

**Evaluating the Implementation of the Reading and Writing Instruction Programme
in the Foundation Phase of Lobethal Circuit in Sekhukhune**

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DECLARATION

I hereby declare and confirm that the research study entitled *Evaluating the Implementation of the Reading and Writing Instruction programme at Lobethal Circuit in Sekhukhune District* was solely undertaken by me. All sections of this document that use quotes or describe an argument have been referenced, including all secondary literature used to show that this material has been adopted to support my thesis. I also declare that the information that I am sharing in this study is solely for making positive contribution and transformation in schools and the society at large.

Date: 19 February 2018

Name and Signature:

DEDICATION

This work is dedicated to my Creator, God Almighty, for blessing me with my life. I thank Him for my protection, guidance and for His endless love.

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First, I would like to extend my utmost thanks to my supervisor, Professor Mabasa for being my pillar of support throughout this journey and for helping me to internalize and synthesize my topic until I got immersed in it. Your wit, wisdom and humility always amaze me and I could not have learnt these critical life skills.

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ABSTRACT

The importance of programme evaluation is acknowledged by many authors. However, less emphasis is given to understanding programme implementation (Duttweiler & Dayton, 2009; HSRC: South African National Health and Nutrition Examination Survey, 2012; Romm and Dichaba, 2015). Simply assessing a programme impact without a clear understanding of the degree to which the programme was actually implemented can result in inaccurate findings. The effective evaluation of both programme impacts and implementation can provide a more holistic perspective of programmes and an increased ability to identify and share best practices or weaknesses of programmes (Duerden and Witt, 2012). The purpose of this study was to evaluate the implementation of the Reading and Writing Instruction Programme (RWIP) in two primary schools situated in Lobethal Circuit. A qualitative approach was adopted using a case study design. Data collection was done through observations, interviews and documents analysis. A thematic approach was used to analyse the data while conclusions were drawn based on the themes that emerged during data collection and analysis. The results of the study indicate that there is implementation of the RWI programme. However, schools differ on how they apply the strategies that are outlined in the programme. The study recommends that there should be strong collaborations between Room to Read, schools, communities, circuit, district and provincial offices so that everyone understands the key components/elements of the Reading and Writing Instruction (RWI) Programme and how to apply them.

Key words in this study are: **implementation, evaluation, Reading and Writing programme, components of teaching reading and writing**

LIST OF ACRONYMS

ABET = Adult Basic Education and Training

ANA = Annual National Assessment

BTE= Bridge to English

CAPS = Curriculum and Assessment Policy Statement

CI =Curriculum Implementers

DBE = Department of Basic Education and Training

DCGEP = Discovery Channel Global Education Partnership

DDE = District Department of Education

DoE = Department of Education

DSM = District Senior Manager

ECDC = Early Childhood Development Centres

ECDP = Early Childhood Development Programme

EGRA = Early Grade Reading Assessments

FBLM = Four Blocks Literacy Model

FFLC = Foundations for Learning Campaign

GET = General Education and Training

GP = Gauteng Province

HBCP = Home-Based Care Programme

HL = Home Language

HOD = Head of Department

HSRC = Human Sciences Research Council

LM = Limpopo Province

LOLT = Language of Learning and Teaching

LTSM = Learner-Teacher Support Materials

MALATI = Mathematics Learning and Teaching Initiative

MDG = Millennium Development Goals

MILL = Molteno Institute for Language and Literacy

MP = Mpumalanga Province

NCS = National Curriculum Statement

NGO = Non-Government Organization

NIFL = National Institute for Literacy

NICHHD = National Institute of Child Health and Human Development

NRS = National Reading Strategy

NSNP = National School Nutrition Programme

PDLW – Professional Development Learning Workshop

READ = Read Educate and Develop

RESEP = Research on Socio-Economic Policy

RTW = Reading Their Way

RtR = Room to Read

RWIP = Reading and Writing Instruction Programme

SA = South Africa

SBST = School-Based Support Team

SFP = School feeding Project

SLP = School Library Programme

SMT = School Management Team

SSP = Safe Schools Programme

TPLW = Teacher Professional Learning Workshop

TREC = Turfloop Research Ethics Committee

TSG = Teacher Support Groups

UNESCO = United Nations Education, Scientific and Cultural Organization

UNISA = University of South Africa

UNODC = United Nations Office on Drugs and Crime

USA = United States of America

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CHAPTER 1

1.1. Background to the study

When South Africa became a democracy in 1994, the standard of education was very poor, particularly in former black schools because those schools were not provided with the relevant resources and programmes that would enhance effective teaching and learning (Nkosi, 2012). As a result of this, various intervention programmes were designed by the government to redress the inherited problems of the past and try to come up with a system that would provide quality education to all learners in the country irrespective of colour, gender or ethnicity. Amongst the interventions that were introduced are interventions such as the Integrated Nutrition Programme (INP), Nutritional Supplementation Programme (NSP); Early Childhood Development Nutrition Programme (ECDNP), and the National School Nutrition Programme (NSNP), which was formerly called the School Feeding Project (SFP), (Bennet, 2003; Grundlingh, 2013).

Other interventions are those that focused on reading, writing and numeracy abilities. These include the Kha Ri Gude Mass Literacy Campaign; the Foundations for Learning Campaign (FFLC); National Reading Strategy (NRS) and the Mathematics Learning, and Teaching Initiative, commonly called MALATI (Government Gazette, No. 30880). The Foundations for Learning Campaign was a government initiated programme which was launched in 2008 through to 2011 with the aim of improving reading, writing and numeracy abilities of all South African children, whereas The FFLC emphasized the teaching of reading and counting as core activities for improving the literacy and numeracy skills of learners. The Mathematics Learning and Teaching Initiative (MALATI) was a curriculum

and teacher development project which was conducted in seven schools in the Western Cape with the focus on the topic: 'Statistics'. It provided schools with learner materials and teachers' notes (Bennie & Newstead, 1999).

Another programme called the National Reading Strategy (NRS), was introduced by the government with the aim of improving the reading competency of learners, this included learners who experienced barriers to learning and others who were at special schools. This programme was built on several pillars, such as teacher training, resources and management of the teaching of reading. Yet another programme that was introduced by the government was called the 100 Storybooks Project. The aim of this programme was to improve the reading and writing skills of learners by providing 3 packs containing 100 storybooks and bookshelves for each Foundation and Intermediate Phase classroom in nodal areas to create classroom libraries (Maseko: 2008). These are some of the interventions that were designed by the government to improve the reading, writing and mathematical skills of learners.

Equally important, were new legislations, policies and frameworks that outlined how these programmes should be implemented (The National Protocol on Assessments, 2011; Curriculum and Assessment Policy Statements, 2011; Revised Policy on Minimum Requirements for Teacher Education Qualifications/MRTEQ, 2015). These policies aimed to unleash the full potential of each learner and the socio-economic development of the country at large (SAQA, 1995). The policies also envisage to optimize the teaching and learning process to enable all learners to achieve adequate levels of proficiency in the various learning areas/subjects in each particular Grade (Nel, Nel & Hugo, 2013). Despite all these attempts, a large number of primary school children are not learning to

read nor understand mathematics, and the system is not producing quality results with regard to the National Senior Certificate (NEEDU, 2012). Looking at the circumstances indicated above, one can assume that there are challenges with implementation, or perhaps stakeholders are experiencing severe constraints in putting the plans into action.

In addition to the government intervention programmes and policies indicated above, there are interventions that have been designed internationally and nationally by various Non-Governmental Organisations (NGOs) which aim to improve the quality of education and improve the literacy and numeracy skills of all learners. These interventions were provided by organisations such as: Molteno Institute for Language and Literacy (MILL); Discovery Channel Global Education Partnership (DCGEP); the Nelson Mandela Institute for Rural Development (NMI); the Read Educational Trust and Room to Read.

The Discovery Channel Global Education Partnership (DCGEP) is an international NGO which partners with primary schools in various countries such as Uganda, Zambia, Morocco and South Africa. They install TVs and DVD players and provide intensive teacher-training on the use of video to complement curricular objectives (Harris, 2013).

The Nelson Mandela Institute for Education and Rural Development is an NGO that was formed in 2007 and works with rural teachers, learners and parents with the aim of creating Foundation Phase classrooms that work effectively for rural children.

The Read Educational Trust is also a South African based NGO that was started as a small voluntary committee in Soweto at the end of 1979 in response to the 1976 students' demands for reading and library facilities. It is funded by foreign and local donors. According to the organization, READ is an acronym that stands for 'Read Educate and

Develop'. The Read Educational Trust works alongside the Department of Education to implement teacher training and literacy projects in schools. It provides training and a variety of books for teachers and ensures that materials are correctly utilized.

As much as various intervention programmes and policies were designed to improve the literacy skills in South Africa, learners still experience challenges in reading and writing. Statistics show that 60% of learners at the end of Grade 3 cannot read for meaning, i.e. while some of them may be able to sound out the words, they are not able to put meaning to these words (NEEDU, 2012). This problem is also manifested by the results of the Annual National Assessment (ANA) which, is conducted every year in South Africa. The 2012 ANA results show that only 47,9% of Grade 3 learners in Limpopo passed Home Language, against the national average of 52,0%, while 24,1% was scored by the Grade 4s against the national average of 42,6% (Reviewed Literacy Strategy for General Education and Training, 2013). These results raise a concern about the intervention programmes that are meant to address education problems in South Africa. As a way of trying to look at the issue, this study, focused on the implementation evaluation of the Reading and Writing Instruction Programme (RWIP), which was designed by an organisation called Room to Read.

Implementation research is one of the most important, and at the same time, one of the most neglected aspects of evaluation research (Durden and Witt, 2012). Literature shows little evidence of research studies that focus on the actual implementation of programmes in South Africa. It seems as if the focus of many organisations is more on developing plans about programmes, detailing how various services and programmes should be conducted than the actual implementation (Durlak, 2015). Looking at evaluation studies

as well, it would seem that there is more focus on outcomes and less on the implementation process (Hansen, 2014). It was for this reason that I decided to evaluate how the Reading and Writing Instruction Programme (RWIP) was being implemented in the Foundation Phase of Lobethal Circuit. As a researcher, I was curious and driven to look deeper in investigating whether this programme was implemented with fidelity, that is, as initially planned or not (D'Agostino, 2011).

The RWIP aims to equip and develop children's literacy skills needed for life-long learning by intervening early during their first years of school. It is a programme that was designed by Room to Read (RtR), which is an international non-profit organisation and has adopted the South African Department of Basic Education curriculum while working within the framework of the Curriculum and Assessment Policy Statement (CAPS). RtR has designed this programme to help Foundation Phase teachers to facilitate effective and efficient Home-Language lessons by covering the following five components of reading: Phonological/Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension (Department of Education, 2007). These components form the cornerstones of the RWIP, which also emphasises the teaching of Writing as a critical skill to be deliberately and explicitly taught in the Foundation Phase. A brief explanation of each component follows below:

- Phonological/Phonemic awareness. According to the Oxford Advanced Learners Dictionary (2013) the word 'phonological' is derived from the word 'phonology', which is the study of the system of speech sounds of a particular language. Armbruster, Lehr and Osborn (2001) concur with this explanation by defining phonological awareness as the ability to work with different sounds in speech.

Phonemic awareness is the ability to hear, identify and manipulate individual sounds in words. *Phonemic awareness is a sub-category of phonological awareness because it deals with the position of a sound in a word*; for example, the word 'cat' is made of three sounds /c//a//t/ (Landsberg, 2009; 121).

- Phonological awareness is much broader because it deals with words, syllables, onset and rimes. A word is a combination of sounds that expresses a meaning and forms an independent unit of the vocabulary or grammar of a language (Oxford Advanced Learner's Dictionary, 2013). Armbruster, Lehr and Osborn (2001), describe a syllable as the smallest part of the word that contains a vowel. An onset is a part of spoken language that is smaller than a syllable but larger than a phoneme. An onset is the initial consonant/s sound of a syllable; for example, the onset of the word /bag/ is 'b' whereas the onset of the word /through/ is 'thr'. A rime is part of a syllable that contains a vowel and all the letters that follow it, that is, the rime of the word /bag/ is 'ag' and the rime of /through/ is 'ough' (Armbruster, Lehr and Osborn, 2002)
- The second component of teaching reading is called phonics which is defined as "*the ability to recognize the letters and to relate them to their associated sounds*" (Landsberg, 2009; 124). Phonics lead to the understanding of the alphabetic principle because learners are taught how to match sounds with appropriate symbols, for example the sound 'k' is represented by letter /c/.
- Vocabulary is defined as a list of words that we must know in order to communicate effectively (Armbruster, Lehr and Osborn, 2001). The *Oxford Advanced Learner's*

Dictionary (2013) defines vocabulary as a total number of words that make up a language.

- The fourth component is 'fluency' which according to the *Oxford Advanced Learner's Dictionary* 2013 is the ability to speak, read and write a language smoothly, accurately, and with ease. Armbruster, Lehr and Osborn (2001) define fluency as the ability to read a text accurately and at a good pace.
- Comprehension is the last component which refers to the ability to read a text, process it and understand its meaning (CAPS, Department of Education, 2011). Armbruster, Lehr and Osborn (2001) explain comprehension as the ultimate goal of reading. We read in order to understand any given text.

These five components are emphasized in the South African National Curriculum known as Curriculum and Assessment Policy Statements Grades R-3 Home Language (CAPS, Department of Basic Education, 2011). The components will be discussed in full in the sections that follow. The RWIP sees the use of Learner-Teacher Support Materials (LTSM) as of paramount importance in developing the vocabulary of children and simplifying the content for them.

The RWIP was piloted in 2012 in 25 primary schools of Sekhukhune District, Limpopo Province and 25 schools in Bushbuckridge, Mpumalanga Province. In 2014 it was expanded to schools in Gauteng Province: Soshanguve, Mamelodi and Atteridgeville townships respectively. Room to Read believes that language is used across the curriculum in all oral and written work as well as in reading; therefore it should be taught meticulously, explicitly and systematically, particularly in the lower grades, when children are still at their tender age of grasping new concepts quickly. In order to have a clear

understanding of learners' reading and writing skills, I decided to look deeper into what was actually happening during Home language Lessons to observe how the RWIP was being implemented.

1.2. STATEMENT OF THE PROBLEM

Different intervention programmes dealing with reading and writing problems have been designed and implemented since the new government came into power in 1994 as already indicated. What should be noted, though, is that despite all the interventions, the problem of reading and writing remain a challenge in South African schools, especially in the lower grades. Evaluation studies consulted produced little evidence of studies that focused on the implementation of programmes (Duttweiler & Dayton, 2009; HSRC. South African National Health and Nutrition Examination Survey, 2012; Romm and Dichaba, 2015). It is within this context that an evaluation study on the implementation of the Reading and Writing Instruction Programme in Lobethal Circuit of Sekhukhune District, Limpopo Province was deemed important.

1.3. RESEARCH QUESTIONS

The main question of this study was; how is the RWIP being implemented in Lobethal Circuit? The following served as sub-questions:

- Is the Reading and Writing Instruction Programme being implemented in Lobethal Circuit?

- What are the challenges or best practices experienced during the implementation process, and how do implementers deal with these challenges?
- What are the views of different stakeholders on the implementation of RWIP i.e. the principals, HODs, teachers, Department of Education and parents' views with regard to the RWIP?
- Are there individuals or groups of people who oppose the implementation of the programme?

1.4. PURPOSE OF THE STUDY

As already indicated, there are many intervention programmes on reading and writing in South Africa. Not much has been done in the evaluation of how they are implemented (Durlak, 1997, Duttweiler & Dayton, 2009; Romm and Dichaba, 2015). This study aimed to look at the implementation of Reading and Writing Instruction Programme to get a better understanding of how the programme was being implemented in the primary schools of Lobethal Circuit. The purpose of this study is:

- To find out if the Reading and Writing Instruction Programme was being implemented.
- To explore if there were challenges or best practices experienced in the implementation process and how implementers coped.

- To explore the views of different stakeholders about the programme; i.e. principals, HODs, parents, teachers, Room to Read and the Department of Education.
- To investigate if there are individuals or groups of people who oppose the implementation of the programme.

1.5. RESEARCH DESIGN AND METHODOLOGY

1.5.1. Methodology

The researcher chose qualitative approach for this study because it provided an in-depth and detailed understanding of actions, non-observable as well as observable phenomena, attitudes, and intentions of different stakeholders. Qualitative approach gives voices to the participants and probes issues that are hidden beneath the surface of presenting behaviours and actions (Gonzales and Lincoln, 2008).

Qualitative approach was considered appropriate for this study because the researcher wanted to study things as they occurred naturally while there was no manipulation or control of behaviour (McMillan & Schumacher, 2010). Secondly, the approach was chosen for the fact that it relies heavily on interpretive perception (Chorba, 2011). Qualitative approach focuses more on understanding people's perceptions, beliefs, experiences, attitudes, behaviour and interactions. The use of qualitative approach in this study was meant to help the researcher to interact with the participants and observe the manner in which the Reading and Writing Instruction Programme was being implemented. The study commenced with a single focus on an issue which was the implementation of

the Reading and Writing Instruction Programme in Lobethal Circuit of Sekhukhune District (Creswell, 2013).

For the purposes of this research, a case study approach was used based on the researcher's intentions to observe and interact with the participants. The participants in the study were teachers, HODs, Room to Read facilitators and parents in two schools at Lobethal Circuit, in Sekhukhune District. According to Yin (2002), a case study is an empirical enquiry that studies the case by addressing the how and why questions concerning a particular phenomenon of interest. A case is also instrumental in programme evaluation. I used a case study approach because I wanted to give an in-depth explanation of the experiences of the teachers, learners, parents and Room to Read facilitators who were involved in the implementation of the Reading and Writing Instruction Programme.

1.5.2 Population and Sampling

In order for researchers to obtain data for their studies, they first have to decide from whom to collect the data. "The group you identified to collect data from is known as '*target group*'" (SANTS, 2016). According to SANTS (2016), the researcher can choose to collect data from the whole group (population) or from some members of the group (sample). A population is formed by all members of the target group. Other studies define a population as individuals in a universe who possess the same characteristics (Edwards and Holland, 2013). A population enables the researcher to gather relevant information about a 'particular' topic of their interest. Sometimes it is not practical to collect data from the

population because it is too large. A sample will then be chosen to represent the population.

The sample in this study comprised of teachers and parents from the two schools in Lobethal Circuit of Sekhukhune District as well as one facilitator from RtR who used to monitor and support these schools. These schools were amongst the 25 schools which were adopted by RtR to implement the RWI programme from 2012 to 2014. The sample comprised of eleven participants made up of teachers, Heads of Department (HODs), parents from the two primary schools in Lobethal Circuit and one Room to Read facilitator. These individuals were identified because they could be in a position to answer the questions posed in my study.

1.5.2.1. Sampling

In order to appropriately respond to the questions raised in this study, purposeful/non-probability sampling was used. The choice of a purposive sampling strategy was due to the fact that it is a strategy in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be obtained from other choices (Fink, 1995 & Oliver, 2006). Stake (2005) also recommends that researchers should choose cases that are best for getting the required data and also hospitable to their study. The researcher has as well employed other principles of convenience selection in a sense that the chosen schools were easy to access. Moreover, the participants were familiar to her since she had been working with them as their facilitator in the previous years. Other researchers support this by stating that in convenience sampling the researcher selects from whoever is available. In this context, the schools

are in a village close to where the researcher grew up and worked (Cohen, Manion and Morrison, 2011).

Adding to what has been mentioned above, the two primary schools in Lobethal Circuit have been selected because they were amongst the schools which were implementing the Reading and Writing Instruction Programme. The participants in this study were two Foundation Phase teachers (Grades 1 and 2) and one Head of Department (HOD) from each school. All these teachers have received training from RtR and implemented the programme. The researcher also included two parents from each school and one Room to Read facilitator in the sample. The idea behind the facilitator was to understand how they monitor and support schools with implementation.

RtR has provided the Foundation Phase classes with the following Learning and Teaching Support Materials (LTSM): conversational posters for all the themes which are covered in the year, learner workbooks, word cards, alphabet freezes, flipchart paper, Koki pens and story books. All these resources enabled the researcher to discover if the RWI programme was being implemented.

1.6. DATA COLLECTION

1.6.1. Data collection instruments

'Data is information that is collected in a systematic way and organised and recorded to enable the reader to interpret the information' (Antonius, 2003: 2). Data should respond to the questions that researchers need to answer and as such cannot be collected

haphazardly. According to Yazan (2015), it is necessary for qualitative researchers to gather data from multiple evidentiary sources in order to capture the case under study in its entirety and complexity. Yin elaborates on Yazan's idea about the tools when she mentions six sources of evidence to be used during data collection. These sources are: documents, archival records, interviews, direct observation, participant observation and physical artefacts (Yin, 2002). For this study, direct observation, interviews and document analysis were used for capturing the data. It was beneficial to use these three techniques because they helped the researcher to triangulate the data. The researcher used monitoring tools that were developed by RtR to be used during school support visits, however minor adjustments and refinements were made in terms of content and procedure to enable them to suit her study (Yazan, 2015).

According to McMillan and Schumacher (2010), there are six categories of interviews: formal, informal, structured, unstructured, focused and unfocused. For the purposes of this study, the researcher chose in-depth semi-structured interviews. Due to the subjective nature of in-depth semi-structured interviews the researcher was able to use open-ended questions. Participants were given an opportunity to give the necessary information about the RWIP and shared their views about the programme. The researcher probed and prompted the interviewees in order to get rich information that could otherwise be hidden beneath the surface of the topic. The second evidentiary source for data collection that was employed in this study was 'observation'.

1.6.1.1. Observations

Marshall and Rossman (2015) explain that observation is looking and noting systematically people, events, behaviours, settings, artefacts, routines etcetera. Simpson and Tuson (2003) support this by saying that observation offers the researcher the opportunity to look directly at what is happening *in situ* rather than relying on second-hand information. The researcher decided to use observation because it was a highly flexible tool of data collection. Moreover, it helped her to understand the context of programmes and also to discover aspects that participants could not freely talk about in the interview situation (Moyles, Adams and Musgrove, 2002). The researcher also had the opportunity to analyse different types of documents that were used by the teachers, learners as well as the HODs to see if there was evidence of implementation of the programme.

Observation is a widely used means of data collection because it provides an opportunity to collect information directly about what is actually happening in a context. It also *“offers the researcher an opportunity to draw ‘live’ data from naturally occurring social situations”* (Cohen et al, 2011:456). For the evaluation of RWIP, an Observation Form was used as a tool to collect data because it was structured and could thus make summarizing and analysis of data easy (Olsen, 2012). (See Appendix A on page 134 for the Form).

As a researcher, I have been observing various activities and time frames which are outlined by both the Reading and Writing Instruction Programme and the National Curriculum (CAPS). Room to Read has provided schools with various resources to be utilized during the implementation of the Reading and Writing Instruction Programme. The

resources include: conversational posters (covering all the themes to be taught in the year), alphabet freezes for teaching letter symbols (phonics), decodable reading story books and Learner Books for each learner in the classroom. As per practice, all the posters, alphabet freezes and letters already taught should be displayed on the wall to help learners to refer and to practise reading. Learners also should be engaged in songs and rhymes at the beginning of each lesson to help them develop their listening and speaking skills. The researcher was able to observe the non-verbal behaviour of the participants during interviews and lesson presentations.

1.6.1.2. Interviews

Polit and Beck (2006) define an interview as a method of data collection in which one person (interviewer) asks questions of another (interviewee). An interview is not like an ordinary everyday conversation, it is a constructed and specifically planned event. An interview is a flexible tool because it enables researchers to use different channels of communication which are verbal and non-verbal language. (Cohen et al., 2011). Interviews are effective because as researchers we can see the interviewee holistically and at the same time hear their responses.

For this study, semi-structured in-depth interviews were conducted with three Foundation Phase teachers (Grades 1 & 2) from the two sampled schools, three parents whose children are in the same grades and one HOD from each school. The researcher also interviewed one Room to Read facilitator who used to monitor and support the teachers during the implementation of the RWIP in the various schools of Lobethal Circuit. Semi-structured interviews were chosen for this study because the interviewer wanted

the participants to have an opportunity to relate their own experiences regarding how the RWIP was being implemented as well as the challenges and successes they experienced (Edwards and Holland, 2013). (See Appendix B on page 137 for sample interview questions and responses from the grade 1 teacher in School A).

The researcher used Rose's (1994) checklist of points for explanation before the interview could be conducted. The following points were verified:

- Purpose of the interview
- Clarification of the topic under discussion
- Format of the interview
- Approximate length of interview
- Assurance of confidentiality
- Purpose of digital recorder—I asked for permission to use it and explain who would listen to the voice recordings.
- Assure participants that they may ask questions for clarification if needs be.

1.6.1.3. Document analysis

Documents come in many shapes and sizes, ranging from official and private documents to personal letters and memos (Grix, 2010). Examples of documents as listed by Buckland (2013) are manuscripts, printed matter, illustrations, diagrams, museum specimens etc. Documents can be relied upon because they serve as proof since they establish one or several facts. I had the opportunity to analyse the following documents which reflected some important points for my study:

- The attendance register showed the rate of school attendance of the Grade 1 and 2 learners;
- Minute's book reflected the frequency of meetings as well as the topics for discussion. SMTs have the responsibility to update parents about progress of learners and also request parents to be involved in various projects in the school.
- Learners' workbooks reflected how many activities they had written so far, and if the activities were relevant to RWIP. Both the teachers' chalkboard work and learners' handwriting were analysed; and
- The teacher's files reflected if they had all the necessary documents, i.e. hard copy of RWIP; Teacher's Lesson plans; Assessment tasks; Learner Assessment Record Sheets and Timetable (See Appendices C and D on pages 140 and 144 for a copy of Grade 1 and 2 RWIP).

It was incumbent also to check if each teacher had a copy of the CAPS document because it also outlines the five components of teaching reading and the four language skills to be taught during Home Language teaching (Punch, 2009). The researcher checked if there were lines drawn on the board, if the teacher used the correct strokes when writing each letter and if the letters were formed correctly.

1.7. Data Analysis

Cohen et al. (2011) explain that qualitative data analysis involves organizing, accounting for and explaining the data. This explanation resonates with Marshall and Rossman's (2015: 150) view that "*data analysis is the process of bringing order, structure and*

meaning to the mass of collected data". Qualitative study involves an inseparable relationship between data collection and data analysis in order to build a coherent interpretation of data. Analysis and collection of my data were done simultaneously in order to help me generate the most fertile array of data ((Tuckman and Harper, 2012). During analysis, I tried to make sense of the data that I had collected by sifting significant information from '*trivia*' (pieces of information of little importance). To make the process easy, the data was reduced, consolidated, and interpreted from what was said, what was heard and observed from the participants in naturally occurring situations (Yazan, 2015).

The main purpose for analysing the data was to describe the implementation of the Reading and Writing Instruction Programme in Lobethal Circuit and to explore the best practices and the challenges that might be experienced by implementers. Collection and analysis were interwoven simultaneously from the start and the remaining data was analysed after the whole data collection process was completed (Miles, Huberman and Saldana, 2014). Meaning was generated from interview data and transcriptions (Stake, 2005).

During transcription of interviews the same transcription conventions stated by Cohen et al. (2011) was followed, e.g. each speaker was given a pseudonym and recorded, each hesitation, small to long pauses and silences as three dots (...). After the interviews, observations and document analysis sessions, data was then organized in terms of smaller themes. To avoid bias, the researcher tried to recall vividly what and how things were said during the interview session (Burton and Bartlett, 2005).

Each typed transcript was read several times while listening to the corresponding recordings to ensure accuracy and also to come to a better overall understanding of each participant's experience (Cohen et al., 2011). The analysis of findings from observations, interviews and documents led to the findings of the research.

1.8. ETHICAL CONSIDERATIONS

The study took close consideration of ethical implications and ensured that they were fully guaranteed. Those implications included the right to privacy and confidentiality and the right to withdraw without pressure or penalty (Butler-Kisber, 2010). There was no physical discomfort, harm or injury to any of the participants; and a spirit of transparency and openness prevailed throughout the study. Each participant signed a consent form prior to the study to grant the researcher permission to work with them. (McMillan & Schumacher, 2010). The researcher ensured protection of dignity, rights and anonymity of all individuals involved.

The study also adhered to the Turfloop Research Ethics Committee (TREC) rules of the University of Limpopo. (See Appendix H on page 152 for a copy of my ethical clearance certificate). Permission from the District Department of Education (DDE) was sought before going to the field.

1.9. Key Concepts

Literature has offered many definitions about the term '*implementation*' over the years, and although each takes a slightly different view, they all share important commonalities. Implementation is the process of bringing about of outcomes that are congruent with the original intention by means of outputs (Jan-Erik Lane, 1982). According to Wikipedia '*implementation*' is the realisation of an application, or execution of a plan, idea, model, design or policy. Adding to the definitions above, Rossi, Lipsey and Freeman (2004), cited in Preskill and Russ-Eft (2016) viewed implementation evaluation as the use of social research methods to systematically investigate the effectiveness of social intervention programmes. Patton (2008) agrees with them by emphasizing that programme evaluation is the systematic collection of information about the activities, characteristics and outcomes of programmes to make judgements about the programme, improve programme effectiveness and inform decisions about future programming.

In defining the term '*evaluation*', Scriven (2015: 139), refers to it as *the process of determining the merit, worth, or value of something, or the product of that process*. Fournier (2005: 140) concurs with Scriven (2015) by defining evaluation as an applied inquiry process for collecting and synthesizing evidence that culminates in conclusion about the state of affairs, value, merit, worth, significance or quality of a programme, product, person, policy, proposal or plan. The two definitions are summarised by the American Evaluation Association's website that defines evaluation as "*assessing the strength and weaknesses of programmes, policies, personnel, products and organizations to improve their effectiveness*" (n.d., para.1).

The common word appearing in all the preceding definitions is “*value*” from the word evaluation (Fournier, 2005).

Evaluation is often conducted for different reasons, such as to gain information before a programme is developed, to improve and refine a programme, or to make a judgement about a programme’s future. Preskill and Russ-Eft (2016: 10) distinguish types of programmes implementation as:

The *Needs analysis* which is undertaken prior to the development of a programme to identify a gap between what is the desired state and what is the current state and to suggest options for closing that gap. The second one is called, *Developmental evaluation* in which the evaluator collects information and provides informal feedback to members of the design team and possibly organisation members to help them perfect the programme being designed before it is ready for pilot testing. The *Formative evaluation* is typically conducted for the purpose of refining or improving a programme during its implementation and *Summative evaluation* which is implemented for the purpose of determining the merit, worth, or value in a way that leads to making a final evaluative judgement. This type of evaluation is usually conducted after completion of the programme.

For the purposes of this study, I have employed formative evaluation as I wanted to find out how the RWIP was implemented and if implementers (teachers, HODs, parents, circuit officials) were complying with the programme by conducting the activities as prescribed by RtR (Preskill and Russ-Eft, 2016).

1.10. THEORETICAL FRAMEWORK

This study was undertaken within the framework of the Social Constructivist Theory. Social Constructivist researchers such as Lincoln and Guba (2000), Schwandt (2000) and Crotty (1998) hold the assumptions that individuals seek to understand the world in which they live and work (Creswell, 2013). They also believe that researchers develop subjective meanings of their experiences - meanings directed toward certain objects or things. For a constructivist, the primary goal of research is to rely as much as possible on the views of the participants. This theory was appropriate for the study in that it helped the researcher to interact with the participants by using open-ended questions so that she could hear how they expressed their views and constructed meaning of their own situation. Meaning was typically derived from discussions and interactions with teachers, HODs, parents and the Room to Read facilitator (Leedy and Ormrod, 2010).

Constructivist theory states that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Constructivist researchers are active creators of their own knowledge. They do this by asking questions, explore and assess what they know (SANTS, 2015). During the interview sessions, questions were asked, challenges and successes were explored with regard to the implementation of the programme. The researcher's interpretations of the findings were shaped by her experience as a facilitator of Room to Read. She also "positioned" herself in the research to acknowledge how her interpretation was drawn from her own personal, cultural and historical experiences.

The researcher tried to avoid bias by keeping her preconceived ideas about RWIP on hold because they could have helped or hurt the construction of meaning. I tried to remain neutral and acted as a researcher not as an employee of RtR. It is a fact that our prior knowledge comes often from our past experiences, culture and our environments. Generally, prior knowledge is good but sometimes misconceptions and wrong information can be a hindrance, hence I was cautious and did not want to be trapped in my preconceived ideas about the programme (Creswell, 2013). The main intention of the study was to interpret and make sense of the meanings others have about the Reading and Writing Instruction Programme.

1.11. SIGNIFICANCE OF THE STUDY

Most programmes and projects are funded by the government, various organizations, international and local companies; therefore, a lot of accountability is expected for the resources, money and time they have spent. The significance of this study is that:

- The strengths and weaknesses of the Reading and Writing Instruction Programme would be identified, while measures will be taken for refinement and improvement.
- Challenges and constraints experienced during the implementation process would be explored and the strategies would be developed to fill the gaps.
- Different stakeholders, particularly the funders, could decide if the programme should be continued, expanded or terminated. Programme funders might be attracted by the good reports and evidence of

implementation and decide to cover large geographical areas in different parts of South Africa. The Provincial Departments of Education could see the benefits of the programme and therefore decide to adopt it for the benefit of all learners in the country (Suvedi, 2011).

- Implementation evaluation would provide information on why the programme is succeeding or failing.

Evaluation results could also help stakeholders to discover if the resources are sufficient, relevant and appropriate for both teachers and learners.

1.12. CHAPTER OUTLINE

This study aimed to answer the questions that emanated from the research problem and contains the following chapters:

Chapter 1: Introduction and Rationale of the study.

Chapter 2: Literature Review Discussing International and National Experiences and Actions.

Chapter 3: Methodology and Design of the Evaluation Study

Chapter 4: Profiles and Results from School A and B on implementation.

Chapter 5: Findings, Conclusions and Recommendations.

1.13. Chapter Summary

Chapter 1 introduced the background of the study in which the researcher looked at different intervention programmes and how they were implemented in schools from various parts of South Africa. The statement of the problem, research questions and purpose were outlined to give an overview of the study. The research design and methodology that were adopted had helped the researcher to have a deeper understanding of the research topic. Data was collected through observations, interviews and analysis of documents. The collected data was then analysed in order to bring order, structure and meaning research study, Marshall and Rossman (2015).

The researcher had indicated the significance of the study as to identify strengths and weaknesses, to explore challenges and constraints experienced during implementation, to share results with stakeholders so that informed decisions about the RWIP could be made. The researcher had abided by the ethics of the University of Limpopo and aligned her study to the Social Constructivist Theory.

CHAPTER 2

LITERATURE REVIEW: INTERNATIONAL AND NATIONAL EXPERIENCES AND ACTIONS

2.1 Introduction

The problem of reading and writing is of international concern. Different countries have designed different programmes to address this issue because they have realised how critical it is to intervene promptly to assist children who struggle to learn to read and write. Few countries have been selected to look at how they have dealt with the challenges of reading and writing. The following countries: USA, China, Zambia and South Africa have been selected because they share common problems of reading and writing. The same countries also have developed various intervention programmes which seem to bear fruitful results that urge us to learn how they are actually being implemented and evaluated.

2.2. International Experiences: Implementation of various reading and writing intervention programmes

2.2.1 The United States of America

Various intervention programmes have been used to prevent and cure reading and writing difficulties in the US. Intervention includes programmes such as the Four Blocks Literacy Model (FBLM), Reading Their Way (RTW), Teacher Study Groups (TSGs) and Code-Based Instruction Programme.

a) The Four Blocks Literacy Model (FBLM)

The Four Blocks Literacy Model was developed in 1989-90 by Patricia Cunningham, Dorothy Hall and Margaret Defee (Farall and Lennon, 2012). Initially the programme was implemented in Grades 1 to 3 classes in North Carolina with the aim of assisting children who experienced challenges with reading and writing, now it has expanded to Grades 4 through to 6. The four pillars as in the name of this programme are: *guided reading, self-selected reading, working with words* and *writing*.

Guided reading was conducted for 30-40 minutes daily with the goal of increasing the learners' background knowledge, oral vocabulary meaning and comprehension skills. The basic components of this block are Before Reading Activities in which learners were asked general questions to test their knowledge, During Reading Activities when prediction questions were asked to help learners to think critically and After Reading Activities where comprehension questions were asked to test if they have understood the text. Reading fluency was also practised by reading the story book several times with the learners (Farall et al., 2012).

Self-selected reading was conducted for 30 minutes daily with the goal of developing the learners' listening and speaking skills. Learners were also helped to select interesting materials so that they could read independently and with confidence. Learners develop self-expression skills by sharing what they have read with their peers, groups or entire class. The components of this block were: reading aloud by the teacher, independent reading by learners and sharing time.

Working with words was another activity which was conducted for 40 minutes with the goal of increasing learners' word recognition and fluency of high frequency words. Learners were also taught how to decode and spell words phonetically. The components of this block were: word wall activities, decoding and spelling activities. All these components are emphasised in our national curriculum document (CAPS).

The writing block was conducted for 40 minutes with the goal of improving learners' handwriting writing and for developing skills for writing real stories. They also had to use their written language skills at their individual paces and share what they had written with the rest of the class. The components of this block were: modelling the writing process, learners' writing about their chosen topic and writing in small or large groups.

An impact evaluation of the Four Blocks Literacy Model was conducted in Princeton School District in 2000. The results showed positive outcomes from the Four Blocks Literacy Model (Kramer, 2000). This model created maximum participation amongst learners during all the four blocks activities and eventually learners became successful readers since they each learnt from the methods that best suited their learning needs. Given the results of the study, the following recommendations were made: educators will need several resources recently published on the FBLM; educators need training in the form of workshops or other schools using this model; mentor and administrator feedback; grade level meetings and personal reading of articles and books.

b) Reading Their Way (RTW)

Another intervention programme that was designed to meet the needs of learners' reading and writing was called, *Reading Their Way (RTW)*. This programme was first implemented within the Augusta County School District which is a rural school district located in the Shenandoah Valley of Virginia. The overall enrolment of students from preschool through grade 12 in this district is 11 000 and there are 12 elementary schools, 3 middle and 5 high schools (Adams, 1990). In Reading Their Way, the approach used was direct and explicit instruction of phonemic awareness and phonics skills which are applied through reading and writing.

RTW began in kindergarten and progressed to the other grades in the years that followed. It consisted of four essential components: *phonemic awareness, phonics, contextual reading and writing*. Adams (1990) found that children who enter school without prior knowledge of the alphabet code are often confused when letter names and sounds are taught at the same time. It was also discovered that the poorest readers at the end of Grade 4 were the ones who began school with little phonemic awareness, (Juel, 1988). Phonemic awareness is the ability to hear and manipulate individual sounds in words, for example, in the word dog we have three sounds which are /d//o//g/. According to Sampson et al. cited by Landsberg (2009: 121) '*phonemes deal with the position of a sound in a word.*' Learners are exposed to phonemic awareness through activities like songs, rhymes, poems, stories and games (Adams, 1990).

When teaching *phonics*, emphasis is more on spelling. Phonics is a set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language (National Early Literacy Panel, 2009). Phonics enable children to read and spell words accurately. In RTW more emphasis is on the letter sound rather than the name. Learners are also taught to match letter sounds to symbols from the very beginning of pre-school. They are helped to compare and contrast at least two letter sounds simultaneously and the first sounds taught in kindergarten are /m/ and /t/. Two sounds will be taught every time throughout the year and learners will be given the opportunity to classify pictures and words that begin with each sound. In the second semester the letter symbols and names are introduced (Adams, 1990). Lower case letters are also recognized because they are frequently used in many texts. Pictures are used to compare and contrast and learners are taught two letter sounds simultaneously in order for them to make a choice.

RTW contextual reading is conducted to help learners blend and make syllables and words. Books of such features are introduced to learners so that they could practise reading and take home to share with their families (Donat, 2003). With RTW instruction, kindergarten children begin to read only six weeks into the school year. The children are exposed to decodable stories as they begin to blend. Decodable reading stories are short stories with simple sentences that emphasize particular letters so that learners can familiarize themselves with the words. One example of a decodable sentence is, 'Sam sat on a mat'. Teachers read predictable and repetitive stories every day to the children (Donat, 2003).

Writing provides opportunities for learners to apply all the skills learned. The teacher conducts guided reading and gives learners independent writing activities. The teacher again dictates a decodable sentence and requests learners to double-check their spelling. Comprehension is applied when learners understand what they read and transfer the knowledge and skills in different situations. The following are activities used to reinforce comprehension skills: activating prior knowledge, questioning, predicting and recognizing important ideas.

Looking at the Impact Evaluation results from Reading Their Way programme, there is a clear evidence that the programme is effective in stimulating early development of reading skills as well as the later realization of more proficient levels of reading competence (Donat, 2003). The results also show that there is progress towards the goal of “*No child left behind*” because each child reads at their own pace while learning through different methods. The literature does not tell us if implementation evaluation of RTW was conducted.

c) Teacher Support Groups (TSGs)

Research Studies show that children’s vocabulary skills have to be developed in order for them to be proficient in the language and become confident and competent readers. Teacher Support Groups were established to improve the vocabulary of students in various grades in the US. According to Beck (2011) writing in Better magazine, the main aim of TSGs was to foster a deeper understanding of how scientifically-based research in vocabulary instruction is applied to classroom practice. TSG sessions took place twice every month for a period of five months. The structure of all TSG sessions were as follows:

- Teachers selected new words to teach. They decided how many words they wanted their students to master at the end of every month;
- Teachers developed student–friendly definitions that created activities which ensured multiple meaningful exposures to the words; and
- Teachers also used context to determine word meanings.

During each session a five phase process was repeated, i.e. a debrief of classroom application of the research in which each teacher had an opportunity to share best practices and challenges experienced in the previous lessons, discussion of the focus research concept, comparison between research with practice, planning together as a group, and the last phase was an assignment.

According to the literature, an impact evaluation of this strategy was conducted and results show that Professional Development Sessions that lasted at least four months including fourteen hours of collaborative activities, have the potential to bring positive changes in students' outcomes.

d) Code-Based Instruction Programme

According to Vadasy, Sanders and Abbot (2008), many students experience problems with reading because they have difficulty in breaking the code. Students do not understand that there are 26 letters and 44 sounds in English, for example, letter /a/ makes four sounds; that is; /a/ in park, /o/ in fall, /e/ in bag and /ei/ in ray. Letter 'c' makes two sounds, /c/ in ice and /k/ in can, the same goes with other letters. To help at-risk students to crack or break this code, a reading intervention program was designed in the US; The Code-Based Instruction.

This programme was implemented first with first-graders then followed by children who were at kindergarten. Code-based instruction required a one-to-one tutoring by a Para educator tutor (Vadasy et al., 2008). The Para educator tutor is a school employee who works under the supervision of teachers or other professional practitioners. Their jobs are instructional in nature and they provide other direct services to children, youth and their families.

When implementing the code-based instruction, the Para educator tutors targeted the following dimensions: phonics, phonological awareness, segmenting, strategic integration and judicious review. The above dimensions are explained in brief below:

- Phonics/Alphabetic: the relationship between the sound and the letter. Students are taught explicitly the relationship between sounds and letters at a reasonable pace (Armbruster, Lehr and Osborn, 2001).
- Phonological Awareness: the ability to hear and use different sounds in speech. During this dimension the students are deliberately taught to listen to and say each sound correctly.
- Segmenting and spelling practice: segmenting is breaking down of words into individual sounds or syllables and practising the spelling of each word.
- Storybook reading practice: students are given ample opportunities to practise accurate and fluent reading in decodable stories. According to Wikipedia, a decodable story is a type of story often used in the beginning of a reading instruction. With this type of text, new readers can decipher words using the phonics skills they have been taught already. For instance, children could

decode a phrase such as ‘Fat cat and rat’ if they had been taught the letter-sound association for each letter, for example that ‘a’ stands for /e/ (Armbruster, Lehr and Osborn, 2001).

- Strategic Integration: para educator tutors teach letter-sound correspondence integrating them with phonic blending and segmenting which is linked with decoding, spelling practice and storybook reading activities.
- Judicious review: code-base lessons have been field-tested and reviewed with numerous cohorts of at-risk students.

An impact evaluation of code-based instruction programme was conducted and the results showed that first graders performed better during the post-test as compared to the pre-test on alphabetic, decoding and word reading skills. Positive results were also discovered when testing the kindergarten programme with the tutored students scoring higher than the control students in alphabetic, word reading accuracy and efficiency, oral reading fluency and developmental spelling. Based on these results, one can safely say that the para educator tutors have implemented the programme with high fidelity (Vadasy et al., 2008).

2.2.2. China

a) Early Reading Intervention (ERI)

The Early Reading Intervention programme was designed to meet the learning needs of a selected group of Grade1 learners who were considered to be at risk because they

could not read or write. ERI was a programme which promoted one-on-one tutoring and included the following activities: easy reading, shared book reading and writing activities. An additional component to this programme was a daily mini-lesson on character decoding, word structure and comprehension strategies. Lessons were developed and delivered by the researcher who conducted the project by then. The researcher who used to be a tutor, was trained to do one-on-one tutoring for a Grade 1 learner who was not able to read and write (Anderson, 1996).

The child who was selected to receive the intervention was Ming, a Grade 1 learner at a primary school in Dolian, a city in the northeast of China. Ming did not meet the grade level expectations and the parents gave the researcher permission to work with him to prevent him from failing. The programme was implemented in this way:

- Easy Reading activity was conducted between 5 and 10 minutes at the beginning of every tutoring session. This was beneficial because it boosted the confidence of the child and made him to want to read more. Easy and familiar materials were read and Ming was given an opportunity to notice words and sentence patterns as he reads along.
- Shared book reading was an activity divided into three sessions: Before Reading, During Reading and After Reading. In the Before Reading session, Ming was asked questions about the pictures and allowed to make predictions of the story. The tutor then proceeded by telling him the title and author. Afterwards Ming would listen and look as the tutor read through the story, introducing new words deliberately. In the second session, the During Reading activity, Ming would join the tutor and gave answers to questions asked. The tutor confirmed Ming's

predictions and never commented about the wrong answers. During the last session, the After Reading activity, questions were asked to test if he understood the story. The tutor could even extend the story by teaching language aspects like verbs, nouns, pronouns, adjectives, plurals and punctuation which are found in the story

Because Ming did not like writing at all, the tutor always strategized by letting him read and write about the topics that were of interest to him. One writing activity that Ming liked was when he wrote a letter to his favourite basketball player, Yao Ming. Ming received this intervention for a period of seven weeks, five days a week and about one hour each day.

According to the literature an impact evaluation of one-on-one was undertaken and the results showed a great improvement in Ming's Chinese reading and writing after those seven weeks of intervention. There was also a tremendous progress in letters, words and simple sentences reading and writing (Clay, 2002). This suggests that one-on-one tutoring is worthwhile for low-achieving students' reading.

2.2.3. Zambia

a) Game with words

In Zambia there are intervention programmes that strive to help learners in schools, particularly poor readers. One such programme is called, Literate Game which is a computer game that assists learners to learn to read fluently and with understanding. This

game was developed in Finland at the University of Jyväskylä and piloted in one primary school situated in Lusaka for 10 Grade 3 and 10 Grade 4 learners who had problems with reading (Kaoma, 2008).

The Literate game was then translated to Cinyanja with the goal of promoting the language as it is commonly spoken in Lusaka. The game was called, Sewero La-ma-u which means “Game with words”. When playing this game, learners were able to make connections between spoken words and symbols. It was a very flexible game because it allowed learners to practise at their own pace and gave positive learning experiences. Learners could start from simple activities to complex ones.

Sewero La-ma-u “Game with words” involved 25 levels which were categorized as thus: level 1-6 (learners practised phonemes), level 7-18 (trained syllables), and level 19-25 (trained words) starting with 3 letter-words, 4 letter-words, 5-letter-words, 6-letter-words, 7 -8 letter-words. All words were typed in capital letters and there was the last group of 5 letter-words which were in pairs and had a difference of one phoneme like in “MVEKA/MVERA” (Kaoma, 2008).

An Impact Evaluation of this programme was conducted and it was discovered that it had many benefits for the learners as they were all interested and motivated to play the game and developed their computer skills. The literacy levels of learners were also improved. However, this programme has some setbacks because learners’ performance was still at very low levels after intervention (Kelly, 2000). Although these international programmes covered many components of reading and writing, the focus for developers and implementers was on impact rather than actual implementation.

2.3 NATIONAL EXPERIENCES

2.3.1 South Africa

After the inception of a democratic government in South Africa in 1994, all policies that were promulgated were aimed at accelerating the redress of the past unfair discrimination across all institutions, including educational ones (McKay, 2010). Many intervention programmes were designed by the government and non-government organisations to improve the quality of education and reduce the level of illiteracy in South Africa. Interventions included the National Reading Strategy (NRS), Mathematics Learning and Teaching Initiative (MALATI) and 100 Story books Project (Maseko, 2008 and Bennie & Newstead, 1999). The South African government had also designed a teaching and learning approach called Outcomes Based Education (OBE) to help improve the level of literacy in the country.

Other educational interventions which were designed by the South African government and non-profit organizations were programmes like The Kha Ri Gude Mass Literacy Campaign, Molteno Institute for Language and Literacy (MILL) and Reading and Writing Instruction Programme (Funnell and Lenne, 1989). Evaluation of these programmes are studied to see if they were implemented with fidelity or integrity (Vadasy et al., 2008).

a) The Kha Ri Gude Mass Literacy Campaign

The Kha Ri Gude Mass Literacy Campaign was launched by the government in 2008 with the intention of addressing the backlogs in illiteracy among the adult community in South Africa and to enable them to play an active role and contribute to the society (McKay, 2010). Kha Ri Gude is a Tshivenda word meaning 'let us learn'. According to the

government estimated figures on illiteracy rates, 24 percent of the population over 15 years of age (4.7 million adults) never went to school, and a further 4.9 million are functionally illiterate. Provinces with the largest number of illiterate people are KwaZulu-Natal, Limpopo and the Eastern Cape followed by Gauteng, Mpumalanga and North West. The lowest numbers occur in the Free State, Northern Cape and Western Cape. The language groups most affected are IsiZulu, IsiXhosa and Northern Sotho (McKay, 2010).

Kha Ri Gude Mass Literacy campaign was designed by the government to reduce the level of illiteracy and empower every citizen as stipulated by the United Nations Scientific and Cultural Organisation (UNESCO) Millennium Development Goals (MDG). This campaign is organized using a cascade model, where volunteer educators were trained, supervised and supported by supervisors and coordinators. The cascade model entailed a ratio of 18 learners per educator. Educators were divided into groups of 10 and supported by a supervisor who reported to the coordinator.

A larger impact evaluation was conducted by the University of South Africa (UNISA) and the results showed that by 2012, 2,8 million of individuals had become literate, with teaching delivered by 40 000 educators across the country (Department of Basic Education, South Africa 2012 Annual Report).

b) The Molteno Institute for Language and Literacy (MILL)

This programme was formerly known as the Molteno Project, an NGO named after the Molteno Brothers Trust which was a major donor. It began in 1975 at the Institute for the study of English in Africa at Rhodes University. Molteno Project specialized in the

teaching and learning of language skills. The goals of this project was to provide schools with relevant resources and equip teachers with effective skills to teach learners and to utilize the resources in their classrooms. Bridge to English (BTE) was a Molteno programme aimed to assist teachers in the teaching of English literacy skills such as speaking, reading and writing skills to learners whose home language was not English.

In 2004, the Human Sciences Research Council (HSRC) was appointed by Molteno to undertake an impact evaluation study that could yield objective and quantifiable data that would enable them to track the performance of learners in English from Grades 1 to 3 (Makgamatha and Masehela, 2005). A qualitative and quantitative research study was conducted in 35 randomly selected schools under the Thabo Mofutsanyane District in the Free State Province. Of the 35 schools selected, 26 received intervention from Molteno, whereas 9 did not receive any treatment (non-Molteno schools).

The targeted group was Grade 2 learners because they were the ones who received the Bridge to English (BTE) intervention. An English literacy test was administered to all learners to assess their proficiency in the targeted language. The test comprised of three subtests which were used to assess learners' oral and aural language skills, reading comprehension and writing skills

According to the results of this study, the learners in the Molteno schools obtained a mean score higher than their counterparts in the control schools (non- Molteno schools) by 3%. Makgamatha and Masehela (2005) allude that although the difference was statistically significant, it was not enough for Molteno learners to achieve at that level, given the fact they were receiving a Bridge to English treatment. Generally, learners found the Reading

comprehension and writing subtests more challenging than the aural/oral subtest. This disappointing performance by Molteno learners makes one to ask if the BTE programme was conducted with high degree of fidelity, that is, if the programme was implemented as it was initially planned (D' Agostino, 2011).

c) The Reading and Writing Instruction Programme (RWIP)

Currently, there is an organisation called Room to Read that deals with the problems of reading and writing in young children. Room to Read is an International Non-Government Organisation (NGO) that partners with local communities throughout the developing world to provide quality educational opportunities by establishing libraries, creating local language children's literature, constructing schools, providing education to girls and establishing computer laboratories. Room to Read seeks to intervene early in the lives of children in the belief that education empowers people to improve socioeconomic conditions for their families, communities, countries and future generations.

Through the opportunities that only education can provide, RtR strives to break the cycle of poverty, one child at a time. Organisational efforts are currently focused on South Africa, Zambia, Tanzania, Bangladesh, Cambodia, India, Laos, Nepal, Sri Lanka and Vietnam - all countries with a desperate lack of resources to adequately educate their children.

Room to Read has developed a holistic, multi-pronged approach to help children in the developing world to gain the lifelong gift of education. The approach includes the following programmes:

- Reading Room Programme – Room to Read establishes bilingual/multilingual libraries filled with local language/s and English children’s books, posters, maps, and other resources, and it also provides several years of training on library management, sustainability, and engaging the children in library activities;
- Girls’ Education Programme – RtR funds long-term educational opportunities for underprivileged young girls to ensure their ability to complete secondary school;
- School Room Programme – the organisation partners with villages to build schools to replace dilapidated structures, alleviate overcrowded classrooms, and provide communities with new schools;
- Local Language Publishing Programme – the organisation sources new content from local writers and illustrators and publishes high-quality local language children’s books for distribution throughout a network of libraries and schools.
- Reading and Writing Instruction Programme (Literacy Instruction programme) – RtR provides training and resources to Grades 1 and 2 teachers, monitors and supports them during implementation.

Overview of the Reading and Writing Instruction Programme (Literacy Instruction Programme)

In its endeavour to raise the literacy levels at their project schools, Room to Read has introduced a Reading and Writing Instruction Programme at the Grade 1 and 2 level which was piloted in 25 schools in Mpumalanga, Bohlabela district and 25 schools in Limpopo, Sekhukhune district in 2012.

The intervention is facilitated within the framework of the Curriculum and Assessment Policy Statement (CAPS) and designed to add value to the practices advocated in CAPS. RtR provides supplementary teaching and learning materials. The intervention encompasses a holistic approach to teacher empowerment by advocating and conducting a series of Teacher Professional Learning Workshops (TPLW), school based support (SBS) and implementation monitoring throughout the year. After every workshop, RtR Literacy facilitators will visit schools to monitor and support the teachers in implementing the programme.

Room to Read Literacy Instruction Programme is based on the five crucial components necessary to learn how to read. Writing is also one of the skills that the programme covers. These components, which are best addressed through a combination of listening, speaking, reading, and writing activities are:

- Phonological/phonemic awareness and phonics: Phonological/phonemic awareness in knowing the sound structure of a spoken word.
- Phonics is the teaching of how to connect the sounds to the letters or groups of letters to make and pronounce words.
- Vocabulary: This will be a set of words a learner is familiar with in a language.
- Fluency: The ability to read accurately, at a good pace and with proper expression.
- Comprehension: The understanding of text for constructing meaning,
- Handwriting and Writing: creating and composing meaningful text

Room to Read encourages teachers to integrate all these components in their language lessons in order to help learners develop proficiency and become independent readers.

The programme also focuses on reading aloud, shared-reading and guided-reading as the strategies to develop fluency, comprehension and new vocabulary words to learners. Another area of focus is handwriting where learners practise the correct formation of letters and writing for real purposes (writing). All these skills complement each other and should be taught throughout the language lessons in all primary schools. Parental involvement is encouraged so that children could be supported with their tasks at home and the gap between the school and home could be narrowed if not completely closed.

Grade 1 and 2 teachers have been provided with a hard copy of the programme for each term as well as LTSMs like conversational posters for all the themes to be taught in the year, alphabet freezes for each targeted letter sounds, flash cards, sentence strips and workbooks for each learner in their classrooms. The quarterly term plans are demarcated into weeks and have columns for all the language skills to be developed. (See APPENDIX C and D on pages 140 & 144 for copies of the programme).

The first column is about listening and speaking in which teachers have to develop the learners' listening and speaking skills by talking about the weather, the news, sharing stories, rhymes and songs. The maximum time to be taken on this activity is 15 minutes. The second column is on phonological, phonemic awareness and phonics. During this time learners practice saying sounds correctly as well as matching them to their symbols (letters). Learners also should be given a variety of activities to practise blending and segmenting syllables, words and sentences and to write the correct forms of letters. Teachers have to engage learners in a variety of reading activities such as Shared Reading, Guided Reading or Independent Reading with a specific focus on the theme of the week. Each of these reading activities should take a maximum of 30 minutes each

day. The last column is about writing where learners practise handwriting (writing using the correct series of strokes) and writing for real purposes (when they have to complete a given writing activity for assessment).

The implementation of this programme has not been evaluated. Consequently, it may be difficult to account for whatever impact the programme may have on reading skills. Hence, this study was conducted focusing on the implementation of the programme. What one learns from these experiences is that good intervention programmes are designed in many countries to help alleviate the problem of reading and writing in schools. South Africa is no exception - programmes such as the MILL and RWIP were designed to assist the children in learning the two language skills, however more emphasis is put on impact and not on how well they are implemented.

2.4. Chapter Summary

Chapter 2 reviewed evaluation of international and national reading intervention programmes. Based on the literature, all interventions were evaluated at the end of implementation to determine the level of their impact. In the next chapter I discuss the methodology, methods and design that were used in collecting the data about implementation of the RWIP.

CHAPTER 3:

METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

In the previous chapter I reviewed how international and national reading intervention programmes were implemented. All the intervention programmes were relevant to my study because they dealt with reading and writing as well as their important components. The results from the reviewed literature showed that evaluation of these programmes was mostly done at the end of the intervention to determine the impact and not the actual implementation.

Chapter 3 gives an insight into the research design and research methods that were used to gather information and analyse the data in order to answer the research question. The research paradigm, design and methods also form part of this chapter.

3.2. METHODOLOGY

There are three approaches applied in research studies. These approaches are: quantitative, qualitative and mixed methods (Creswell, 2013). I adopted the qualitative approach for this study whilst guided by the following three elements:

- The philosophical assumptions about what constitutes knowledge claims;
- General procedures of research (strategies of inquiry); and
- Detailed procedures of data collection, analysis and writing.

This study evaluated the implementation of the Reading and Writing Instruction Programme (RWIP) at schools in their natural settings with a need to have an in-depth

understanding of the implementation processes. The qualitative approach was suitable because it helped me to collect empirical data from the people who implemented the RWIP, and enabled me to explore their little-known behaviours, attitudes and values. (Grbich, 2013). This approach was specifically aligned to the research paradigm of my choice – “*The Social Constructivist Theory*”.

Paradigms are worldviews of beliefs, values and methods for collecting and interpreting data. Grix (2010) explains a paradigm as our understanding of what one can know about something and how they can gather knowledge about it. The Social Constructivist Theory assumes that there is no objective knowledge independent of thinking. ‘*Reality is viewed as socially and societally embedded and existing within the mind*’ (Grbich, 2013:7). According to Grix (2010), reality is fluid and changing, and knowledge is constructed jointly in interaction by the researcher and the researched through an agreement (Dixon-Roman and Verenikina, 2007). Social Constructivist Theory’s main focus in research is to explore the way people interpret and make sense of their experiences in the world in which they live and how the contexts of events have impacted on their constructed understandings of the world (Grbich, 2013).

The Social Constructivist paradigm was suitable for my evaluation study because it helped me to focus on gathering constructions, descriptions and analyses from relevant people including teachers, parents, RtR staff and HODs jointly reflecting on them and seeking synthesis and consensus (Owen and Rodgers, 1999). Open-ended questions enabled me to listen carefully to how and what the participants said and did in their natural settings, i.e. the two primary schools in Lobethal Circuit.

The assumptions of Social Constructivist Theory match with the description of qualitative study by many authors who describe the qualitative approach as a systematic subjective approach used to describe life experiences and give them meaning. It is an empirical inquiry that investigates the case or cases by addressing the “how” or “why” questions concerning the phenomenon of interest (Yazan, 2015). This definition matches with Merriam in Yazan (2015: 139) when she describes qualitative study as “*a holistic, intensive description and analysis of a bounded phenomenon such as a programme, a person, a policy, an institution, a process or a social unit.*”

Qualitative research usually involves in-depth investigation of knowledge through participant observation, interviews and documentary analyses (Bryman, 2008, use 2 or more sources). Based on the definitions and interpretations above, a qualitative approach was deemed suitable for my research study because it helped me to get answers for the questions I had about the implementation of the RWI programme.

Qualitative approach can be identified with following five strategies: Ethnographies, Grounded Theory, Case studies, Phenomenological research and Historical/Narrative researches. Since this study evaluated the implementation of the Reading and Writing Instruction Programme at schools in their natural settings, “*and needed to provide a holistic understanding of the implementation process*”, a qualitative approach using case study design was adopted (Mabasa, 2013: 134). A case study is described as a strategy that enables the researcher to explore in-depth a programme, an event, an activity, a process, or one or more individuals (Stake, 1995). Case studies are based on direct observation and interaction with subjects/participants (Creswell, 2013). The case (s) are bounded by time and activity, and researchers collect detailed information using a variety

of data collection procedures over a sustained period of time. In order to understand how the RWIP was implemented, I interacted with the participants during interview sessions, during observation of lesson presentations and when I analysed relevant documents that were used for Home Language teaching.

3.2.1. Case study design

Yin (2011) defines a case-study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. A qualitative case study is an approach that allows for the exploration of the phenomenon in its context so that the embedded contextual factors in which the event, person or policy one is analysing are identified or uncovered (Grix, 2010). Stake (2010) explains it well when he writes that a case study is *“the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances”*. The case study design helped me to capture the views and interests of different stakeholders. It also enabled me to probe in some depth, the issues and concerns about the programme that stakeholders raised, and to explore challenges that were experienced during implementation.

3.2.2. Categories of case studies

There are several categories of case studies. Yin (2011) notes three categories, which are: exploratory, descriptive and explanatory case studies. Exploratory researchers set to explore any phenomenon in the data which serves as a point of interest to the researcher. Descriptive case studies are used to describe the natural phenomena occurring within the data in question, while explanatory studies examine the data closely

both at surface and deep level in order to explain the phenomena in the data (Zaidah, 2003).

Other researchers like McDonough and McDonough (1997) included categories such as interpretive and evaluative case studies. In interpretive case studies the researcher aims to interpret the data by developing conceptual categories. On the other hand, evaluative studies make the researcher go further by adding their judgement to the phenomena found in the data (McDonough and McDonough, 1997).

3.2.3 Types of case studies

Stake (2005) distinguishes three types of case studies as *“intrinsic”, “instrumental” and “collective case studies”*. In intrinsic case studies the researcher examines the case for its own sake. The researcher undertakes the study because of genuine interest in the case *not because it is a good representative of other cases* (Mabasa, 2013: 140).

According to Stake (2005), instrumental case studies are those studies in which the researcher selects a small group of subjects in order to examine a certain pattern of behaviour; for instance, to see how tertiary level students study for examination. When using collective case study, the researcher coordinates data from several different sources, such as schools or individuals. In other words, collective case studies may be explained as extension of instrumental case studies. They are used in order to get a better understanding of the phenomenon. The researcher used intrinsic case study solely because of her own interest in the RWIP. Learners in Lobethal Circuit had a problem with reading and writing so she felt it was important for her to actually see how the RWIP was

implemented, so that she could identify the gaps and share results with relevant stakeholders in order for them to determine the impact.

3.2.4. The aims of a case study

Yin (2011) indicates that one of the aims of case study design is to closely examine a very small geographical area or a very limited number of individuals as subjects of the study within a specific context. Stake (2010) supports Yin by saying that case studies are meant to generate an in-depth understanding of a single or small number of cases. *Case study researchers focus on the uniqueness of a case and the lessons that one can learn from that case* (Mabasa, 2013:141). The case study design helped me to obtain in-depth understanding of the implementation of the Reading and Writing Instruction Programme in schools around Lobethal Circuit.

3.2.5 Advantages of case studies

There are many advantages of using case studies. Yin (2009) alluded that case study designs are highly commended for their close examination of the data because they are conducted within the situation in which the activity takes place. This gives the researcher an opportunity to observe within the environment different activities about a particular case. Case study design helped me to interact with the participants and report on what I had experienced and the feelings that stakeholders had about the RWIP (Stake, 2005). Furthermore, I was able to explore the challenges and constraints that are experienced by different stakeholders in implementing the Reading and Writing Instruction programme (Zaidah, 2007).

Stake (1995) argues that case studies are important because through them the writer can enhance the understanding of the readers by estimating through the words and illustrations of their reports, the natural experience acquired in ordinary personal involvement. *'The natural experience that the evaluator gains from the setting helps him/her to give a thick description in the report'* (Mabasa, 2013: 142).

3.2.6 Disadvantages of case studies

Despite the many advantages that come with case study designs, they still receive many criticisms from different quarters. Case study designs are criticized for their lack of preciseness, lack of accuracy and exactness. In most studies, researchers allow biased views to influence the direction of their findings and conclusions (Yin, 2011). Another disadvantage of case studies is that they provide very little basis for scientific generalization, since they use a small number of subjects, some are conducted with only one subject. *'Their dependency on a single case exploration makes it difficult to reach a generalizing conclusion'* (Zaidah, 2007:4).

Stake (1995: 7) supports Yin (2011) when he points out that a case study is *"seen to be a poor basis for generalization"*, especially when seen from the traditional notion of generalisation. Case studies are often labelled as being too long, difficult and produce a massive amount of documentation (Yin, 2009).

The use of qualitative case studies in this research was informed by the research question: "How is the Reading and Writing Instruction Programme implemented in the primary schools in Lobethal Circuit?" This helped me to understand the phenomenon and the interpretation of meanings within the participants' real-life context. The design also

helped me to capture the different views and opinions of the stakeholders in the two schools of Lobethal circuit (Stake, 2005).

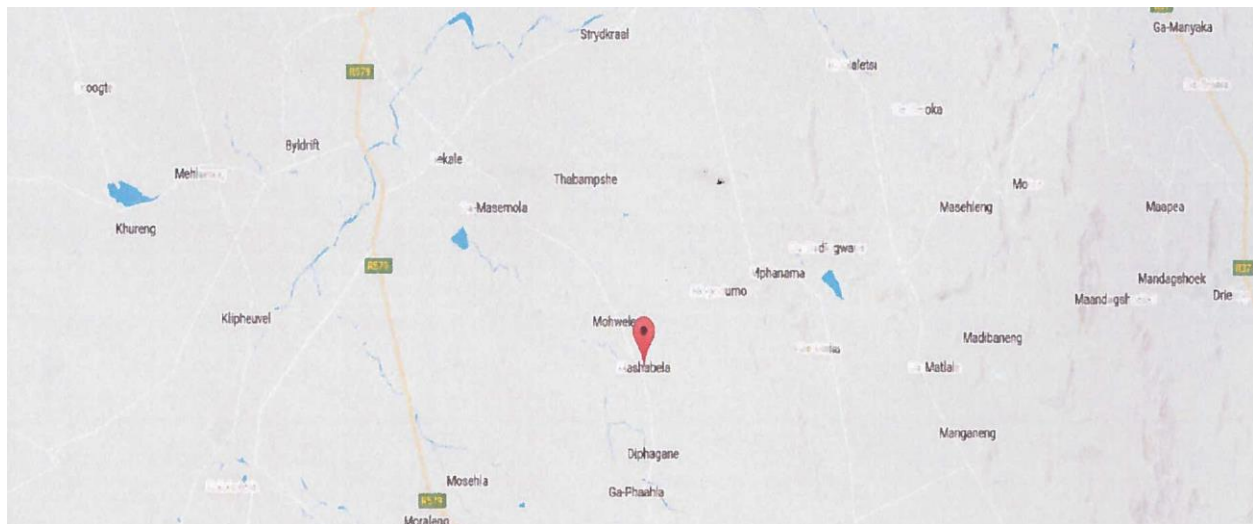
3.3. THE RESEARCH SITE

3.3.1. Lobethal Circuit

This evaluation study was conducted in a Circuit called Lobethal, which is situated in Sekhukhune District of Limpopo Province, South Africa. The district of Sekhukhune has five local municipalities: Greater Tubatse, Elias Motswaledi, Ephraim Mogale, Fetakgomo and Makhuduthamaga. There are thirty-three Circuit offices dispersed across these local municipal areas. Lobethal Circuit is amongst the nine circuit offices which are in Makhuduthamaga Local Municipality. Other Circuit offices in Makhuduthamaga include: Eenzaam, Phokoane, Glen-Cowie, Mashadi, Malegale, Ngwaritsi, Masemola and Lepelle.

Lobethal Circuit incorporates all the schools situated in the following villages: ga Phaahla, Diphagane, Mashabela, Mohwelere and Molebeledi. The total enrolment of the learners in Lobethal circuit is high due to the number of schools it comprises. There are twelve pre-schools in the area with eight registered and four unregistered Early Childhood Development (ECD) centres. The total school population is 5 273 which consists of 2 952 learners in the eleven primary schools and 2 321 in the eight secondary schools (Sekhukhune District Municipality Final IDP, 2016). All people residing in this area are linguistically homogenous. They speak Sepedi (Northern Sotho), and the Language of Learning and Teaching (LOLT) in all the schools is Sepedi.

There is a high unemployment rate in the area because majority of people are illiterate. A significant number of the youth depend on their parents' old age grant as well as their children's support grant from the government. Some contribute to their community by doing voluntary services in the clinic for the Home-Based Care Programme (HBCP) or volunteer in schools as Library Assistants and Cleaners. Looking at the statistics above, one can see a great decline of learners in secondary schools because there is a difference of 631 learners between primary and secondary schools. Adding to this, the Foundation Phase learners are still struggling to read and write Sepedi, which is their Home Language and the Language of Learning and Teaching. Below is a picture of a map showing Mashabela village where the two schools are situated (Google Maps, 2016):



3.3.2. The setting

One important task in research is to describe the setting in as much detail as possible in order to highlight where, when and with whom the study will take place (Holliday, 2007). The aim of defining the setting is to go deep in trying to place the phenomenon meaningfully within a specific social environment. *“Such environments can be groups of*

people, institutions, communities, geographical areas, and so forth" (Holliday, 2007: 33). Secondly, the setting in itself can motivate the research. For this study, two schools in Lobethal Circuit were selected as the setting. Other people who formed part of the setting were teachers, HODs and parents of Grade 1 and 2 learners. For ethical reasons, these schools have been designated as School A and School B, while the participants' names were kept anonymous. The majority of learners in the Foundation Phase at these two schools have difficulty in reading and writing, hence the schools were selected. Another reason is that the two schools were implementing the RWIP.

3.3.3 Data Collection Techniques

According to Yin (2011), data serve as the basis for any research study. In qualitative research, "*the relevant data derive from four field-based activities which are: interviewing, observing, material examination and feeling*" (Yin, 2011: 129). Lincoln and Guba (2000) support Yin (2002) by referring to 'observation, interviewing and documents' as "*the backbone of naturalistic research and evaluation*". I collected data using three methods; observation, interviews and document analysis.

3.3.3.1. Observation

"*Observation*" can be an invaluable way of collecting data because what you see with your eyes and perceive with your senses is not filtered by what others might have reported to you or what the author of some document might have seen (Yin, 2011: 143). As Yin (2011) has already indicated, observations have helped me to see what was happening in the setting and to describe the context in detail. I was able to observe what was happening in the classrooms with regard to the implementation of the RWIP.

Observations for my evaluation study were done between March and April, 2017. Each school was visited for four days for a duration of three to four hours. During this time I was able to interact with and observe how both Grades 1 and 2 teachers implemented the RWIP. Details about the “who”, “where” and “when” for my observations are discussed in the sections that follow.

3.3.3.2. Interviews

Polit and Beck (2006) define an interview as a method of data collection in which one person (interviewer), asks questions of another (interviewee). An interview is not like an ordinary everyday conversation; it is a constructed and specifically planned event. “It is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard” (Cohen et al., 2011). I used an interview schedule to get clarity about how the teachers implemented the programme. I also probed the participants on issues that were mentioned as challenges to them. Some of the issues that were indicated by teachers included: overcrowding, lack of parental support, late delivery of books to schools, learners with barriers, uncooperative teachers and insufficient time for monitoring. The interviews helped me to get a sense of how the RWIP was implemented as well as how different stakeholders dealt with those challenges.

3.3.3.2.1. Preliminary Interviews

Grix (2010: 126) differentiates the types of interview technique as follows: *the structured interviews, the semi-structured interview, the unstructured interview and group interviews (focus groups)*. The researcher employed the semi-structured interview because they allowed a certain degree of flexibility and enabled her to pursue unexpected lines of enquiry during the interview (Grix, 2010). Preliminary semi-structured interviews were conducted with each teacher during my support visit when I was a facilitator. I would normally have informal conversations with Grade 1 - 2 teachers as well as principals and asked how they went about with the programme and how they coped with challenges. These interviews helped me a lot because I was able to identify some trends that occurred during lesson activities.

Formal interviews were conducted between March 6 and April 21, 2017. I used semi-structured in-depth interview with three Foundation Phase teachers (Grades 1 & 2) from the two sampled schools, three parents whose children are in the same grades and two HODs, one from each school. I also interviewed one Room to Read facilitator whose work was to monitor and support the teachers to implement the RWIP in Lobethal Circuit.

Semi-structured interviews were chosen for this study because the interviewer wanted the participants to have an opportunity to relate their own experiences regarding the RWIP and to share the successes and challenges they experienced during implementation. (Edwards and Holland, 2013). Semi-structured interviews enabled me to be flexible in asking questions and following up on issues that were not clear from the participants. This saved time and helped me to focus on the objectives of the study.

3.3.3.3. Documents Analysis

Preliminary Analysis of documents

According to Grix (2010), documents come in many shapes and sizes; ranging from official and private documents to personal letters and memos. Adding to this, Bell (1993) distinguishes between primary and secondary document sources. *Primary sources are those that have arisen as products of the actual research process while secondary sources are interpretations of events by others* (Bell, 1993: 68). A document can be relied upon because it serves as proof since it establishes one or several facts. During my term when I was a facilitator in these schools, I would frequently analyse documents such as learners' classwork books, teachers' files and the usage of LTSMs, which were supplied by RtR. These documents helped me to get a sense of how the stakeholders implemented the RWIP.

Formal documents were analysed between 06 March and 21 April and included: attendance registers, minutes' book, teacher's files and learners' workbooks. These documents reflected the following:

- The attendance registers showed the rate of school attendance of both Grade 1 and Grade 2 learners,
- Minute's book reflected the frequency of meetings as well as the agenda for all the meetings. It is the responsibility of each teacher to build a relationship with the parents of learners in their classrooms and update them on how they progress, and to demonstrate to parents on how to assist their children with school work at home.

- Learners' workbooks reflected how many activities they had written so far, and if the activities were relevant to RWIP. The handwriting of learners was also analysed. The RWIP emphasized that teachers should model neat and legible handwriting to learners all the time
- The teacher's file reflected if s/he had all the relevant documents for teaching language, this included hard copies of the RWIP, CAPS document and the teacher's lesson plans. Other documents that were expected from the HODs included a copy of the language policy and any other policy that was used to support the implementation of RWIP.

3.4. DATA COLLECTION

3.4.1. Observations

3.4.1.1. Access

It was not difficult for me to get access to the schools since all the principals and Foundation Phase teachers knew me. I had monitored and supported the same teachers in 2012 when I was a facilitator. I would meet with them often during our quarterly training sessions, where I would be co-facilitating with my other colleagues. All members of the staff in both schools knew I was working for Room to Read and we had established healthy working relationships. I wrote formal letters to request permission from the principals prior to my visit to schools. Before the letters could be delivered, I contacted both principals from each school telephonically to request permission to conduct my research study in their institutions.

Both principals accepted my request and promised to disseminate the information to all foundation phase teachers as well as their HODs. After permission was granted, I visited the schools to present my letter and to observe what was happening in terms of the implementation of the RWIP. Observations and interviews for the RWIP were conducted between March and April 2017.

3.4.1.1.1. Who and what was observed?

I observed Grades 1 and 2 teachers during presentation of their Home Language lessons as well as during the interviews. The semi-structured interviews helped me to observe visual clues, relating to the layout of their classrooms as well as their body language (Coleman, 2012). During Sepedi period, I kept note of the activities done in the lesson and the way teachers interacted with their learners. The physical surroundings like the arrangement of furniture, display of materials and chalkboard work of the teacher were observed (Grix, 2010).

3.4.1.1.2. Where and when was the observation done?

Grade 1 and 2 teachers were observed in their classrooms during the presentation of Sepedi lessons. According to the CAPS document, each Home Language lesson should take at least 1h30 hours per day, so I also observed how long their lessons took.

3.4.1.2. Challenges during observations

There were several challenges that I encountered during my data collection stage. In March when I visited the schools, learners were engaged in quarterly assessments. In School A, both the Grades 1 and 2 teachers managed to do their lesson presentations

but I had to wait for an hour before they could finish writing their tasks first. After observation of the two lessons, I was able to conduct the interviews with the two teachers and parents of learners from their respective grades.

I went to school B the following week and only found that the attendance of learners was poor and this hindered the teacher from presenting her lesson. The other challenge experienced in school B was that one of the teachers was off-sick and for that matter, I could not even get access to observe her classroom. The principal informed me that he was only notified in the morning about that teacher. The message he had received was that the teacher was feeling sick and decided to go and see a doctor. Because of the unavailability of learners and one teacher in school B, I became flexible and postponed my visit for the coming week. My second visit to the school was in April when schools had just re-opened. Again, the same teacher was absent from work.

I encountered challenges again when I made arrangements with the facilitator. I was the first facilitator who worked with the schools in 2012 during the pilot period, then in 2013, RtR deployed me to go and work in another Circuit. The second facilitator came to Lobethal in 2013 and resigned at the end of the same academic year. The third facilitator was appointed in 2014 and according to the teachers' responses, she was good but could not perform her duties as expected due to ill health. During my data collection in March, the schools were no longer receiving any form of support from Room to Read. The schools were expected to be sustaining the RWIP because RtR had been moved to a new area in Sekhukhune District. The challenge that I experienced was that the facilitator had moved to work in the new schools which were located 200km from Lobethal. I struggled

to secure a meeting with her. We eventually agreed that I should go to her house to interview her since she did not have an office to work from.

3.4.1.3. The role

There are different roles that an observer can assume during field work (Punch, 2000; Coleman, 2012 and Miles and Huberman, 2002) outlined as complete participant, participant-as-observer, observer-as-participant and complete observer. During this study, I adopted the role of participant–observer because it helped me to locate myself in some field setting that was fluid in time and space (Yin, 2011). I explained the purpose of my visit in advance to all the participants so that they would be aware of my intentions. I used observations with an awareness of its disadvantages. Yin (2011) also warns researchers to be aware of bias, nervousness and reflexivity when using observation to collect data.

Reflexivity arises when you observe any human being or human activity. Yin (2011) postulates that our presence as researchers have an unknown influence on the other persons; conversely, their activity may directly influence the way we do our observations. Reflexivity is about the beliefs, often unarticulated ones that researchers bring to their research (Dowling, 2008). In order to deal with reflexivity, I made sure that I had no apologies for my identity, assumptions and biases. I ensured rigorous accountability for my assumptions and explained in detail why I saw and believed things the way I did (Dowling, 2008).

3.4.2. INTERVIEWS

According to Yin (2011), all interviews involve an interaction between an interviewer and an interviewee (participant). Yin distinguishes between structured interviews and qualitative interviews (semi-structured interviews). In structured interviews, the researcher uses formal questionnaire that lists every question to be asked. The researcher will try to adopt the same consistent behaviour and demeanour when interviewing each participant. In order to be flexible but focused on my research questions, I used semi-structured interviews.

Semi-structured interviews were chosen due to the many advantages they had on my study. I had the opportunity to prompt and probe in order to get rich information from the participants. Semi-structured interviews allowed the researcher to be flexible and the questions posed by the researcher to the participants were not strictly scripted (Grix, 2010). The researcher does not try to adopt any uniform behaviour or demeanour for every session, instead the interview follows a conversational mode. This conversational mode enabled the participants to vary in the directness of their words. The participants were candid at some issues and coy at others, but I tried to distinguish between the two. Open-ended questions were used to understand the participants “on their own terms” and how they made meaning of their own lives, experiences, and cognitive processes (Brenner, 2006).

Despite the many advantages that come with semi-structured interviews, there are disadvantages which could inhibit the rich data to be solicited. As a researcher, I tried to eliminate these weaknesses by not influencing the participants in their responses to

questions. I nodded my head as they replied and did not interrupt them in any way whatsoever. Brenner (2006) advises researchers to use “*grand tour*” questions to get the interview started on a topic relevant to the research study and to direct the interviewee in as minimal a way as possible. The first question I asked during the interview session was: “*Is the RWIP being implemented in your school?*”

3.4.2.1. Selection of interviewees

Since this study was aimed at evaluating how the RWIP was implemented, I thought it would be beneficial to interview all Grades 1 and 2 teachers in Lobethal Circuit because they were the ones who implemented the programme in their classrooms. Other people whom I wanted to interview about the implementation of the programme were members of the SMTs in each school, parents of learners in the grades as well as facilitators from Room to Read in the Circuit. Due to time constraints, I had to select two teachers (one from each Grade), 1 Foundation Phase HOD, two parents (one from each Grade) in each of the two schools and one facilitator from Room to Read.

I used the following criteria when selecting the participants:

- Teachers who would shed more light on the implementation of the RWI programme;
- SMT (HOD) members who supported teachers with the implementation of the programme;
- Room to Read facilitator whose job was to monitor and support teachers with implementation; and
- Parents of learners who were in Grades 1 and 2 respectively.

My intention was to interview school-based stakeholders only. This was, however, not sufficient because I needed to get some understanding of how the parents were involved in the programme by helping their children at home. This helped me to get a picture of what was happening in terms of the implementation of the programme from different angles.

3.4.2.2. The setting where interviews were held

All interviews with the teachers and HODs were held in their classrooms. Interviews with the parents were conducted in the libraries because we did not want to disrupt classes.

3.4.2.3. The interviews

Interview questions helped me to focus on the questions that I had prepared. They were meant to get data on the implementation of the RWIP. I used Sepedi questions to interview the parents and English for teachers, but I code-switched now and then since the teachers were not fluent in the language. The parents were asked to indicate how frequent they were called to school to discuss the progress of their children and how they supported their children with schoolwork, that is, by retelling or reading stories to increase their children's vocabulary.

The semi-structured interviews enabled me to be flexible during the sessions. Questions served only as a guide not scripted. The questions were not followed in the order which they appeared in the schedule; this helped participants to express themselves without being channelled in any way. I probed for the issues that were not clear or deemed relevant and important for answering the research questions.

3.4.2.3.1. The interview process

The interviews were conducted after the observation of lessons were completed. This helped both the researcher and the participants because they used the feedback session as a platform for the teacher to reflect about their own teaching. This helped the participants to be at ease with the researcher because they started off by reflecting about their lessons. All the participants were willing to take part in the study because I managed to inspire their interest and excitement. I was also able to explain the reciprocal benefits that were to be gained (Butler-Kisber, 2010).

3.4.2.3.2. Challenges encountered during the interviews

Most of the challenges I encountered were mostly caused by interruptions during our interviews. The Grade 1 teacher at School A, decided to send learners outside to play so that I could work with her quietly in her classroom. We were interrupted by learners who came now and then to the classroom to report about other learners who were teasing or provoking them. The teacher had to stop to reprimand them to go out. The second interruption occurred when learners came to fetch their plates and spoons. It was lunch time and they had to get their normal food which is prepared at the school. The learners were requested to wait outside for a few minutes because we were halfway through our interviews.

In Grade 2, we were interrupted two times by learners who were sent by other teachers. One learner came to request for a pen. After five minutes, a second learner came to ask for a glass of water. The last interruption was when the Grade 3 teacher came to inform the participant that there were visitors waiting for her outside. We had to stop for a few

minutes so she could attend to them. There was an urgent telephone call which the same teacher had to take. She informed me about it before we started. The phone rang during the middle of our conversation and she spoke with the caller for a few seconds then we continued with our conversation. The other challenge that I encountered was when a Grade 2 teacher at school B could not show up during my visit. She also did not invite the parent of any learner in her class, so interviews could not be conducted.

Interviews with parents were challenging. The researcher informed the parents that they were not compelled to take part in the study. Permission was sought from them before the process began then they were given consent forms to sign. Parents were allowed to write a cross if they could not sign. At first some of the parents seemed nervous and could not respond to my first question. I tried to make them feel comfortable by cracking a joke. All the interviews were conducted in Sepedi because it was a language comfortable to all the participants. This helped to ease their tension and then they started to open up. Other challenges emerged when the participants could not understand the questions and answered irrelevantly. I would wait for them to finish and I would then rephrase the question.

3.4.2.4. Ethical considerations during interviews

Davin (2013) explains that interviews must be conducted in a respectful, professional and caring manner. He advises researchers to be sensitive to language and cultural differences. He indicates that interviews should preferably be conducted in the home language of the guardians/parents so that they can understand the procedure better. Stake (2010) agrees with him by reiterating that ethical issues should be considered

during interviews. For this study, I was aware of invading the space and privacy of the participants and did not take for granted the access given by the school as permission to interview them.

Each participant gave me permission by signing a consent form prior to the interview session (McMillan & Schumacher, 2010). I ensured protection of their dignity, and explained the implications that come with the study. Some of the implications included: the right to privacy and confidentiality and the right to withdraw without pressure or penalty (Butler-Kisber, 2010). There was no physical discomfort, harm or injury to any of the participants, while a spirit of transparency and openness prevailed throughout the session. Participants gave me permission to use a voice recorder. Recording of interviews was done by audio recording on a digital voice recorder, while taking notes served as a backup and provided the context to the interviews (McMillan & Schumacher, 2010).

Other ethical issues taken into consideration were related to confidentiality and anonymity. The participants were assured that their recordings would not be used for any other purpose but only for the evaluation study and that their identities (names of schools and people) would be kept anonymous. This was done to protect them from any possible consequence of disclosing any sensitive information that could be used against them

3.4.2.5. Time-scale of the interviews

School A

Interviews with two teachers, one HOD and two parents from school A started on March 06 and ended on March 10, 2017. A total number of 5 interviews were conducted at this school. Each interview session took about 15 – 30 minutes.

School B

Interviews in School B were conducted between March 13 and April 20 and a total of three interviews were conducted. Each interview session lasted for 15 and 20 minutes. Because of the absence of the Grade 2 teacher and parent, I was only able to interview one Grade 1 teacher, one parent and an HOD.

3.4.3. DOCUMENTS

The researcher consulted a variety of documents that relate to the RWIP. Some of these documents were provided by the Department of Basic Education, while others were from Room to Read.

3.4.3.1. Documents from the Department of Basic Education (DBE)

The documents from Department of Basic Education (DBE) included the Language Policy of the school and the CAPS document. These documents helped me to get a sense of whether teachers were aware of these policies and knew their implications. There were copies of the CAPS document in the principals' offices; however all the Grade 1 and 2

teachers said they had never seen it anywhere. Both schools did not have a Language Policy document. Other documents that were analysed included minute's books, teachers' files and attendance registers.

3.4.3.2. Documents from Room to Read

Room to Read provided schools with resources for the classrooms. These included Workbooks for each learner in Grade 1 and 2, hard copies of the RWIP for each quarter, alphabet freezes, letter cards, conversational posters for each theme, Big Books for shared reading, small story books for reading aloud, guided reading and independent reading. All teachers had copies of the RWIP in their files. There were a few conversational posters displayed on the walls and some of the learners' workbooks did not have covers which to me was a good evidence that they were utilized though not taken good care of (See Appendix E on pages 146 for the Recommended Resources for Grade 1 and 2 from CAPS).

While analysing these documents, strategies were adopted to deal with the disadvantages of documents analysis in programme evaluation. These included checking the quality of records. I took advantage of unobtrusive measures by looking at the physical appearance of books, posters and other documents. Care was taken to keep the materials presented confidential (Yin, 2011).

3.5. ETHICAL CONSIDERATIONS DURING THE STUDY

3.5.1. Ethical considerations during the planning phase

Ethical issues were taken into consideration during the planning phase. Since I was to interact with human beings, I had to apply for the Ethical Clearance Certificate from the University of Limpopo. After obtaining the certificate, I then submitted a formal request letter to the District Senior Manager of Sekhukhune (See Appendix F on page 148 for the application letter). Upon receipt of the approval by the District Senior Manager, I then submitted it to the Circuit manager of Lobethal who gave me permission to access the schools. I then phoned the principals of the two schools to make appointments for my visit. I was granted permission in both schools.

Formal letters were tendered to the schools and explanations were made to the staff about the purpose of my research study. The participants were reminded that they had the right to participate or not to participate. I did this to avoid making schools feel like they were obliged to take part (Butler-Kisber, 2010). I also asked permission from parents as well as the facilitator to have interviews with them.

3.5.2. Ethical considerations during field work

During field work, I had to explain to the participants how the process was going to unfold. I explained the purpose and assured them that their names would be kept anonymous and their responses confidential. I also informed them that they had the right to choose to participate or not take part in the study. I avoided anything that would have hurt, harmed or embarrassed them; for example, not interjecting or showing disrespect to what they

said. Consent forms were signed by all participants before the collection of the data started (See APPENDIX G on page 150 for the letter and consent form for the participants).

3.5.3 Ethical considerations during report writing

I kept the promise of anonymity and confidentiality during the reporting phase. Both schools were given designations as School A and School B, whereas all individuals remained anonymous. Another ethical consideration taken was how their views were presented in the report. I made efforts not to filter their views and presented them as accurately as possible.

3.6. CHAPTER SUMMARY

Chapter 3 focused on the evaluation design and methodology used when evaluating the implementation of the RWIP. A case study design was deployed to help me get a holistic picture about the implementation of the RWIP in Lobethal Circuit. I used observations, interviews and documents to collect data. These techniques have helped me to triangulate the data. During triangulation I was able to see if the information from the three sources converged or diverged (Yin, 2011). The next chapter focuses on the profiles of the schools as well as analysis of data that was collected.

CHAPTER 4: PROFILES AND RESULTS FROM SCHOOL A AND B

4.1 INTRODUCTION

This chapter presents the profiles as well as the results of the two schools selected for the study which focused on the evaluation of the implementation of the Reading and Writing Instruction Programme. The profiles give a description of the schools' resources, facilities, vision, departmental policies and activities that promote reading. The importance of the inclusion of the schools' profiles in the study was to give the reader an idea of the context in which the study was undertaken. This was in line with Best and Khan (2006) when they indicate that the physical space is fundamental to meanings for most researchers and readers.

Subsequently, the collected data from interviews, observations and documents was organized into themes which had emanated during analysis. The same themes and patterns were used as my tactic for deriving meaning from the data (Miles, Huberman, and Saldana, 2014). Qualitative researchers can also derive meaning using other tactics like: *'seeing plausibility, clustering, making contrasts/comparisons, factoring, subsuming'* and so forth (Miles, Huberman and Saldana, 2014: 275). It was beneficial to use observation, interviews and documents because they helped me to triangulate the data by supporting each finding, in showing that at least three independent measures agree with it, or at least, do not contradict it (Denzin, 2001). The importance of using multiple evidentiary sources is supported by Cohen et al. (2000: 113) when he postulates that *"triangulation is necessary as it enables researchers to gain confidence in the research*

findings, experiencing greater assurance and validation of the construct". Data was then categorized into the following themes which have emerged during analysis:

- Implementation of the RWI programme;
- Criteria to judge the implementation;
- Challenges experienced during implementation;
- Coping Strategies;
- Knowledge of the RWI programme;
- Views of different stake holders;
- Collaboration and involvement with families and communities;
- Usage of resources;
- Time Management; and
- Understanding of government policies

4.2 PROFILES OF SCHOOL A AND B

4.2.1 School A

School A is situated in a rural village which is located in the southern part of Polokwane in Limpopo Province. The school is 110 km away from Polokwane City. It is a quintile 1 school with an enrolment of 270 learners. The lowest class at this school is Grade R and the highest is Grade 7. Because of the low enrolment of learners, all the grades have one class with an average of 25 learners each. The total number of teachers is 12 on a gender breakdown of 9 females and 3 males. There are two women who help the school by cooking food for the children and also to clean the surrounding. The majority of the

learners live with their grannies because their parents have either gone to look for jobs or gone to school or work somewhere not close to home.

4.2.1.1. Resources and Facilities

School A does not have enough infrastructure. There are three blocks comprising three classrooms each and facing towards the same direction. The two blocks are used as classrooms and all are occupied by learners from various grades. The third block has three rooms which are used as: principal's office, store room (food/stationery) and another room as a library. Because of the shortage of classrooms, part of the library is used as a Grade 6 class. The library was not fully utilized since it was occupied by Grade six learners. Moreover, the teachers were not adhering to the library timetable. The school did not have a computer laboratory and used one laptop which is kept in the principal's office.

There are no information boards around the school to guide learners and visitors to locate places and help them read incidentally. Teachers rarely take their learners to the library to engage them in various reading activities. The school does not have a Reading Programme in place to help struggling readers. However, the SMT encourages learners from different grades to take turns and read the Bible and other story books during the morning assembly at least once every week. I was informed that four learners in the Intermediate Phase received Awards during the District Reading Competitions which were held last year. According to the information that I had received from the principal and other teachers, only a few learners borrow books from the library.

4.2.1.2. Mission and vision of the school

The vision of School A was written as 'Success for all'. This vision seemed to imply that there is an aspect of success for every learner in the school; however, it was difficult for me to believe it because I could not relate the vision with what was actually happening in the classrooms. Learners with different abilities were not accommodated, particularly the ones who had challenges with reading and writing. This was proved by the order in which the Home Language lessons were concluded. Instead of giving learners different tasks during and after the lessons, both teachers in School A wrote one similar activity for all the learners to complete in their books. In Grade 1, there was a group of learners who were seated in the same row, but never received attention from their teacher during Independent Reading and Writing time. I requested Sepedi exercise books from the learners in the same group after the lesson was over and only discovered that all of them could not even copy the date on the chalkboard.

4.2.1.3. Policy on language

In school A, the Language of Learning and Teaching (LOLT) in the Foundation Phase was Sepedi and all the learners and teachers at this school spoke Sepedi. I asked the principal to show me a copy or any document on which they had written their policy about language, and they could not find it. The only policy related to language that was found in the principal's office was a copy of the CAPS document. There was a library committee written on a chart in bold font and displayed in the library and principal's offices. The principal informed me that one of the roles of the committee was to promote and inculcate the love of reading in the learners. However, the committee has never met since January.

From what I was told, the principal was new. She just came last year and was trying to find her feet and to put things in order.

4.2.1.4. Activities that promote reading

There are many activities that can be used by teachers to stimulate the interest and promote the love of reading in learners. Such activities include rhymes, songs, riddles, word games, spelling bee, dictation, story-telling and story-reading (CAPS, 2011). Out of all the activities mentioned above, learners in School A would once in a while do story-reading during morning assemblies and dictation in the classroom. Schools were also encouraged by RtR to organise and celebrate with their communities' the important literacy days on the calendar. Some of the days included; International Mother Tongue Day, World Read Aloud Day, SA Library Week, World Storytelling Day, International Children's Book Day Youth Day, et cetera. Since the year began, the teachers and learners in School A had never celebrated any of these events, instead the principal requested the library volunteer to go and represent the school during the SA Library Week which was organized by Makhuduthamaga Local Municipality on 24 March.

4.2.1.5. Engagement of community members

There was one woman who volunteered her services in the library. She was managing the resource centre and helped learners with checkout and return of books. Library volunteers were encouraged by RtR to help teachers with establishment and management of reading clubs in their schools to help learners develop the love for reading by engaging them in the same activities as indicated above. During the informal

conversation with the volunteer, I discovered that she did not have any idea about reading clubs.

4.2.2. School B

School B is situated in a rural village which is found in the southern part of Polokwane in Limpopo Province. The school is 113 km away from the city. It is a quintile1 school with an enrolment of 419 learners. The lowest class at this school is Grade R and the highest is Grade 7. Because of the enrolment of learners, all the foundation phase grades have two classes with an average of 32 learners each. From Grades 4 to 7 they have one class each. The total number of teachers is 13 on a gender breakdown of 9 females and 4 males. There are three women who help the school by cooking food for the children and two who look after the vegetable garden.

4.2.2.1. Resources and Facilities

The school has seven blocks of three classrooms each facing in different directions. The three rooms in one block were used as the principal's office, store room and a library. There was one man who worked in the principal's office as an administrator. The gentleman helped teachers with typing of question papers and learner report cards.

Next to the principal's office, there was an empty room that was not being used by anyone. From the information that I got, the room was used as a computer laboratory in the past years. The principal told me that all the computers were stolen last year during burglary. School B did not have information boards to guide the learners and visitors. Information

boards are very useful in all premises, because apart from guiding visitors, they can help learners to practise reading.

4.2.2.2. Mission and vision of the school

School B's mission statement focused on community involvement and capacity building of learners. The vision seemed to imply that the school is striving to maintain high standards of education, innovation and excellence in teaching and learning. The statements seemed to be well phrased and the conditions at the school bore resemblance to what was being articulated. This was proven by the dedication of the principal and how he collaborated with different stakeholders in the community. The school was used as a centre for ABET and as a venue for hosting meetings for youth development.

4.2.2.3. Policy on language

The Language of Learning and Teaching was Sepedi; however, there was nothing written in black and white to endorse that. All the teachers as well as the principal could not remember seeing any policy that talked about language. The only policy related to language for them was CAPS. There was also a chart written Library Committee with the names of teachers, principal and learners. However, it seemed to be there in principle because the committee had never met since the beginning of the year.

4.2.2.4. Activities that promote reading

Foundation phase learners in school B were never engaged in a variety of language activities like rhymes, songs, riddles, word games, spelling bee, dictation, story-telling and story-reading (CAPS, 2011). Teachers would sometimes give them words and sentences

to write in their exercise books. Important Literacy Days were not identified or celebrated at the school. However, the principal informed me that three library volunteers managed to attend the SA Library Week at Makhuduthamaga Hall on 24 March.

4.2.2.5. Engagement of community members as library volunteers

There were three women who helped the school as library volunteers. Their duties were to help with management of the library and help learners to checkout and return books. On the library wall there was a chart with the names of teachers and learners who formed part of the committee. There was another chart written Library Timetable showing different subjects and teachers. From the informal conversations I heard with the three library volunteers I was told that since January, none of the teachers in the Foundation Phase had come to conduct an activity with their learners in the library. I also had never seen any teacher taking their class to the library during their designated time. The volunteers also had not yet established reading clubs.

From the preceding information about the school profiles, one notices a number of factors that might help or hinder the implementation of RWIP. Those factors included resources and facilities, government policies, activities that promote reading and involvement of the community. Evaluation of how these activities and factors are understood and undertaken helped me to have a clear picture of how the RWIP was implemented. The next paragraphs explain how the data was organized, analysed and interpreted in order to come up with findings and draw conclusions for my study (Yin, 2011).

4.3 DATA ANALYSIS

Qualitative data analysis is described as the process of making sense from the research participants' views and opinions of situations, corresponding patterns, themes, categories and similarities (Cohen et al., 2007). This process is described by Schwandt (2007) as messy, ambiguous and time-consuming, but also as a creative and fascinating process. Cohen et al. (2007: 147) support this by positing that data analysis involves 'organizing, accounting for and explaining the data'. This means interpreting the data in terms of the participants' definition of the situation noting patterns, themes, categories and regularities. Qualitative data analysis is an ongoing and iterative process; implying that data collection, data processing, data analysis and reporting are intertwined and not necessarily a successive process (Nieuwenhuis, 2007)

For the evaluation of implementation of RWIP, I used thematic analysis of interviews, observations and documents. Braun and Clarke (2006) explain thematic analysis as a method used for identifying, analysing and reporting patterns (themes) within the data. According to Braun and Clarke (2006), as cited in Jugder (2016: 3), a '*theme*' captures the key idea about the data in relation to the research question and represents some level of patterned response or meaning within the data set. The data collected from the interviews, observation and document were analysed based on a three-stage procedure (Creswell, 2007, Miles and Huberman, 1994).

The stages are:

- Preparing the data for analysis by transcribing;
- Reducing the data into themes through a process of coding; and
- Representing the data.

4.3.1. Preparing the data for analysis

I started by internalizing the data through transcriptions and translations of the interviews. The audio recordings of the nine participants were listened to a number of times for their accurate translations and transcriptions. All interviews were translated 'verbatim' into English by the researcher. The main purpose of translations as they were transcribed was to first understand the meaning, rather than the language (Jugder, 2016). Secondly, the translated transcriptions helped me to communicate with my supervisor during the process of soliciting advice on coding and theme development. The notes which were taken during observation and analysis of documents were also read several times to find meaning from the participants.

4.3.2. Reducing the data into themes

In analysing the data, I tried to bring order, structure and meaning to the mass of collected data. Miles, et al., (2014) warn researchers to reduce the data as it is often cumbersome to work on lengthy, unreduced text in the form of interview transcripts, field notes and documents because data is spread over many pages and not easy to see the whole. Over and above that, they posit that readers deserve a concise delivery of what has been analysed. To help me reduce the amount of data, I applied the idea of Grix (2010) by sifting significant information from '*trivia*' (pieces of information of little importance). The transcripts were then reduced into key words that summarized important ideas which were identified from the interviews, observations and document analysis. From the analysis I came up with twelve categories which were: implementation of RWIP, challenges experienced, coping mechanisms, activities done during implementation, knowledge of RWIP, views of stakeholders, collaboration

with communities, usage of resources, time management, criteria to judge implementation, understanding of policies and teaching and learning environment (Creswell 2007, Miles and Huberman, 1994).

4.3.3. Representing the data

The notes were read and reread to identify significant broader patterns of meaning (potential themes). The twelve categories were further reduced to the following ten most preferred categories: criteria for judging implementation, challenges, coping mechanisms, knowledge and understanding of RWIP, views of different stakeholders, collaboration, usage of resources, understanding of policies and time management. The reduced data was then imported into a table that I created for easy analysis. The use of tables helped me to become efficient and effective in analysing and interpreting the data as we are advised by the literature to 'show rather than tell' (Siemon, Beswick, Brady, Clarl, Faragher and Warren, 2014). Each school was given a code while participants were given pseudonyms. The rigorous thematic approach served the purpose of my study because it helped me to produce insightful analysis that answered my research questions (Braun and Clarke, 2006). Below are the three tables showing how data from the interviews, observations and documents from the two schools was organized. All the participants and schools were given the following codes below as advised by Saldana (2013).

Table 4. 1: The specific codes allocated to the two schools and participants

School A	A	Grade 1 and 2 Teachers	A G1 T A G2 T	Head of Department	A HOD
School B	B	Grade 1 and 2 Teachers	B G1 T B G2 T	Head of Department	B HOD
	Room to Read Facilitator	RtR F			
School A Observations	A Obs	Grade 1 and 2 Observations	AG1T Obs AG2T Obs		
School A Documents	A Doc	Grade 1 and 2 Documents	AG1T Doc AG2T Doc		
School B Observations	B Observations	Grade 1 and 2 Observations	BG1T Obs BG2T Obs		
School B Documents	B Doc	Grade 1 or 2 Documents	BG1T Doc BG2T Doc		

Table 4.2. Responses from the participants of school A

	STAKEHOLDERS						
THEMES	A HOD/G1 T	A G1 T	A G2 T	A G1 P	A G2 P	RtR F	
Implementation of the RWI Programme	Yes, it is implemented	Yes, it is implemented	Yes, it is implemented	No, we do not know RWIP	Yes, we have heard of RWIP	Yes,	changes in the classes
Criteria for judging implementation	Same as Gr1	Activities include; Talking circle, Phonics and Shared Reading	Activities: Sentence Building, Punctuation, Reading fluency, stories	N/A	Activities: Library books home. They read for us Tell stories from newspapers	Shared Reading Aloud, Phonics, Comprehens ion and Vocabulary	

Challenges experienced with implementation	Same as Gr1	Learners with barriers	Language. Ill-discipline of learners	Learners with reading barriers	Learners with reading/ writing barriers	Mixing of the steps in their lessons. Confusion of reading strategies
Coping strategies	Same as Gr1	Remedial support and Our facilitator helps us to prepare lessons	Classroom rules.	Help them read at home. No TV, and I check their books often.	Reading at the assembly.	I normally conduct school-based workshops
Views of different stakeholders	Same as Gr1	Principal and parents happy about RWIP	Everyone appreciates RWIP	Parents support the RWIP. The Gr1 teacher is so good. She	Parents do come for meetings.	Majority like it, however others complain

				knows how to teach		about workload	
Family and community involvement	Same as Gr1	Meetings once every quarter.	No meeting	Meeting once per quarter. Celebrate Farewells	Bring books home. English/Sepe di	Have a slot during parents' meetings	
Usage of resources	Same as Gr 1	Word cards, sentence strips, conversational posters and big books.	Word cards and pictures	Story books and folk tales	Library books	Big books, small story books, birthday and weather charts.	

Table 4.3. Responses from the participants of school B

	Stakeholders						
Themes	B HOD	B G1 T	B G2 T	B G1 P	B G2 P	RtR F	
Implementation of the RWI programme	Yes, it is implemented	Yes, it is implemented	N/A	Yes, it is implemented	N/A	Same as above	
Criteria for judging implementation	Reading bibles and library books during morning assembly	Talking circle: (weather, birthday chart) phonics with pictures	N/A	My kid always come with letters and words home.	N/A	Same as above	
Challenges experienced with	Learners who struggle with reading	No resources, learners with barriers.	N/A	Learners who do not want to read and write	N/A	Same as above	

Coping strategies	Stories to develop listening and speaking skills	Get permission from parents for referral.	N/A	We can help by helping our learners read at home.	N/A	Same as above	
Views of different stakeholders	No individual or group is against RWIP	No group is in opposition with RWIP.	N/A	Parents are happy about the programme	N/A	Same as above	
Family & Community Involvement	Grade meetings to discuss challenges	Grade meetings by parents	N/A	I do not attend meetings due to busy schedule	N/A	Same as above	
Usage of resources	Not asked	Posters, charts, prestik	N/A	I buy story books from bookshops	N/A	Same as above	

Table 4.4. Results from observations and documents analysis from the two schools:

Themes	Stakeholders			
	AG1T Obs	BG1T Obs	AG2T Obs	BG2 TObs
Understanding of the Components of reading	Phonological, Phonics 20min, Shared Reading 10min, Comprehension, Handwriting	Phonics 5min Shared Reading 28 min No writing/handwriting	Phonological, Phonics, 10 min Shared Reading 30min No writing/handwriting	N/A
Time Management	Lesson: 70 min	Lesson:33 min	Lesson: 40 min	N/A
	AG1T Obs	BG1T Obs	AG2T Obs	BG2T Obs
Understanding of policies	Copy of Caps and RWIP in the file. Class register not up to date	Copy of RWIP Register not up to date	Copy of RWIP & other policies. Register not updated	N/A

4.4. Summary of results organized in themes

4.4.1 Implementation of the RWI programme

All the three teachers and their HODs indicated that the programme was being implemented in their schools. The facilitator from RtR spoke the same language as teachers by saying the programme was implemented. There was one parent from Grade 1 in School A who indicated that she did not know anything about the RWIP but in the middle of the interview she started elaborating on the activities that her grandchildren normally did for Homework and how she supported them. The activities that she spoke about were the ones which are emphasized by RWIP and CAPS. The Grade 1 parent from School B spoke with confidence that the programme was being implemented because her child always brought A4 sheets with letters that were taught during the day. *“My child will arrive home and start playing around the letters by blending them together to make words. If she is not sure about the word she will ask if it is correct and if it makes sense, then I will help her to build other words.”*

The Grade 2 parent of school A indicated that the programme was being implemented. She reasoned that her child would come home with books from the library and read. It appears that the parents from School A and B have different understanding in terms of the programme. Two of the parents focused on the library while one was more specific on classroom instruction. The parent from School B said:

“I can help if the teachers can show me where they are in terms of the programme. On the other hand I blame myself for not attending every meeting as I am working.”

All the Grade 1 parents would like to help their children by making use of the programme; however, they do not know how it unfolds. None of them were called to the Grade 1 classes to be given an overview of the RWIP. What they know is that there is a library that was established by Room to Read in 2010 and that children should borrow those books to read them at home.

4.4.2 Criteria for judging implementation

Different criteria are used by various stakeholders to determine if the RWIP is being implemented or not. They range from shared reading to phonics and celebration of birthdays and calendar. The HOD of school A as well as the facilitator emphasized the importance of school-based workshops as a platform for teachers to observe how lessons are prepared and presented according to the RWIP. They both have indicated that teachers work as a team from Grade R to 3 and this has yielded good results because the learners in Grade R can identify the letters and read simple words. At first they (including herself) were scared when the facilitator came for support but due to her positive attitude, they started to like her because she helped them with their work. Learners in School A take turns to read at the assembly as a way of practising and motivating each other. The HOD mentioned the activities that she conducts with the aim of developing the learners' listening, speaking, reading and writing skills. Those activities included amongst others, talking circle where they talk about the weather, birthdays, news and days of the week. She went further to mention phonics, shared reading and writing.

As indicated earlier, the HOD of School B was more on library usage. She reiterated that in their school they motivated learners to read at the assembly in order to develop their

confidence and self-esteem. When responding to how she supports teachers in the classroom, she said *“I normally go to their classes to observe how learners read. I encourage teachers to assess learners so that they can identify the gaps in order to apply some intervention strategies.”*

The HOD did not mention how the four language skills could be developed as outlined by the CAPS document as well as RWIP. According to the RWIP, teachers have to cover all these components in their lessons so that learners can acquire the four language skills:

1. Phonological and Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension
6. Writing

These components were mentioned by the Grade 1 teachers from both schools. The components are not supposed to be taught in the sequence above. What is important is for each teacher to incorporate them in their daily lessons to maximize the learners' mastery of skills. Teachers are reminded during Professional Development Learning Workshops (PDLW) to use this approach to teach language. The HOD of school B attended the training about RWIP but had never had hands-on experience of implementing the programme because RWIP was not implemented in Grade 3. The HOD of School A went further to explain the programme. She gave examples on how she integrates the components within other subjects like Mathematics and Life Skills. She had

had intensive training about the programme and had also been monitored and supported in her classroom for three consecutive years.

4.4.3 Challenges experienced with implementation

Different challenges are encountered by stakeholders with the implementation of the RWIP. The Grade 1 teacher who is also an HOD of School A does not experience challenges because RtR has taught them how to carry out their duties. The teacher said that the majority of learners in her class could read with understanding and she also made time to do remedial work with those who had road blocks in reading. The only challenge for her is that she cannot deal with learners with severe barriers, that is, those with learning barriers, intellectual disabilities and physical disabilities such as the deaf or hard of hearing. The challenge experienced by the Grade 2 teacher is related to '*dialect*' and '*discipline*'. She speaks Tswana and cannot explain most concepts in Sepedi. The Grade 1 parent from school A indicated that she could not read or write and as such she found it difficult to help her grandchildren with homework since their mother worked in Gauteng Province. The other parent said she was a university student and her child lived with her parents in the village.

Many challenges are experienced in school B as well. The Grade 1 teacher mentioned lack of resources as one of the problems in her classroom. "*I cannot draw very well so it is difficult to make posters which are relevant to the themes of the week*". The teacher also mentioned the problem of learners with special needs.

“You can tell by looking at their appearance that they are not ok. We have spoken with the parents to give us permission to refer them to specialists. One child has already been referred.”

The HOD of school B indicated that learners in Grade 1 and 2 struggle to read and write. She has picked this up while she was moderating their scripts.

“Sometimes teachers are busy with other professional duties and not prepared to present a lesson for you, even if you have made an appointment with them. Other teachers tend to forget to follow the steps in the programme and use the old traditional methods of teaching.” This is how the facilitator responded.

4.4.4 Coping Strategies

The facilitator indicated that when teachers are busy with other responsibilities, she will assist them by assessing the reading abilities of each learner. For the teachers who do not understand the programme, she will take them through the programme over and over again. The facilitator further indicated that depending on the needs of her teachers, she would at some point do demonstration lessons so they could observe her.

The HOD in School A said she does remedial work for learners who encounter learning barriers. In order to maintain discipline in her Grade 2 class, the teacher uses the classroom rules which she has set with the learners at the beginning of the year. The HOD of school B encourages teachers to tell learners stories in order to develop their listening and speaking skills.

In School B, the Grade 1 teacher had a problem of conducting Shared Reading. The problem was however resolved when the principal bought each class an 'isle' so they could put the Big Books and share them nicely with the rest of the class. School A and B could be five km apart, but what is surprising is that in school A the Foundation Phase classrooms were all clean, colourful, child-friendly and print-rich. The school had posters, sentence strips, word cards and pictures displayed on the walls. These resources were provided by RtR to all the schools that were implementing the RWIP. In school B the classrooms were dull with few resources on the walls. Teachers had mentioned lack of resources as a challenge for them.

4.4.5 Views of different stakeholders

Although some stakeholders have negative attitude about RWIP, one quickly picks out from the responses that the majority of stakeholders are in favour of it. *“What I like about this programme is that it is within the framework of CAPS. Because of this programme, I am able to prepare my language lessons. My classroom was a big mess before RtR came to this school. I could not even arrange the furniture in this class. Our facilitator advised me to discard all the unnecessary materials so that I could make enough space for my learners. Now I can also plan and present lessons very well. Truly speaking, our principal is happy about it as it has transformed our school in many ways. The parents are impressed by the fact that learners come home with books to read. We get awards during reading and writing competitions in the circuit and district.*

These words were uttered by the HOD who is also a Grade 1 teacher in School A. The same teacher has received an Award for being the Best Foundation Phase teacher in the

district in 2015. The teacher reiterated that at their school, they planned and prepared lessons together and that they supported each other and made sure no one was left behind. There is a lot of team spirit in the school. As a researcher, I personally went to all Foundation Phase classes and discovered that they had been arranged in the same way. There were conversational posters for different themes, word cards, sentence strips, birthday, weather, months charts displayed on the walls. Teachers had also made their own big books which they used during Shared Reading.

The Grade 1 teacher of School B said the programme was good. She reported that the Grade 3 teachers usually came to observe how they planned and presented lessons in their classrooms. Apparently all Grade 3 teachers use the same method of teaching as them. The HOD of School B indicated that the programme was good because it really helped learners to progress in reading. In School A, the Grade 2 teacher said:

“My colleagues from Grade 4 to 7 often come to our classes to observe our classrooms. They are impressed about our work in general, but like to complain to us that the RWIP puts more work on the teachers.

The parents in both schools said they liked the RWIP. In School A the parents said they liked the way the classrooms were arranged: the cleanliness and entire set-up with beautiful nature corner filled with colourful flowers and a library corner where books can be accessed by learners at any time. A Grade 2 parent said:

“To be honest, we would not bother to attend any meetings organized here, but after RtR came, we come in numbers because parents are able to see how learners benefit from the programme. We would normally come at the end of the quarter to collect learner report

cards. I used to be one of those parents who did not have interest in the affairs of the school but now I have changed. I am just disappointed to hear that you RtR has moved to work in other new schools.

The facilitator responded by saying that the parents and circuit officials do appreciate the programme because it helps learners to blend the letters and syllables. Learners are able to decode unfamiliar words. Despite the positive comments by teachers, there are certain individuals who say quite the opposite. A Grade 1 teacher from school B said:

“RWIP takes a lot of our time and energy because we make our own Learning and Teaching Support Materials (LTSMs).”

4.4.6. Family and community involvement

The Grade 1 and 2 teachers of School A have confirmed that they only meet with the parents at the end of each quarter when they have to collect their children’s report cards. The parents also said the same thing. In School B the Grade 1 teacher and HOD talked the same language when they described a programme where the parents would take turns to come and see how their children were progressing in different subjects in various grades. If it is a turn for Grade 1 parents, the class teachers would send out invitation letters via the learners. Parents would then respond to the call by showing themselves at the school at the suggested time. The facilitator indicated that she normally asked the principals to give her a slot whenever parents’ meetings were scheduled. These meetings are held once every quarter. She would then motivate the parents to be involved in schools by helping their children with homework.

4.4.7. Usage of resources

At Room to Read we encourage teachers to apply the theory of Piaget's Cognitive Development in their classrooms. According to Piaget, children in the Foundation and Intermediate Phases are in the Concrete Operational Stage (between 7 and 11 years). In order to facilitate effective learning in their classrooms, teachers should use a lot of concrete objects, visual aids and actions (Wood, Smith, Grossniklaus, 2001). RtR provides teachers with a variety of resources to help them enhance their lessons and make learning meaningful and fun (See Appendix E on page 147 for the recommended resources to be used in Grade 1 and 2 as outlined in the CAPS document).

When I collected my first data in March, the Grade 1 teacher in School A used birthday, weather, month and day charts during the listening and speaking time. She used pictures and word cards to teach the phonics. Learners had ample opportunity to blend syllables and sounds to make words. A big book was used for shared reading. Learners were all seated on a carpet next to the teacher.

The Grade 2 teacher used birthday, weather and month chart during the listening and speaking session. There was a chart with rules written with a big font and displayed on the wall. The teacher made word cards of the sound 'tšw'. Her learners had difficulty in blending sounds to make syllables and words. Although she managed to write the text on a chart for Shared Reading, her learners were seated on chairs instead of carpet. Both classrooms were clean and orderly. There were conversational posters relevant for the themes. Walls were print-rich with words, pictures and sentences of the letters taught.

The teachers made rockeries with fresh flowers and library corners filled with story books for learners.

In April, when I collected data from School B, the Grade1 teacher introduced the phonic 'mm" with a picture of "mma" (mother) and the word mmoto (wall). This was evident that the programme was being implemented. Although the teacher was following the programme, she was not explicit, systematic and clear in her teaching of the phonics; moreover, learners were not given enough opportunity to practise writing the letters and words.

Instead of teaching the learners how to blend sounds and syllables, the teacher spent all the lesson conducting Shared Reading. During the Shared Reading activity, a big book was utilized and the teacher used an isle to display it. From my observations I could also see picture cards, word cards, classroom rules, birthday and weather charts on the walls. Only two conversational posters were displayed. My expectation was to find at least four posters because they were in their seventh week of the term.

4.4.8. Understanding of policies

From my analysis of documents, I found out that all the three teachers as well as the facilitator had copies of the RWIP and not CAPS. The Grade 1 teacher of school A was the only one who had CAPS document in her file. All the attendance registers were not up to date. Teachers were not aware which learner was absent the day before, two days back or the week before.

4.4.9. Incorporation of the five components of teaching reading

From my observation of lessons, I have discovered that all the three teachers managed to teach phonics though in different ways and times. Both teachers in School A tried to develop the listening and speaking skills of learners by talking about the weather, day, and celebrated a few birthdays before commencing with their lessons. All the three teachers conducted Shared Reading activity with their learners; however, the steps were not similar in one way or the other. The teacher in School B seemed like she did not prepare her lesson in advance. She just picked a book and engaged her learners in it. There was no writing activity at the end of the lessons due to lack of time.

4.4.10. Time Management

One of the major constraints posing challenges in the South African Education System is poor time management. It is mentioned in the Research on Socio-Economic Policy (RESEP) report of 2016 that a number of South African studies have frequently found that less than half of the official curriculum is being covered in the year, and fewer than half of the officially scheduled lessons are actually taught (Van der Berg et al., 2016: 47). Teachers in Lobethal Circuit seem to be having difficulty in adjusting their lesson activities according to the time frames as prescribed by the National Curriculum as well as RWIP. They also tend to linger on some activities and overlook the others. The Grade 1 teacher of School A took 16 minutes developing listening and speaking skills, 5 minutes on phonics instead of 15 and 10 minutes on Shared Reading instead of 15. The Grade 2 teacher took 6 minutes on listening and speaking, 5 minutes on phonics and 30 minutes on Shared Reading.

The Grade 1 teacher of School B took less than five minutes on listening and speaking, 3 minutes on phonics and the entire period on Shared Reading. When I asked the facilitator how often teachers conducted Reading Aloud or Shared Reading, she responded by saying “*once a week*”. She said sometimes they would tell her they did Shared Reading a day or two days before. The facilitator indicated that teachers did not follow the correct steps when doing these two reading activities. According to CAPS and RWIP, Shared Reading should be conducted for fifteen minutes every day. All the steps of Shared Reading must be observed. From these observations we realize that teachers do not consider the reading activities as part of the lesson, but as separate entities.

According to CAPS and RWIP, teachers should know how to plan and manage time effectively. They should also know how to stick to time for the different activities in order to strike a balance in their lessons and be able to develop all the language skills. In order for them to achieve that, they should apply Covey’s (1989) idea that time management is about organizing and executing around priorities. Below is a table from CAPS showing the maximum time allocations for different activities in the language lesson:

Table 4. 4: Grades 1 and 2 maximum time in teaching the five components (Department of Basic Education, 2011: 9)

	Grade 1 Home Language	Total per week	Grade 2 Home Language	Total per week
	Grade 1 Home Language	Total per week	Grade 2 Home Language	Total per week
Listening and Speaking	15 minutes per day for 4 days	1 hour	15 minutes per day for 4 days	1 hour
Reading and Phonics	Phonics: 15 minutes per day for 5 days (1 hour 15 minutes). Shared Reading/Shared Writing: 15 minutes per day for 5 days (1 hour 15 minutes). Group Reading: 30 minutes per day (2 groups each for 15 minutes)	5 hours	Phonics: 15 minutes per day for 5 days (1 hour 15 minutes). Shared Reading/Shared Writing: 15 minutes per day for 5 days (1 hour 15 minutes). Group Reading: 30 minutes per day (2 groups each for 15 minutes)	5 hours

Handwriting	15 minutes per day for 4 days	1 hour	15 minutes per day for 4 days	1 hour
Writing	20 minutes for 3 days	1 hour	20 minutes for 3 days	1 hour
	Total per week	8 hours	Total per week	8 hours

4.5. CHAPTER SUMMARY

In Chapter 4, the profiles of the two schools were outlined. I also presented, interpreted and analysed the data that was obtained from the semi-structured interviews, classroom observations and document analysis. The profiles revealed that the schools differed in terms of usage of resources and materials as provided by RtR and Department of Basic Education. This Chapter further discussed responses from the different stakeholders in Schools A and B. The discussions highlighted several issues generated by the responses.

I used observation, interviews and documents to generate data about the implementation of RWI programme. The rationale for using multiple sources of evidence was to triangulate the data in order to see if there was convergence or divergence of information (Yin, 2002). When interpreting information from the themes that emerged during the analysis, I am convinced that the RWI programme is being implemented in School A and B. However, stakeholders have different understanding of the programme. Some focused more on library project in their responses while others were on Shared Reading, Reading Aloud or other components of reading like, phonics, vocabulary and comprehension.

According to RWI programme, teachers should teach all the components of language in order to develop their learners' listening, speaking, reading and writing skills. The results suggest that RtR staff have a lot of work to do in making sure that all teachers do have a strong understanding of the entire RWI programme, hence the implementation is different. The next chapter discusses the findings, conclusions and recommendations of the study.

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents my own reflections about the implementation of the Reading and Writing Instruction Programme. I also acknowledge the limitations of the study, shared my findings and made recommendations to stakeholders. The purpose of the study was accomplished because the questions that were posed at the beginning of the research were all answered.

During the study, I was able to identify best practices together with challenges that were encountered by implementers. I also had the opportunity to listen to the views of different stakeholders with regard to the programme. The data was collected to provide evidence about the implementation of the programme, while meaning was generated from the themes that emerged during the analysis. Findings from this study were discussed according to the following themes: implementation of the RWIP, criteria for judging implementation, challenges experienced with implementation, coping strategies, knowledge of the RWIP, views of different stakeholders, family and community engagement, usage of resources, understanding of policies and time management.

5.2. REFLECTION ON THE PURPOSE OF THE STUDY

As already indicated, there are many intervention programmes on reading and writing in South Africa. Not much has been done in the evaluation of how they are implemented (Durlak, 1997, Duttweiler & Dayton, 2009; Romm and Dichaba, 2015). This study aimed to look at the implementation of Reading and Writing Instruction Programme to get a better understanding of how the programme was being implemented in the primary schools of Lobethal Circuit. The purpose of this study is:

- To find out if the Reading and Writing Instruction Programme was being implemented.
- To explore if there were challenges or best practices experienced in the implementation process and how implementers coped.
- To explore the views of different stakeholders about the programme; i.e. principals, HODs, parents, teachers, Room to Read and the Department of Education.
- To investigate if there are individuals or groups of people who oppose the implementation of the programme.

5.3. LIMITATIONS OF THE STUDY

The main limitation of this study was the number of schools chosen to take part in the implementation of the RWIP. Out of twenty-five schools which were trained to implement the RWIP in Sekhukhune District in 2012 to 2014, only two were selected to participate. From my perspective it would have been beneficial to engage them all so that I could

have had a true picture of how the programme was being implemented in each school. This was not possible due to time constraints (Van der Berg, 2016).

Another limitation was insufficient engagement of facilitators. The teachers in Lobethal Circuit were monitored and supported by three different facilitators in three consecutive years: one in 2012, the next one came in 2013 and another facilitator was appointed in 2014. From these three facilitators, only one was selected to take part in the study. It would have been better if at least two of them (excluding me), were involved so that we could see if they both had a common understanding of the RWIP.

Lastly, I did not engage stakeholders from the Circuit offices - the Curriculum Implementers (CIs). These are the people who work closely with teachers to ensure that they adhere to policies and provide quality education in their schools. CIs would normally attend workshops organised by RtR to support facilitators and check if programmes are aligned to the National Curriculum. The Curriculum Implementers' contribution in the study would have shed more light on how the RWIP is being implemented in schools and how they support teachers during school visits.

5.4. FINDINGS FROM THE STUDY

All the stakeholders had indicated that the RWIP was being implemented. There was one parent who claimed that she had never heard of the programme before, but she later mentioned some of the activities that were covered in the programme which she had observed from her grandchildren.

By observing the lesson presentations, classroom layout and documents, I could see that the programme was implemented. This was evident because the walls were print-rich with conversational posters, alphabet freezes, picture cards and sentence strips. All these resources were provided by RtR. Evidence was also found when the teachers implemented the strategies as outlined by RWIP in their lessons.

Stake (2005) indicates that for a programme to be properly implemented, some minimum criteria should be established. In this study the participants were asked to indicate the criteria that they used in the implementation of the RWIP. Their responses differed. For instance, some mentioned listening and speaking (birthday chart, weather chart, months chart, reading aloud and daily news), phonics, Shared Reading and Writing, while others mentioned language structure like punctuation, fluency and reading.

Despite the above reasons, I have discovered that the teachers had different understanding of teaching the five components of reading. Some focused on phonics and reading aloud, whereas others were inclined more towards Shared Reading. The other components like phonological awareness, vocabulary, comprehension and fluency were ignored. According to a Report by the National Reading Panel (NRP), if teachers can address these five critical areas, they will produce effective reading results from their learners (National Institute of Child Health and Human Development, NICHD, 2000). Other crucial aspects that were overlooked were handwriting and classroom environment.

From my observations as well as responses from the stakeholders, I could see that the programme was not implemented in the same way.

The majority of teachers had a challenge of dealing with learners with special educational needs, for example learners with learning barriers, speech problems, hard of hearing, physical and health problems. Another major challenge was lack of parental support due to illiteracy levels of the grandparents. Most of the learners in the two schools live with their old grandparents because their parents are either working far from home or they are still at school.

One other challenge was lack of preparation by teachers. The facilitator had indicated that at some stage she would go to schools and find teachers unprepared to teach a lesson to their learners. This was a challenge because she would not know if they understood the programme or not. This could also be due to lack of confidence on the part of the teachers, so they, as a matter of fact, do not understand the programme very well.

Different strategies are adopted by stakeholders in coping with the challenges. From my opinion, they are all determined to implement the programme, hence they end up being proactive and flexible when solving their challenges. They are motivated to do their job because they have the full support of their supervisors. This was evident when I found two new isles which the principal of School B had bought for both grades 1 and 2 classes.

The facilitator would demonstrate lessons so that teachers can observe and become clearer about the programme. In my opinion the facilitator is doing a demonstration in order to build confidence in the teachers because she can see that they have low self-esteem, or the facilitator wants to clarify certain aspects of teaching the components appropriately.

For the successful implementation of any programme, all stakeholders should know about the programme (Campbell, 2003). The majority of stakeholders seemed to have knowledge about the implementation of RWIP because they mentioned the core activities that should be covered in the language lessons. There were minor diverging ideas from stakeholders because some focused more on reading books from the library, while others were straight to the point by indicating the four language skills (listening, speaking, reading and writing) to be developed. The Grade 1 teachers explained the activities in detail as well as the time frames for each activity. They were vocal and confident in their responses than the Grade 2 teachers.

The reason why Grade 1 teachers understood the RWIP better, I would like to believe it is because they had received enough training and support for three consecutive years unlike the Grade 2 teachers who had just been trained and received support for two years. The Grade 2 teacher's lack of knowledge was due to the fact that she had been on sick leave for four months in a row and as such, she had missed training and support from her facilitator.

The stakeholders consulted believed that the RWIP is good because it teaches children to read and write at an early age. What they like most about the programme is the fact that it is within the framework of CAPS. Their attitude towards teaching has drastically changed and they have transformed their classrooms into warm, friendly and welcoming environments.

Secondly the attitude of parents also had changed because initially they were not interested to come to schools for meetings or any other occasions, but since this programme was introduced, they would always avail themselves whenever there is a call. In my opinion, the RWIP has brought unity in the schools and a positive attitude towards education. From my observations, all the classrooms in school A were arranged the same (they were clean, orderly, print-rich and there was a nature corner as well as a book corner filled with appropriate books for learners).

From my observations I have discovered that the parents were not fully involved in the RWIP. This was revealed by the minutes which were taken during parents' meetings. The minutes from both schools indicated poor attendance of parents. Secondly, the RWIP is not given the attention it deserves. In School A, there was no slot for RWIP in all the meetings, whereas in School B there was a slot for RtR but there were no details about the Library project nor RWIP. This could be another reason why parents are not taking part in the programme because they have no idea about it. Parents are enthusiastic and willing to help their children, but they do not know where and how to start.

The Dropping Centre could have served as a leverage for the implementation of the RWIP because parents have just volunteered to help children who experience barriers in reading and writing. Due to lack of collaboration between home and school, the centre has been closed. Programmes that are implemented properly and sustained are those that communities and parents have taken full ownership of.

Even though the findings indicated that there was implementation of the RWIP, I found that the resources that were provided by RtR are not maximally utilised by other teachers. This was revealed by the response from school B when the teacher indicated that she did not have enough materials to use in her lessons and yet she displayed two posters on the wall and kept all other resources in the cupboard. She had literally forgotten where she had kept them. The teacher used one picture to teach the phonic 'mm' instead of using a variety of pictures provided by RtR or relevant objects and actions to explain the concepts.

In school A, the Grade 2 teacher conducted a Shared Reading activity with her learners sitting in their desks and not on the carpet. This could hinder the learners from seeing the text because the font is too small, especially for the learners who are at the back. Secondly, the teacher read the story from the book but did not model fluency (Farall et.al, 2012). The teachers of school A used a variety of resources to display in their classrooms. There were more than four posters displayed on the wall in each class. The teachers and learners had put words, syllables and sentences to practise.

From my observation and documents, other stakeholders that were consulted did not see the value of having copies of different policies which should govern and guide them in executing their day-to-day duties. I did not find any policy about language in both schools. The RWIP is aligned to CAPS and for that matter, it is expected of every teacher to have a copy of this document so that they can familiarize themselves with the skills and knowledge that they have to teach in the year for each Grade (Department of Basic Education, 2011). The Grade 1 teacher of school B had one copy of Term 2 RWIP programme as well as loose sheets from the Department of Education.

Another way of identifying learners with barriers is to update the register by marking the attendance of learners. After I checked registers in both schools, I realized that two teachers did not update them for Term 2, whereas one teacher had marked it in the previous month. This to me implied that they will not be able to identify a learner who is frequently absent from school.

The minutes were not detailed and well captured. This was revealed by the books where the minutes are written. They contained ideas that were short and shallow. During staff and parents' meetings, the minute taker should be focused in order to record all the important decisions and ideas that are taken during discussions. Information recorded should be accurate and clear to the reader. The book containing minutes from school B was not covered and some of the pages were loose. My interpretation is that the school did not understand the confidentiality of information inside the book, hence no one was taking good care of the minute's book.

Time cannot be managed the same way as other resources such as capital, human and information. Time must be used the instant it is received (Canon, 1996). From my observations I discovered that all teachers had a problem in managing their time as well as the activities that should be incorporated in their lessons. They focused more on the activities that they like most or understood better and compromised on the others. The Grade 1 teacher of school B took the entire period doing Shared Reading and less than 3 minutes on phonics. The same thing was done by the Grade 2 teacher of School A. The Grade 1 teacher took 5 minutes on phonics and 16 minutes on listening and speaking. As long as teachers do not teach all the skills as outlined by the National Curriculum and RWIP, they will never accomplish the goal of developing the full potential of each learner.

5.5. CONCLUSIONS

The researcher submits that the study had been able to answer the research question: *How is the RWIP being implemented in Lobethal Circuit?* The main findings from the study are as follows:

- The RWIP is being implemented in the two schools however the five components of teaching reading are not treated the same by different teachers and other stakeholders. In one school they regard the teaching of phonics and development of listening/speaking skills as of paramount importance. In the other school they consider Shared Reading as a lesson itself. With the above mentioned reasons, I would conclude by saying the RWIP is not conducted with a high degree of fidelity (D'Agostino, 2011).

- Apart from teaching the academic skills, teachers in School A believe in creating a conducive atmosphere for the learners by making their classrooms clean, orderly and print-rich. The classroom environment is not given enough attention in School B.
- The schools do not fully engage the community and parents in the implementation of the programme.
- There is lack of support from the Department of Education. The officials come only when they have to deliver some information or need something from the principal. Since the programme commenced in 2012, there has never been a single official who came to support the Foundation teachers in their classrooms.
- The parents, teachers, SMTs and SGBs are happy about the programme. They want to be involved so that they can make contributions in the education of their children. There were no individuals or groups of people who opposed the RWIP.
- RtR is not stable in terms of human resource management. The two schools were monitored and supported by three coaches in three consecutive years – one after the other. This impacts negatively on the teachers and learners because they take a while as they try to get to know and understand a new person who will be working with them.

5.6. RECOMMENDATIONS

Based on the research conclusions, this study recommends the following:

- Intensive training of teachers who implement the RWIP and SMT members who should support them in the classrooms. The five components of teaching reading should be explicitly demonstrated during training so that teachers can apply them in the classroom to help learners become independent readers and writers.
- Teachers need to ensure that all the learners in their classrooms reach their full potential. This can be achieved if they prepare and present lessons effectively, they should prepare the learning environment, involve parents and identify differences in typical development of learners (Nel, Nel & Hugo, 2013).
- RtR should work very closely with the Department of Basic Education so that departmental officials can support teachers even after RtR has phased the schools out. This will help teachers to see that officials and RtR are working towards one common goal of changing communities, the nation and the world through education.
- RtR and any official from the Department of Education should build confidence in the teachers and HODs by constantly motivating them and appreciating the little improvements that teachers make.
- Invite unemployed parents and youth to volunteer their services by acting as teacher-assistants in the classrooms. This could be beneficial for learners as they will have someone who teaches them when the teacher is off attending meetings, sick or having other professional or personal commitments.

- Use every resource available and improvise in times of need. Teachers must not wait for RtR to supply them with everything. They should be innovative and use their creativity to inspire the interest and excitement in their learners.
- Teachers should manage time effectively and they should ensure that they do not waste it on unnecessary activities that will not benefit the learners at school.
- All the reading activities (Reading Aloud, Shared, Guided, Paired and Independent Reading) should be conducted throughout the week to develop the skills and habit of reading in learners.
- Teachers must be explicit and systematic in teaching learners the sounds and letters (Landsberg, 2009). Attention should also be given to handwriting so that learners know how to write them using the correct strokes.
- Curriculum Implementers should organize cluster-based workshops during which they could use the best schools as the training venues so that other teachers can learn these practices from their colleagues.
- In light of the small scale of this study, it merits further research on evaluation of implementation of various programmes in schools in South Africa.

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APPENDIX A:

CLASSROOM OBSERVATION FORM

Date: 13/03/17	School name: A	District: Sekhukhune		Student attendance: 31
Grade: B				
Classroom Lesson Activities Conducted (Home Language)				
<i>Indicator</i>	<i>Time</i>	<i>Yes</i>	<i>No</i>	<i>Comment</i>
<p>1. Listening & Speaking</p> <p>Learners are given the opportunity to talk about the weather, daily news, listen to stories and celebrate birthdays. The teacher can also read a story aloud to them.</p>	15mnts	Yes		<p>The teacher took only seven minutes on this activity. Learners spoke about the calendar, day and weather. Teacher also told a story.</p>

<p>2. Phonemic Awareness & Phonics</p> <p>The teacher explicitly teaches the sound for the day by making use of pictures, concrete objects and actions. Learners identify the sound and practice breaking down words into syllables/ phonemes by the clap of hands. They use words to make sentences.</p> <p>Learners are taught to write letters, how letters form words and words to make sentences, e.g. /c/a/t/ ...cat</p>	15mnts	Yes		<p>The teacher took only eight minutes teaching phonics. /tʃw/ with a picture; however she mixed the steps of segmenting and blending.</p>
<p>3. Shared Reading</p> <p>The teacher teaches:</p> <p>3.1. Vocabulary</p> <p>3.2. Fluency and</p> <p>3.3. Comprehension</p>	15mnts	Yes		<p>The teacher spent thirty minutes on this activity. She wrote the story on a chart using big letters and invited learners to join her in reading.</p>

<p>4. Handwriting</p> <p>The teacher explicitly shows learners the correct way of writing: observing punctuation, correct spacing and spelling, correct forms of letters, writing in between the lines beginning at the margin. Learners have ample time to practise handwriting.</p>	15mnts		No	Handwriting was not taught explicitly. The teacher did not teach learners how to write /tšw/ using the correct strokes.
<p>5. Writing</p> <p>Learners write informal/formal assessment task that is relevant to the lesson and Term of the year</p>	15mnts		No	No activity was written
<p>6. Classroom Environment:</p> <p>Classroom organization such as cleanliness, arrangement, print-rich and teacher's attitude towards learners. Chalkboard work will also be observed.</p>		Yes		The classroom was clean and orderly. The teacher displayed different posters, words and sentence strips on the wall.

APPENDIX B: INTERVIEW RESPONSES FROM THE GRADE 1 TEACHER

1. **Researcher:** Is the Reading and Writing Instruction Programme being implemented in your school?

- **Teacher:** Yes, we do implement the programme in our school.

2. **Question:** Can you briefly explain the core activities that you conduct during implementation of the programme?

- **Teacher:** I start with talking circle where learners talk about the day, month and year. We also celebrate birthdays and share daily news. During phonics, I do introduce the letter of the day and engage learners with shared reading afterwards.

3. **Question:** Do you ever experience challenges during implementation of this programme? What are those challenges?

- **Teacher:** Our challenges are minimal because our facilitator from Room to Read has taught us how to do our job well. The only challenge that I experience in my classroom is dealing with learners with severe learning barriers.

4. **Question:** How do you cope with the challenges?

- I do remain with the learners after school, sometimes we meet early in the morning, before lessons start to provide remedial support.

5. **Question:** Any best lessons you have learnt during the implementation of RWI programme? If you have, can you share with us the highlights?

- **Teacher:** I was nominated as the Best Grade 1 teacher in the district last year. The district officials came to observe my classroom, analysed the documents that I used and conducted an interview with me. They were impressed. About seven learners in our school scooped trophies from the Cluster Reading Competitions last year.

6. **Question:** Which activities do you conduct to develop your learners' reading skills?

- **Teacher:** Before I introduce my lesson, I would normally engage them in songs, rhymes, poems and stories. The learners enjoy these activities very much.

7. **Question:** What are the views of: the principal, HOD, other teachers and parents, on the implementation of RWI Programme?

- **Teacher:** Truly speaking, our principal and teachers are happy about this programme. The parents are impressed about how their children develop.

8. **Question:** Are there individuals or groups of people who are not in support of this programme? How do you deal with them?

- **Teacher:** There are no individuals or groups of people who are against the programme. At first I had negative attitudes towards our facilitator. I thought she

was on a fault finding mission until I realized that the lady was only here to support and empower me to be a better teacher.

9. Question: How does your facilitator help you in implementing the RWIP?

- **Teacher:** She helped me to arrange the furniture in my classroom. We would normally work together to make big books, flash cards with words, sentence strips and demonstrate lessons for us.

10. Question: Which Room to Read materials are most helpful in implementing the RWIP, how do you utilize them?

- **Teacher:** Alphabet friezes for teaching phonics, big books for shared reading and posters for taking learners through the theme of the week.

11. Question: How often do you meet with the School Management Team (SMT) and other foundation phase colleagues to share ideas about the RWI programme?

- **Teacher:** We meet regularly, maybe once per quarter.

12. Question: How often do you update the parents of these learners about any progress or constraints that are experienced during implementation?

- **Teacher:** We update the parents at the end of each term when they come to collect progress reports for their children.

APPENDIX C:

GRADE 1 TERM 2 PROGRAMME

WEEK 5			
<p>Talking circle</p> <p>Show and tell</p> <p>Let children bring different clothes for different seasons and dress up and talk about what they usually do during the season</p> <p>Reading aloud</p>	<p>Introduce the letters “Yy” and “Jj”,M</p> <p>Blending- C+V= CV</p> <p>y+a=ya</p> <p>ya, ye, yi, yo, yu</p> <p>j+a=ja</p> <p>ja, je, ji, jo, ju</p> <p>Word building</p> <p>VCV- eya,/eja ,</p> <p>CVCV –joko, jela, dijo</p> <p>CVCVCV –</p> <p>Sentence building:</p> <p>O a ja</p>	<p>Shared reading using the Big book Diphoofolo tša gae/ Domestic animals</p> <p>Use a poster to introduce the animals. Let learners label the pictures and read their labels.</p> <p>After discussion Share the reading with learners using a Big book</p>	<p>Letter formation: “y” and “j”</p> <p>Blending- C+V= CV</p> <p>y+a=ya</p> <p>ya, ye, yi, yo, yu</p> <p>j+a=ja</p> <p>ja, je, ji, jo, ju</p> <p>Word building</p> <p>VCV- eya,/eja ,</p> <p>CVCV –joko, jela, dijo</p> <p>CVCVCV –</p>

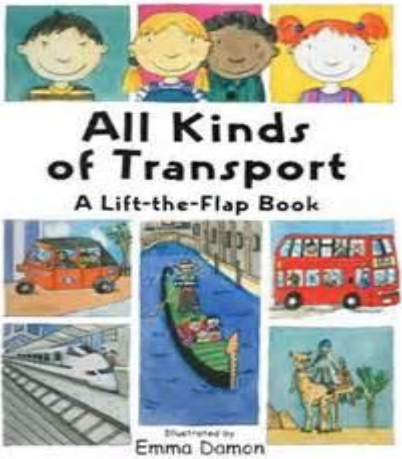
	<p>O ja dijo.</p> <p>Dijo di monate</p> <p>Yo ke tate</p> <p>Yole ke mma</p>		
<p>WEEK 6</p>			
<p>Talking circle</p> <p>Scavenger hunt:</p> <p>Let learners look for words in the classroom starting with letters “p” and “d”</p> <p>Description activities</p>	<p>Introduce the letters “p” and “d”</p> <p>Blending- C+V= CV</p> <p>p+a=pa</p> <p>pa, pe, pi, po, pu</p> <p>d+a=da</p> <p>da, de, di, di, do, du</p> <p>Word building</p>	<p>Shared Reading using a Big book</p> <p>Dihla tša ngwaga/Seasons</p> <p>Use a poster to introduce seasons.</p> 	<p>Letter formation: “p” and “d”</p> <p>Blending- C+V= CV</p> <p>p+a=pa</p> <p>pa, pe, pi, po, pu</p> <p>d+a=da</p> <p>da, de, di, di, do, du</p> <p>Word building</p> <p>VCV/CVCVC-epa, opa/apaya, epela, opela/ dijo, dino</p>

<p>Give learners pictures of different people doing different things e.g. a man milking a cow, a woman driving a car.</p> <p>Let them describe what they see</p> <p>Reading Aloud</p>	<p>VCV/CVCVC- epa,opa/apaya,epela, opela/ dijo, dino</p> <p>CVCV –palo, pana, pene, pula, pina, pudi/ dijo, dino,disa, dula, duba</p> <p>CVCVCV –padišo, panana</p> <p>Sentence building:</p> <p>Pula e a na.</p> <p>Ba opela pina.</p> <p>O disa dipudi.</p>	<p>Vocabulary: selemo, seruthwane, mariga, lehlabula, fisa, tonya, borutho</p> <p>Before reading:Make predictions using the cover, introduce book, title, author then read for enjoyment, check for understanding</p> <p>During reading: Reread the book with learners, focus their attention on new vocabulary</p> <p>-Reread then focus on print conventions</p> <p>-Reread and focus on language instruction and use</p> <p>-Reread and respond</p>	<p>CVCV –palo, pana, pene, pula, pina, pudi/ dijo, dino,disa, dula, duba</p> <p>CVCVCV –padišo,</p> <p>Writing Frame</p> <p>..... go a fisa. Re monate kwa ntle.</p> <p>Seruthwane go foka..... kudu.</p> <p>Mehlare e a.....</p> <p>..... go a tonya. Re apara diaparo tša.....</p> <p>..... go monate. Re ja dienywa.</p>
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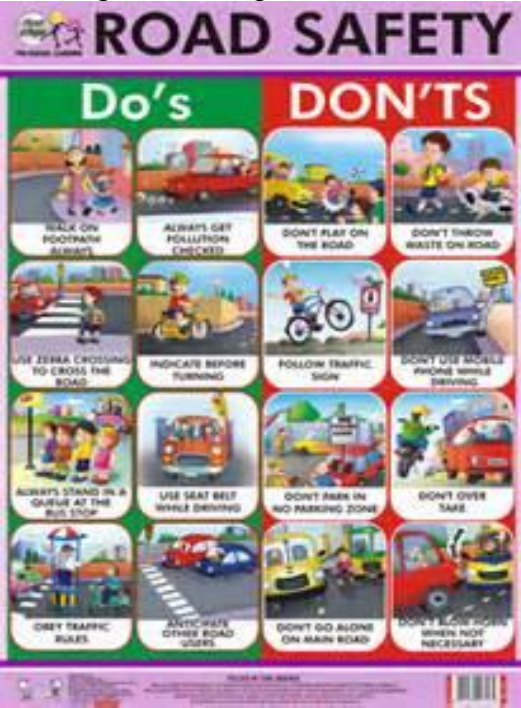
		<p>After reading: Check for understanding. First ask literal question and then inferential question.</p> <p>Allow learners to retell the story or dramatize</p>	
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APPENDIX D:

GRADE 2 PROGRAM: TERM 3

WEEK 3			
<u>LISTENING AND SPEAKING</u>	<u>PHONOLOGICAL, PHONEMIC AWARENESS AND PHONIC</u>	<u>READING</u>	<u>HANDWRITING AND WRITING</u>
<p><u>Talking circle</u></p> <p>Daily news</p> <p>Weather chart by learners</p> <p>STORIES</p> <p>-Own story -Educator' s story</p> <p>STORY ABOUT:</p> <p>Transport by the educator or Nonwane Transport a long time ago Transport today</p> <p>Reading aloud</p> <p>DOE—page 14</p>	<p><u>Tšw sounds</u></p> <p><u>Beginning sounds</u> Tšwela Tšwafile</p> <p><u>Middle sounds</u> Letšwela</p> <p><u>Ending sounds</u> Butšwa Botšwa Letšwa Biditšwe</p> <p>SEGMENT ALL THE ABOVE WORDS AND MORE FROM THE LEARNERS</p>	<p><u>TRANSPORT</u></p> <p><u>CONVERSATION POSTER</u></p>  <p><u>VOCABULARY</u> Dinamelwa, mehuta, sefofane, setimela, Seporo, lewatle, sekepe, lefaufang</p>	<p><u>PRESENT TENSE</u> <u>Ngwala mafoko a ka lebaka la bjale</u></p> <ol style="list-style-type: none"> 1. Ke dutše le koko mmotong. 2. Tate o šomile le makgowa kua Gauteng. 3. Ke ratile dithaba le mehlare ya Mpumalanga. 4. Tate o nyetše mma ka dikgomo tše tshela. <p>DOE WORKBOOK- page 24</p>

WEEK 4

<p><u>TALKING CIRCLE</u></p> <p>DAILY NEWS Weather charts and dates by the learners</p> <p>STORIES Learners' stories about road safety, their own experiences, travelling long distances. People who break the law on the roads.</p> <p>TRAFFIC OFFICERS— their duties and responsibilities</p> <p>Reading aloud -by the learners -by the educator</p>	<p><u>Tsw sound</u></p> <p>Beginning sound Tswala Tswalela Tswaka</p> <p>Middle sound Letswalo Letswele Motswako</p> <p>Ending sound Utswa</p> <p>SEGMENTATION Le-tsw-e-le Mo-tswa-lo</p> <p>Clap hands for the tsw sound Pudi ya motswetši e tswalela letswele putšanyane e tswikinya mosejana.</p>	<p><u>Road safety</u></p> <p><u>Conversation poster</u> Polokego mebileng</p>  <p>VOCABULARY Mmila, bolokega, roboto, kotsi, dikgobalo,</p>	<p><u>FUTURE TENSE</u> Ngwala gore ge o bala Grade 4 o tlo dira eng</p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p><u>Ngwala mafoko a ka lebaka leo le tla go</u></p> <ol style="list-style-type: none"> 1. Ke šoma ka diketswana tša lewatle. 2. Monna o otlela sefatanaga sa mabaibai. 3. Motswako o fodiša bana letšhollo le lehlatošo. 4. Morena Letswalo o tswalelela mošemane ka ntlong a sa utswa.
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APPENDIX E:

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR IN GRADE 1

LISTENING AND SPEAKING

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc.
- Story board pieces, jig-saws, tangrams and matching puzzles
- Pictures to sequence
- Improvised costumes for role-play
- Musical instruments (tambourine, percussion sets etc.)
- CD s or tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks and oral stories• Poems, songs and rhymes

READING AND PHONICS

- Pictures and posters
- Phonic wall charts
- Logos and relevant examples of environmental print such as shopping bags, brand names on packaging etc.
- Graded reading scheme/s
- Big books - some produced in Shared Writing sessions
- Nursery rhymes, poems and songs
- Other enlarged texts such as poems, songs, rhymes etc.
- Story books and picture books for the reading corner
- Short 'fun' books with 1-2 sentences on a page for the reading corner
- Flash card labels for classroom items, displays and for sight words
- Name cards for children• Pointers to use when reading enlarged texts, wall stories, displays

WRITING AND HANDWRITING

- Apparatus and materials for hand-eye co-ordination activities: balls of various sizes, hoops, bean bags, scissors, plasticine or play dough, pegboards and pegs, beads and laces, lacing cards and laces, nuts and bolts, clothes pegs, sand tray)
- Writing materials, e.g., pencils, coloured pencils, wax crayons, paint, paintbrushes, blank paper in various sizes (A3, A4, A5), ruler, eraser, blank jotters, 17mm lined jotters
- Writing and sentence strips or charts (desk sized) indicating starting points and correct direction of movement when writing, flipchart paper and thick Koki pens, Personal dictionaries

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR IN GRADE 2

LISTENING AND SPEAKING

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc.
- Story board pieces and jig-saw puzzles
- Pictures to sequence
- Improvised costumes for role-play and other oral activities
- Musical instruments (tambourine; percussion sets etc.)
- CDs or tapes with stories, poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks and oral stories

READING AND PHONICS

- Pictures and posters
- Phonic wall charts
- Graded reading scheme/s
- Big books - some produced in Shared writing sessions
- Other enlarged texts such as poems, songs, rhymes etc.
- Story books, non-fiction books and picture books for the classroom reading corner
- Stories developed during shared writing sessions
- Nursery rhymes, poems and songs
- Short 'fun' books with 1-2 sentences on a page for the classroom reading corner
- Flash card labels for classroom items, displays and for sight words
- Name cards for children
- Pointers to use when reading enlarged texts, wall stories, displays
- Picture and word puzzles and games
- Newspapers and magazines

WRITING AND HANDWRITING

- Writing materials such as pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), ruler, eraser, 17mm / 8.5mm lined jotters, blank jotters
- Writing and sentence strips or desk sized charts for print script, joined script and/or cursive writing
- Flipchart paper and thick Koki pens
- Personal dictionaries
- Simple children's dictionaries

APPENDIX F: LETTER TO THE DISTRICT OFFICE

University of Limpopo

Education Studies

Faculty of Humanities

Private Bag X 1106

Sovenga

0727

03 March 2017

The District Manager

Department of Education

Sekhukhune District

Thabamoopo

Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN LOBETHAL CIRCUIT

The above matter bears reference:

I, Maphale Juliah Maphutha, a student at the University of Limpopo and currently doing a Master's Degree in Education (Curriculum Studies), requests permission to conduct research from two Primary Schools in Lobethal Circuit. The topic for my study is: **“Evaluating the Implementation of the Reading and Writing Instruction Programme in the Foundation Phase of Lobethal Circuit”**

The Reading and Writing Instruction Programme (RWIP) was designed by an NGO called Room to Read with the goal of developing and inculcating the love and habit of reading in children. The programme is within the framework of CAPS and is being implemented in the foundation phase of some selected schools in the district of Sekhukhune. Room to Read has provided a library filled with relevant, appropriate books for every grade, provided resources for the foundation phase classes and trained teachers on how to utilize them by making use of the RWI programme for the benefit of the learners.

The study aims to seek to find out if the Programme is being implemented as initially planned and to identify gaps, share best practices, challenges or constraints that are experienced during implementation. I promise to abide by all the ethical considerations and ensure that information collected will be used purely for my research study.

I look forward to your positive response and full support on this study.

Yours faithfully

M. J. Maphutha

Name _____ Signature _____ Date _____

APPENDIX G: LETTER TO THE PARTICIPANTS

University of Limpopo, Education Studies

Faculty of Humanities

Private Bag X1106

Sovenga

0727

03 March 2017

Dear Sir/Madam (HOD/ Teacher/ Parent/ RtR Facilitator)

Request for your participation in a Research Study

My name is Maphale Juliah Maphutha, a Master's student in Education at the University of Limpopo. I am writing to request your participation in my research study. The topic of my research study is: **Evaluating the Implementation of the Reading and Writing Instruction programme in Lobethal Primary Schools in Sekhukhune District.**

Any information you disclose will be strictly confidential and will be used purely for research purposes. You will be interviewed for approximately 1 hour, about the implementation of the RWI programme and you will be requested to show documentary evidence where necessary.

You have all the right to withdraw at any time from the interview process and to withdraw your permission to use the information obtained. For more information please contact me on the phone number provided. Dates and times of the interviews will be communicated to you in due course.

Your assistance will be greatly appreciated.

Thank you.

_____ **M. J. Maphutha (Contact Details: 082 977 0991)**

.....

Tear-off reply slip

I,.....,

(DESIGNATION.....hereby avail myself

to take part in the research study on..... (DATE).

Signature: _____ Date: _____



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: 03 March 2017

PROJECT NUMBER: TREC/18/2017: PG

PROJECT:

Title: Evaluating the implementation of the reading and writing instruction programme at the Foundation Phase of Lobethal Circuit in Sekhukhune
Researchers: Ms MJ Maphutha
Supervisor: Dr LT Mabasa
Co-Supervisor: N/A
School: Education
Degree: Masters in Education Studies


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

