideas on how to cope with EFAL reading and writing challenges, experienced by Intermediate Phase learners.

Underneath follows a summary of key findings of the study.

5.2 KEY FINDINGS OF THE STUDY

This section provides the summary of findings with regard to learners' challenges in reading and writing at Intermediate Phase. The summary of findings was presented

with respect to sixteen components derived from explored data and supported by the review of literature. Amongst the components discussed, the researcher established some that were interrelated and integrated in all aspects found in the study.

The table below represents the summary of key findings based on the key themes for the study.

Table 5.1: Summary of key findings based on the key themes

Categories	Sub-categories
Lesson challenges	<ul style="list-style-type: none"> • Lack of reading and writing skills • Lack of attention • EFAL as challenging language
Learners language challenges	<ul style="list-style-type: none"> • Failing to connect with learners • Failing to stimulate participation • Lack of teachers' guide • Difficult content • Limited information or dependence on study materials supplied by DOE
Role of language	<ul style="list-style-type: none"> • Poor use LoLT • Excessive use of home language for teaching EFAL
Non-EFAL teaching abilities	<ul style="list-style-type: none"> • Teach remedial work • Encouraging learners to work together • Use proper tenses
EFAL gap	<ul style="list-style-type: none"> • Time given to EFAL at Foundation Phase • Language changes at Intermediate Phase
CAPS Implementation factors	<ul style="list-style-type: none"> • Inabilities • Competencies
Challenges rooted from resources	<ul style="list-style-type: none"> • Lack of use of LTSM • Other important materials to pursue goals of reading and writing

The following is the summary of the identified key findings for the study:

- Discovery of reading and writing challenges;
- The influence of home language to reading and writing;
- Involvement of non-EFAL teachers;
- A gap between Foundation and Intermediate Phases;
- CAPS and the teaching of reading and writing; and
- Resources that promote reading and writing.

5.2.1 Discovery of reading and writing challenges

It was found that learners that have reading inabilities have writing inabilities. It is displayed in the study's discoveries that learners who show poor pronunciation of words during reading, they also shows inappropriate spelling throughout their writing activities. Another finding in this regard is that challenging reading and writing activities are ignored in these classrooms, especially those activities that teachers are not familiar with (Hood & Tobutt 2009:7). This was observed in learners' activity books that teachers dwell in reading and writing activities that they know best and tend to ignore those that they do not understand. For example, learners write a letter in three terms.

5.2.2 The influence of home language to reading and writing

From themes, it was found out that most of the EFAL teachers did not major with English in colleges and universities, which is why home language dominate during the lesson. The frequent use of Sepedi in the lesson disturbs learners from learning to read and write well in EFAL (DBE 2013:10). To add to this finding, it is approved in this study that teachers need support in teaching EFAL content, setting of formal and informal assessment tasks and preparation of rubrics that match reading and writing activities. Even though teachers were not trained or rather work shopped, they try by all means to achieve reading and writing activities. Lack of training is proved in Chapter 4 that most of the teachers fail to simplify reading and writing activities to the level of learners' ability. The circumstance that teachers found themselves in, for example, not able to explain to learners the expectations, especially when tackling challenging reading and writing activities showed that teacher training and workshops are necessary.

5.2.3 Involvement of non-EFAL teacher

It was found that schools engage every teacher and every learner through morning devotions to promote reading. To add to this finding, Mongduo and Xiaoling (2010:12) argue that allowing learners to read at any time and in any subject makes them better readers. The study has shown in Chapter 4 that the two skills, which are reading and writing, promote each other. Menyuk and Brisk (2005:18) argued that learning to read and write from other subjects can help learners cope with the demands of EFAL curriculum in the classrooms.

5.2.4 A gap between Foundation and Intermediate Phase

It was found that most of the EFAL content is taught in Sepedi and LoLT at Intermediate Phase is compromised. It was also found in the study that most of the learners in rural areas use 0% of EFAL when they are at home and teachers at Foundation Phase treat EFAL as a subject, not a language that need to be read and written. That creates a curricula gap between the Foundation and Intermediate Phases and contributes to inability to read and write by the intermediate learners. Most of the time teachers found themselves frustrated, not knowing how they should teach EFAL as learners passively take part during the lesson (Matlakala 2013:4). For learners to understand what has been taught, teachers tend to use too much of Sepedi during the lesson and that is the reason reading and writing inabilities kept prevailing. This led to the support of literature that dedication of parents is non-existent when coming to EFAL at Intermediate Phase.

5.2.5 CAPS and the teaching of reading and writing

The study demonstrated that reading and writing time provided in CAPS is not observed adequately by EFAL teachers and supervisors. If the hours provided by CAPS for teaching either reading or writing in the classroom can be followed properly, obviously the skills will not suffer as much (DBE 2011b:17). It was found out that teachers concentrate on some teaching and learning methods and ignore others. The whole class instruction and group discussion methods takes the lead during learning and teaching in the study, even though they were not integrated in problem based and jigsaw methods explained in Chapter two. Therefore, the finding on teaching and learning method let to the another finding that shows the

significance of involving other teachers teaching other subjects to help in propelling EFAL competencies in reading and writing. The study approved in Chapter 4 that those teachers teaching other subjects may use their own methods of teaching to teach reading and writing in order to overcome inabilities in those skills.

5.2.6 Resources that promote reading and writing

It was found that workbooks supplied by DBE lack teachers' guide. Due the lack of teachers' guide, some activities in workbooks are skipped in the sense that they are problematic and difficult content takes a lot of time to tackle. Wessels (2007:8) confirms that it would be much easier for the teacher if the guide was given on such activities. The finding confirmed that teachers settle to one kind of text book rather than variety of them. It was also found that most of the intermediate schools in rural areas do not have proper administrative block or staffroom where teachers can do their administration work (Maswanganye 2010:65). One or two teachers are doing their administrative work while the other teacher is busy teaching in the same classroom. For this reason, teachers contributed to the classroom overcrowding that prevail in these classrooms.

5.3 RECOMMENDATIONS

In light of the findings of the study, recommendations are being drawn to guide EFAL teachers to improve reading and writing at Intermediate Phase.

5.3.1 Recommendation 1

It is recommended that teachers should establish learners' own words, especially words that they know best and use them to construct sentences that they will read fluently and even write clearly. Teachers should write full words when editing learners' written activities, not *SP* for indicating wrong spelling.

5.3.2 Recommendation 2

The study recommends that teachers in ex-model C and private schools should conduct joint workshops with teachers in public schools in rural areas regarding reading and writing activities, LTSM and other teaching materials. Developmental training in terms of learner assessment and content teaching should be coordinated

and strengthened to the advantage of maximal achievement of lesson objectives. The recommendation should be adhered at the beginning of every year due to the fact that most of the teachers teaching EFAL has been moved from their major subjects because of R&R. Inclusive education should be offered to all EFAL teachers as the classrooms experience learners with different learning difficulties. Training will help teachers to establish programs that benefit in giving special attention to learners labelled progressed in schools.

5.3.3 Recommendation 3

The study recommends that all teachers in a school should be involved in teaching reading and writing as it is important skills that will make learners easily pass their assessment activities. It is recommended that enough time should be extended in the form of extra classes to learners who need special attention in reading and writing. DBE should monitor the programme and compensate teachers who will do this work, and advise supervisors, such as principals and departmental heads, in terms of teacher work output. For example, they must know that reading activities forms part of the work output of the teacher. This means that such supervisors will understand that reading in the intermediate has got more hours than all other literacy skills. Therefore, reading and writing time approved by CAPS will be adhered to in classrooms.

5.3.4 Recommendation 4

In order to make sure that learners are able to read and write in EFAL, the study recommends minimization of the use of mother tongue during reading and writing activities. In other words, the practice of code-switching during the EFAL lesson should be well regulated. It is recommended that learners in schools should use EFAL as their language for communication during school hours and DBE should prioritize the prevailing curricula gab between Foundation and Intermediate Phases.

5.3.5 Recommendation 5

The study recommends that teachers should try several teaching methods to overcome challenges emanating in reading and writing situations. Teachers may

establish peer teaching in their classes as an encouragement to learners in the intermediate schools.

5.3.6 Recommendation 6

Learning and teaching resources are useful products for drawing learners' attention and lesson achievement in the classroom (Nash 2009:125). Recommendation hereof is that teachers should not rely only on materials supplied by the DBE, but should at least buy or make materials that will suit their teaching needs.

5.4 IMPLICATION FOR FURTHER RESEARCH

This research concentrated on the learners' challenges in reading and writing in EFAL at Intermediate Phase. Although there are other phases in primary schools apart from the intermediate one, this study focused solely on the Intermediate Phase. Other phases, such as the Foundation, Senior and Further Education and Training, were excluded. Choosing to concentrate on the Intermediate Phase was to make an in depth understanding of learners' challenges in reading and writing skills. Even though there are eighteen schools and sixty EFAL teachers in the Mankweng Circuit, only three schools and nine EFAL teachers were sampled for the achievement of the study. Challenges in relation to listening, speaking and other language learning and teaching were not part of the study.

5.5 CHAPTER SUMMARY

In conclusion, the above research study has shown learners' challenges in reading and writing in EFAL at Intermediate Phase. Due to what has been witnessed by the researcher and what the teacher participants had uttered, the study achieved its main aim and objectives. The results gained from this research, defined learners' reading and writing challenges through the discussions of findings of the study.

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APPENDICES

Appendix A: Permission Letter – Department of Education

DEPARTMENT OF EDUCATION

MANKWENG CIRCUIT

Attention: Circuit Manager

Date: 09 June 2015

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MANKWENG PRIMARY SCHOOLS

Dear Sir/Madam

My name is **SEBETOA PM**, Student no: **201222064** and I am a master's student at the University of Limpopo (UL). The research I wish to conduct for my Master's dissertation involves "Learners' Challenges in Reading and Writing in English First Additional Language in the Intermediate Phase". This study will be conducted under the supervision of **Dr MW Maruma, Dr NS Modiba and Dr JW Foncha** in the Department of Humanities.

I hereby request your consent to approach a number of schools in the Mankweng Circuit to provide participants for this research project.

I have provided you with a copy of my research proposal which includes copies of the consent letter to school principals, interview schedule, as well as a copy of the approval letter which I received from the UL Research Ethics Committee.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me at 078 418 5878 or pmsebeta@gmail.com.

Thank you in advance for consideration in this matter.

Yours sincerely

SEBETOA PM

University of Limpopo

Appendix B: Circuit Manager Response Letter

LEARNERS' CHALLENGES IN READING AND WRITING IN ENGLISH FIRST ADDITIONAL LANGUAGE IN THE INTERMEDIATE PHASE IN MANKWENG CIRCUIT

Circuit Manager Response Letter

I give consent for you to approach English First Additional Language teachers in Grades 4, 5 and 6 to participate in the above mentioned research. I have read the project Information statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary.
- I may decide to withdraw the school's participation at any time without penalty.
- Only teachers who consent will participate in the research project.
- All information obtained will be treated in strictest confidence.
- The teacher's names will not be used and individual teachers will not be identifiable in any written reports about the study.
- The school will not be identifiable in any written reports about the study.
- A report will be made available to schools if needed.
- I may seek further information on the project from SEBETOA PM on 078 418 5878 or pmsebetoa@gmail.com.

Circuit Manager

Signature

Date

Please notify the researcher to collect approval

Appendix C: Ethical Clearance



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

MEETING: 05 July 2016

PROJECT NUMBER: TREC/73/2016: PG

PROJECT:

Title: Learners' challenges in reading and writing in English First Additional Language in the intermediate phase in Mankweng Circuit

Researcher: Mr PM Sebetsoa

Supervisor: Dr MW Maruma

Co-Supervisor: Dr NS Modiba

School: Education

Degree: Masters in Education


PROF. TAB MASHEGO

CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

Appendix D: Consent Letter to School Principals for the Study

LEARNERS' CHALLENGES IN READING AND WRITING IN ENGLISH FIRST ADDITIONAL LANGUAGE IN THE INTERMEDIATE PHASE IN MANKWENG CIRCUIT

My name is **SEBETOA PM**, Student no: **201222064**, and I am a Master's student at the university of Limpopo (UL). I am conducting research on the "Learners' Challenges in Reading and Writing in English First Additional Language in the Intermediate Phase" under the supervision of **Dr MW Maruma** and **Dr NS Modiba**. The Department of Education has given approval to approach schools for my research. A copy of their approval has is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee of the UL.

Aims of the research

- To identify learners challenges of reading and writing witnessed by Intermediate Phase teachers in EFAL classrooms; and
- To suggest solutions on how to successfully teach reading and writing; and
- To elaborate ideas on how to cope with EFAL reading and writing challenges, experienced by Intermediate Phase learners.

Significance of the research

The study is significant in three ways, namely:

1. It will provide and detect the problem behind poor performance in schools.
2. It brings to light learners' challenges in reading and writing in EFAL at Intermediate Phase.
3. It will provide schools, teachers and curriculum planners, especially language facilitators with greater understanding about the challenges on reading and writing at Intermediate Phase.

Benefits of the Research to schools

1. Dissemination of results to schools
2. The results will inform teachers as well as curriculum development in EFAL education.

Research Plan and Method

Permission will be sought from teachers and no learner is taking part in the study except that the researcher may be involved in the classroom while the teacher is teaching. All information collected will be treated in strictest confidence and neither the school nor individual teacher will be identifiable in any reports that are written. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the school principal may decide to withdraw the school's participation at any time without penalty.

School involvement

Once I have received your consent to approach teachers to participate in this study, I will

- arrange for informed consent to be given to participants;
- arrange time with your school for data collection to take place; and
- obtain informed consent from participants.

Invitation to Participate

If you would like your school to participate in this research, please complete and return the attached form.

Thank you for taking the time to read this information.

Researcher's name: Sebetoa PM (078 418 5878)

Supervisor's name: Dr MW Maruma

Co-supervisor: Dr NS Modiba

UNIVERSITY OF LIMPOPO

Appendix E: School Principal Response Form

LEARNERS' CHALLENGES IN READING AND WRITING IN ENGLISH FIRST ADDITIONAL LANGUAGE IN THE INTERMEDIATE PHASE IN MANKWENG CIRCUIT

School principal Response Form

I give consent for you to approach English First Additional Language teachers in Grades 4, 5 and 6 to participate in the above mentioned research. I have read the project Information statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary.
- I may decide to withdraw the school's participation at any time without penalty.
- Only teachers who consent will participate in the research project.
- All information obtained will be treated in strictest confidence.
- The teacher's names will not be used and individual teachers will not be identifiable in any written reports about the study.
- The school will not be identifiable in any written reports about the study.
- A report will be made available to schools if needed.
- I may seek further information on the project from SEBETOA PM on 078 418 5878 or pmsebetoa@gmail.com.

Principal

Signature

Date

Please notify the researcher to collect approval

Appendix F: Participant Consent Form

LEARNERS' CHALLENGES IN READING AND WRITING IN ENGLISH FIRST ADDITIONAL LANGUAGE IN THE INTERMEDIATE PHASE IN MANKWENG CIRCUIT

Participant Consent Form

I give consent for you to approach English First Additional Language teachers in Grades 4, 5 and 6 to participate in the above mentioned research. I have read the project Information statement explaining the purpose of the research project and understand that:

- My role is voluntary.
- I may decide to withdraw my participation at any time without penalty.
- All information obtained will be treated in strictest confidence.
- My names will not be used in any written reports about the study.
- My school will not be identifiable in any written reports about the study.
- A report will be made available to me and my school if needed.
- I may seek further information on the project from SEBETOA PM on 078 418 5878 or pmsebeta@gmail.com.

Participant

Signature

Date: ___/___/___

Witness

Signature

Date: ___/___/___

Please notify the researcher to collect approval

Appendix G: Interview Schedule for Intermediate EFAL Teachers

1. How did you discover reading and writing problems by EFAL Learners?
2. Which part is played by Home language when teaching intermediate EFAL learners to read and write? Explain.
3. What are the best ways to teach intermediate learners to read and write in EFAL?
4. What special teaching resources should be used to promote reading and writing in EFAL classroom?
5. Is there any EFAL reading and writing gap between Foundation and Intermediate Phases?
6. How can non-intermediate EFAL teachers assist in resolving learners' reading and writing problems?
7. Which intermediate EFAL classroom activities do you find helpful to learners?
8. Which EFAL teaching methods are effective for your intermediate learners in the classroom? Explain the effectiveness of each method mentioned?
9. How do you find prescribed intermediate EFAL learners' study materials?
10. Is CAPS promoting competency in EFAL reading and writing skills? Explain.

Appendix H: Observation Schedule for Intermediate EFAL Teachers

1. How do EFAL teachers manage the classrooms during the lesson delivery?
2. How is lesson planning important to EFAL intermediate teachers?
3. Which resources are appropriate for teaching reading and writing in the intermediate rural classes?
4. Are intermediate EFAL teachers able to come to the level of learners when teaching reading and writing?
5. What are the common methods used in teaching reading and writing in the intermediate classrooms?
6. How do intermediate EFAL teachers solve challenges emerging during the teaching of reading and writing?
7. How are intermediate EFAL teachers encouraging learner involvement in reading and writing?
8. Are intermediate EFAL teachers able to achieve their lesson objectives when teaching reading and writing?
9. How do intermediate EFAL teachers prepare reading and writing assessment tasks?
10. Which assessment tools do intermediate EFAL teachers use during reading and writing?