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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

APENDIX A
REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN
SCHOOLS

P. O. Box 1443
Sibasa
0970

The District Senior Manager
Department of Education
Private Bag x2250
SIBASA
0950

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOLS
AT VHEMBE DISTRICT

I humbly request permission to conduct research for my PhD degree in the above-mentioned district.

I am registered with the University of Pretoria. I would be very grateful if you will allow me to use your schools as my research site for the research report which I am required to write.

The topic of my research study is The Teaching of Reading Comprehension to Grade 3 Tshivenda –speaking learners.

If I am allowed to conduct my research at your three schools each with two Grade 3 classes. I will further ask the school principals for permission to go into schools and conduct this research. Furthermore, teachers with whom I will be working with will be requested to be interviewed.

Classroom observations for about two weeks per class shall be conducted. After each lesson observation, some discussions vis-à-vis the lesson shall be held with the teacher's concerned. Some documents will be analyzed. The interviews and discussions shall be tape recorded for transcription thereafter.

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

I hope that this request will be granted. Should you have any further concerns and/or queries about this request, please contact me at 083 257 32 43 .

Thanking you in anticipation

Yours faithfully

Ndileleni Paulinah Mudzielwana



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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Department of Early Childhood Education

P.O. Box 1443
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0970

Dear Grade 3 teachers

I am registered for a PhD with Pretoria University.

To qualify for my Doctoral Degree I am required to write a research report that specifically looks at the teaching of reading comprehension to Grade 3 Tshivenda-speaking learners.

In this case, I will be required to answer the following main research question: Which strategies do teachers use in teaching reading comprehension to Grade 3 Tshivenda-speaking learners?

During the study the following method will be employed:

1. Classroom observation will be conducted for about three weeks.
2. An interview will be conducted.
3. Focus group interview with the teachers and will take 45 minutes.
4. Document will be analysed.
5. I will humbly request your photo and that of your school.

I request that you allow me to conduct individual interviews, classroom observations and focus group focus discussion.

Your anonymity in this research is guaranteed.

Thanking you in anticipation

Yours faithfully

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Ndileleni Paulinah Mudzielwana
Tel. 083 257 32 43

APPENDIX B

PILOT STUDY.28AUGUST –SEPTEMBER 2010

At first I was not sure of my research design. However, after reading texts on qualitative study I then realized that a qualitative study was appropriate choice for the reasons already stated. Although I have experience of teaching in the Foundation Phase, I was still indecisive about the employment of the interviews, classroom observation schedule and focus group discussions with teachers and the level of difficulty to assist teachers in self expression in providing data to answer my research questions. After a long discussion with my supervisors Drs Du Toit and Joubert , and consulting literature on the teaching of reading comprehension in the Foundation Phase , I constructed an interview schedule, and classroom observation discussion with teachers. I struggled to find a detailed structure of a classroom observation checklist of reading comprehension in the Foundation Phase. When I was searching through the internet I found a Reading Lesson Observation (RLOF) of primary schools by William A. Henk, Jesse C. Moore, Barbara A. Marinak, Barry W. Tomassetti. My supervisors agreed that I should adopt it. They suggested that I should go out and do a pilot study. The pilot study was conducted with the teachers who will not be part of the study. Through pilot study, I would detect any ' peculiar deficiency' (Babbie & Mouton, 2001:166).

I then performed a pilot study to verify my three instruments.

LESSON LEARNED FROM THE PILOT STUDY

In my initial plan I indicated that I will start with classroom observation, followed by individual teachers' interviews then lastly focus group discussions. **I learnt that I should start with interviews, classroom observation then end with focus group discussions with the teachers.**

Reasons for doing pilot study:

- To enable me to make adjustments to the questions that were not clear
- To give rise to a revision of the questions.
- It was necessary for me to make adjustments to the questions that were not clear and focused to the topic of the study.

I started with teachers interviews, where I asked 6 teachers from different schools to be randomly picked and interviewed. This was done to avoid bias. I used the planned interview

schedule (see Appendix.) in the teachers home language. I found that teachers prefer to mix both Tshivenda and English. The duration of interview took approximately 45 minutes per teacher . During the discussion, I was amazed by how teachers regard reading comprehension differently. I documented the teachers' responses to each question.

APPENDIX A: CLASSROOM OBSERVATION

The second session was the classroom observation with the 8 teachers mentioned above. Again this was to verify the observation schedule before the actual classroom observation.

Since it was during teaching practice, it was convenient for me to sit and observe them. I received oral consent from the teachers as it was during teaching practice at university. So I had all the time to listen to them teaching reading comprehension. I first explained and showed the teachers the checklist. I then briefly explained the components and key aspects.

The reason for classroom observations was:

To establish whether what teachers said during the individual interviews was borne out of practice.

Lessons learned.

It will be appropriate if I could do my classroom observation the first two hours of the school day.

Teachers gave me the following reasons:

- Learners are still very fresh and can concentrate
- Teaching comprehension can be difficult.
- Two hours per observation will be appropriate for teachers to have enough time to teach
- Learners will be able to understand the comprehension because it is difficult for them.

I learnt that I should also design a form of field notes which will be divided into columns in which I will record parts of the lessons which will not be clear to me during the teachers' presentation. Then after the lesson, I can have time to discuss the unclear areas with the teacher.

I realised that the themes on the observation schedule seem to be too many and that I have read them and refined them again. **I changed and refined the themes see the new Observation schedule. I will write field notes during observation to add on to my classroom observation schedule.**

APPENDIX B: TEACHER INTERVIEW SCHEDULE: BROAD QUESTIONS

Teachers will be asked the following common questions:
More questions will be individual questions emanating from classroom observation sessions.

I interviewed 8 teachers from different schools.

1. What is the importance of reading comprehension strategies?

Teachers responses to questions were:

In regard to question 1 understanding of the content, to be able to know the approach toward comprehension, to test ability of reading with understanding, to understand and know the content of the story, to promote understanding of the topic, words and enjoyment of reading

2. How do you teach reading comprehension?

Teachers' responses to questions were:

I will paste the picture, ask learners to look at the picture and predict and phonic the difficult words and then read together with the learners

Discuss the outer page of the text, discuss about the pictures and new words, I read the comprehension with the whole class

I will paste the picture on the board, ask learners to think about the picture and say what they think about the picture. I will then read the story to the learners and phonic the difficult words

I will allow learners to analyse the topic and predict what the text is all about, I will allow learners through questioning sothat they know what is expected of them. Will then identify

the difficult terms. Then read with the learners while analyzing important issues. Ask learners to read silently and then ask them questions

I read and then ask them questions

First I can explain to the learners, and then I read to them and then ask questions

3. Which strategies do you employ in teaching reading comprehension and why?

Teachers responses to questions were:

Oral by pasting pictures. I prefer whole class, small groups and individual. Learners read the story and then answer the questions

Reading of questions about the story first. This is to give learners a n idea of what is expected of them and what they should know.

They first read the story and then answer the questions

I will group them, first by teaching the whole class, then individual.

Lesson I learned

The interview schedule should be in both English and Tshivenda Home language as I indicated in my initial plan that I will ask the specialist to transfer it to English as it will be easier for the teachers to respond. **(what do you think about this one??)**

APPENDIX C: FOCUS GROUP DISCUSSION

1. What do you understand by the term reading comprehension?

Teachers responses to questions were:

Understand and know the content, read the story and understands what the story is about, reading with understanding and able to answer questions from the comprehension, to read the story given to read, reading with understanding and develop vocabulary

2. Can you give examples of reading comprehension strategies that you use in your class?

Teachers responses to questions were:

I will ask the whole class questions and then individual learners read the story when the class listens. Then I will ask learners questions individually, whole class in groups and in pairs.

I will ask the whole class to read at the same time or ask individual learners to read paragraph by paragraph silently for 3 minutes depending on the length of the paragraph that is browsing through the paragraph. Then ask questions to test their understanding

Ask learners individually, whole class and in small group and in pairs.

Identification of difficult terms and defining them through the passage with concentration; reading the questions and answering them.

3. Which reading comprehension strategies do you use before, during and after reading?

Teachers responses to questions were:

I will ask learners to tell me what they see in the cover of the book or text, I will ask learners to look at the cover during the lesson, ask learners questions related to the story given, I will ask the learners to tell me what they see in the out cover of the book, browsing through and then read with concentration, asking questions related to the story, give learners questions to discuss about the story, only one teacher out of the 8 who responded that before reading I will ask learners to predict the picture, during reading I will ask learners simple questions, and after reading I will ask learners to analyse the story and then answer the questions.

4. Which strategies do you like to use and why?

Teachers responses to questions were:

whole class teaching strategies, strategies may be questioning, reading on individually, individual and small groups reading, analyse the passage and answer the questions to stimulate their understanding.

5. How do you teach and model the correct use of reading comprehension strategies to the learners?

Teachers responses to questions were:

I will teach the RC in groups of 4 learners, will tell them to read allowed in groups of 4-6, explain the comprehension to the learners and help where it is difficult for them, I will group them in 4 or 5, ask them to read in groups, give them little time to read the passage and then to answer the questions, by explaining the comprehension, monitoring. help learners where they have difficulties, if there is a picture I ask learners to predict what the story is about, learners identify difficult words and help each other. The teacher read with learners in groups and then individually. Read through the questions and answer them.

6. What in your opinion are the main reasons for the problems regarding the teaching of reading comprehension of Grade 3?

Teachers responses to questions were:

main reason is that the grade 3 learners know how to read, the F.P learners learn to read a new words, learners are taking too much time to learn new words and to answer the questions. grade 3 learners have a problem of word recognition, cannot concentrate, take too much time to understand. Teachers are impatient and unprepared

7. How do you think the problem regarding the teaching of reading comprehension can be resolved?

Teachers responses to questions were:

to teach learners to read words correctly, to teach learners to read and form sentences, to group them in small groups, individual and whole class, through storytelling and then asking them questions and then later read individual paragraphs, I use small group, pair , time management, preparation of the lesson.

Lesson learned

The advantages of the focus group discussions are:

Teachers become more relaxed than in an individual interview session

ANALYSIS OF TEACHERS' INDIVIDUAL INTERVIEWS:

1. Most teachers defined or explained the importance of reading comprehension, not reading comprehension strategies.
2. Most teachers explained generally procedure they use in class. When they teach reading comprehension some follow some aspects of prereading procedures but not in order or in a more focused manner. It is done haphazardously. It also does not seem to be clear whether the teachers are aware of these reading comprehension teaching phases and the strategies that take place within each.
Some seem to follow as many strategies as possible, but others just focus on reading text and learners answering questions.
3. Teachers do not know the difference between a reading comprehension strategy and teaching and learning strategies. They regard for example individual, group, pair work, small class and whole class as reading comprehension strategies.

Problems

Varied responses were suggested by teachers. Most teachers' responses blame the learners. Only one response places responsibility on the teaching.

Suggested Solutions:

A variety of solutions were given by teachers. Teachers suggested the use of variety of teaching and learning strategies. Also they suggested that they needed workshops on the use of reading comprehension strategies and their use in the Tshivenda home language classroom. In a way this is acknowledgement on the teachers' part of their lack of knowledge on reading comprehension strategies and how to employ them.

CLASSROOM OBSERVATION

The classroom observation was packed and I edited it to suit the context see appendix B.

1. Because teachers do not know the appropriate procedure to teach reading comprehension, they use any strategy and in any way they can. The most common activities are; reading, either by the learners and the teacher, and learners responding to questions based on the comprehension. Types of questions were not varied. They are mainly low order questions, not medium or high order questions.
2. Modeling is done at a very minimal scale. It is not really clear if teachers understand what modeling entails and what and how to model.

3. Teachers do not explain the strategy to learners

FOCUS GROUP DISCUSSIONS

1. In this session teachers seemed to understand the term reading comprehension
2. Teachers are not able to distinguish teaching and learning strategies from reading comprehension strategies.
3. Some teachers know the prereading, during reading and post reading strategies.
4. Teachers are able to give teaching and learning strategies that they use in class.
However, there are no reasons given for the choice of strategies
5. Teaching and modeling correct use of reading comprehension is not done in an orderly fashion. Teachers do not seem to have a set format they follow for teaching reading comprehension.
6. Teachers complained that learners take too much time to learn new words and answer the questions. I think teachers do not explain and model vocabulary to learners. These are very few teachers who mentioned explanation of vocabulary during their teaching reading comprehension. Learners need to understand words as used in context often and even out of context.
However, I do agree with those who say that teachers are impatient and unprepared to teach reading comprehension.
7. **Different views were suggested regarding solutions to the reading problems.**
Teachers are aware that learners need to be taught vocabulary, to be able to read words. It is hoped that teachers will not focus only on the correct pronunciation of words but also their meanings in context. Teachers are also aware that they have to plan reading comprehension lessons and know when and how and where to use the strategy at different phases of reading.

**APPENDIX C:
TEACHER INTERVIEW SCHEDULE**

Teachers will be asked the following common questions:

More questions will be individual questions emanating from classroom observation sessions.

1. What is the importance of reading comprehension strategies?
2. How do you teach reading comprehension?
3. Which strategies do you employ in teaching reading comprehension and why?

Thank you for your co-operation.

Yours faithfully

Ndileleni Paulinah Mudzielwana
Tel. 083 257 32 43



**INTERVIEW NO 2: ADDED RESEARCH QUESTIONS:
INDIVIDUAL INTERVIEWS**

- 1 What do you understand by reading comprehension?
- 2 What do you regard as the importance of teaching reading comprehension to Grade 3 Tshivenda-speaking learners?
- 3 How do you teach reading comprehension?
- 4 Which strategies do use when teaching reading comprehension?
 - 4.1 What do you do before reading?
 - 4.2 What do you do during reading?
 - 4.2 What do you do after reading?

DATA SOURCE 1

| QUESTION 1: What is the importance of Reading Comprehension? | |
|---|--|
| RESPONDENT | RESPONSES |
| RESPONDENT 1 | Reading Comprehension is important. Learners need to read and understand, and apply it in daily lives |
| RESPONDENT 2 | Learners will be able to understand what they are reading. Learners will be able to understand the text. |
| RESPONDENT 3 | What you read you must be able to understand what you are reading about/ be able to relate what you have been reading/be able to explain what you have been reading |
| RESPONDENT 4 | To make learners understand written words in the picture/learner must in understand/ interpret the picture/have more deeper knowledge about the written words. |
| RESPONDENT 5 | To assist/ help the learners/ to learn how to understand. They are important/ have something in place to follow and help learners. |
| RESPONDENT 6 | The reading comprehension is important to the learner because can read any text and know how to interpret it and at the end they can implement it in their daily lives. After reading learners can answer questions which are directly related to the text |

| QUESTION 2: How do you teach Reading Comprehension | |
|---|--|
| RESPONDENT | RESPONSES |
| RESPONDENT 1 | Start by showing them pictures talked about them/ outside cover/little brows/talk about pictures. I start by phonic king/ pick some difficult words. |
| RESPONDENT 2 | I identify the word which i assume learners do not know/ teach them words/ read/explain to the learners/ask learners questions to find if they have understood the text. Some learners do understand what they read. |
| RESPONDENT 3 | I explain to the learners/think about the pictures/ look at the cover of the book so that they must be able to understand/ when you look at the pictures/ you look at the pictures/you must able to understand about the picture. |
| RESPONDENT 4 | I tell learners to look at pictures/read the comprehension, after reading i ask them questions/ stop/ predict what will happen next. I am going to ask them questions/different questions/not yes/ no questions. Questions that can evoke their minds/ make them think creatively |
| RESPONDENT 5 | Explain why the strategy helps/demonstrate how they can apply the |

| | |
|--------------|---|
| | strategy independently. |
| RESPONDENT 6 | When I want to teach reading comprehension I start by reading comprehension while learners are listening; after that I request the learners to look at the pictures and talked about them, the pictures are on the next page, also check the title. EEISH!Then I pick words which I think the learners can interpret the meaning as some of them cannot read properly in Grade 3. |

| QUESTION 3: Which strategies do you employ in teaching Reading Comprehension. | |
|--|---|
| RESPONDENT | RESPONSES |
| RESPONDENT 1 | <p>I am using shared reading/ then we do language words level/ sentence level for 2 weeks. Some learners will understand/ be able to answer questions/ the problem is learners cannot read and write in Grade 3. Learners talk about pictures from the out cover/predict the content of the story.</p> <p>I read with the learners/i start with phonics/I pick words which are difficult to the learners/then we read.</p> <p>I let learners retell the story/ after the circle of 2 weeks/ask questions during the reading. If we can have a clear indication of what to do when we teach reading comprehension it will do/for now some learners can read but when we ask questions they cannot answer/means they did not understand the text.</p> |
| RESPONDENT 2 | <p>I am so confused/ there are many documents/with different strategies/ so many providers comes with another strategy. I talk about pictures/ then i read and they read after me. I read for them they listen to me.</p> <p>I do not know the names of the RC strategies, I just teach. I read/they read after me/they read in groups/they read individually then i will be listening to them, and assisting them. Sometimes let the learners pick up some words which I have phonicked to write in their dictionaries. I do not have anything to say /today you start this way tomorrow you start this way/ tomorrow you start way.</p> |
| RESPONDENT 3 | <p>When one wants to read, one must be able to understand the picture when the reader first understand the topic which is given, you already know what is going to happen after reading 2-3 sentences, one can be bale to predict what is going to happen. Maybe people who are going to read will be able to exchange ideas the first one stops/the second continues/ the one continuing will be able to understand what is going to be read. There is not only one strategy/one need to employ different strategies/ there must be a combination of strategies in order to make reading successful. The one who is teaching reading must be ready/ have the liking/know your learners/reading must be according to learners ability</p> |
| RESPONDENT 4 | <p>I can employ different strategies for learners to understand comprehension/ I use strategies which will help learners to know the sounds/phonics the beginning sound and the end sound sothat they understand the different words used in the comprehension. If the word is repeating I will focus on it</p> |

| | |
|--------------|---|
| | sothat learners will e able to understand the comprehension. After finishing the text I ask questions 2-3 learners to read after reading I ask then questions. I will focus on the learners who were not participating in answering the questions and those who did not understand the comprehension. Then I will reteach them |
| RESPONDENT 5 | A bit tough, I do not know what to say, what to name it. I do not know whether there is any. What I do with the learners I motivate them/ask them questions about the cover page, title of the book. That helps them to understand what the book is and the title to expose them to title of the book and the pictures. I show the learners pictures during reading/ I ask what they see so that they will participate/ they express their own mind as the see the picture during reading. I ask questions that will make them talk about the main idea/ main concept of the story, how the story ended/ who the main character, like and dislikes. It is important, when you are reading to get them actively involved in the message it helps them to think in the message, it helps them to think in the box instead of doing exactly what the teacher is asking them so that learners have the mind of their own. |
| RESPONDENT 6 | I do not know because I do not use strategies, I just teach them how to read comprehension and answer the questions, hnnnn as it is difficult to us as a teacher to be sent to training again. I talked about the picture with learners after that I reread the comprehension again. Hnnn Then I ask the learner questions to se if they understand what we are talking about. I just teach as long as learners are listening and we discuss about the picture and later identify the word from the text that learners will interpret the meaning. |

APPENDIX C
ADDED TEACHERS INDIVIDUAL INTERVIEW

RESPONDENT NO. 1

1. What do you understand by reading comprehension?

Reading comprehension is reading with understanding. Reading with understanding means that learners read the comprehension word after word underlining all the difficult words. After underlining all the difficult words the educator will ask each learner to read all his difficult words to the whole class. When learners are reading the words the educator will write all the words on the board. After writing all the words on the board the educator will ask the learners to read the words, individually; in groups and the whole class.

The educator will help learners who experience difficulties in reading words. The educator will teach learners to pronounce the words .after reading all the words, the educator will ask learners to record all difficult words in their personal dictionary. After recording the words in their dictionaries the educator will ask learners to find the meanings of words from the dictionary and write the meaning in front of the word. In conclusion the educator will ask learners to take out their exercise books; the educator will dictate all difficult words to learners so that they can write in their books to taste their spelling understanding. After that the educator will make corrections with the learners.

2. What do you regard as the importance of teaching reading comprehension to grade 3 Tshivenda speaking learners?

What I regard as the importance of teaching reading comprehension to grade 3 Tshivenda speaking learners is word pronunciation. Grade 3 Venda learners are able to read in Venda so during comprehension learners must be encouraged to underline difficult words. As grade 3 is a transition to intermediate phase the educator must see to it that his learners excel in the mother tongue. The educator must read first and learners read after him. After that the educator must let all learners read independently but being guided by him. The educator must teach learners the meaning of words from the comprehension learners must also be taught the title of the comprehension.

3. How do you teach reading comprehension?

When teaching reading comprehension I start by asking the learners to identify what they see in the picture if there is any one. From there I will teach them that the heading of the comprehension is called the title, people or animals in the comprehension are called characters. From there i will ask learners to mention the characters of any story they have read.

I also ask learners or teach learners to identify difficult words from the comprehension and how to record them alphabetically in their personal dictionary. From there I will record all the words in the board and ask learners to read all the words on the board.

When learners are reading i will guide them. They will read after me. From there I will allow learners to read independently so that i can check learners who are unable to read and learners who are unable to read will be given more reading lessons in order to improve their understanding of reading.

4. Which strategies do use when teaching comprehension?

- guided reading-learners read guided by educator.
- 2 word and sentence reading –educator read word by word and learners read after him.

- 3 independent reading.
- whole class share time.

4.1 What do you do before reading?

Before reading i ask learners to identify all the pictures that are the in comprehension and write all what the learners are seeing on the board. I will again ask the learners to find the title of the comprehension and ask them what they think we are going to read about. I will tell the learners that all the people in the comprehension are called characters. Learners will know that where the story's talking placeis called setting

4.2 What do you do during reading?

During reading i help learners on how to read difficult words. As an educator I will ask each learner to read loudly standing in front of the class facing the learners. When learners are reading i will record difficult words on the board. During reading in will ask learners to identify the title of the story ; characters of the comprehension and the setting of the comprehension I will allow the learners to read individually as a group and as a class. During reading I will ask learners to follow punctuation marks. I will make sure that learners are following the rules. Learners who are excellent readers will be given extra work and learners who are behind will be given individual attention.

4.3 What do you do after reading?

After reading I ask the learners to retell story or the comprehension. Each learner will stand in front of class retelling the story after each learner has retell the story i will ask them to pick up the main ideas in the comprehension. Learners will use the main ideas in the comprehension to make their own summary about what they have read. They will again read their own summaries to their educator so that he can make correction.

After that I will divide my class into three groups, learners who read fluently and learners who cannot read. The grouping of learners will enable me to know my learners and how am i going to help those who cannot read.

RESPONDENT NO. 2

1. What do understand by reading comprehension?

- Reading comprehension
- By reading comprehension I understand that learners or readers should read with understanding. Fir To comprehend or understand he meaning.
- To understand the main points of story.
- To be able to understand the plot.
- To understand the different meaning of the words.
- Readers (learners) should be able to follow the step i.e.
- what comes first.
- What comes second, third, forth and the ending.
- Readers (learners) should also understand the background. In real life what is the meaning of the story. While reading(readers)should list the main key words.
- They should also know where when which how, who i.e.
- where did the story happen.
- Where did the story happen (time) and of the year
- which are the tools used.
- Who are the characters?
- How did other things happen?

2. What do you regard as the importance of teaching reading comprehension to grade 3 Tshivenda speaking learners?

- Grade 3 learners should be able to read on their own in order to find the meaning of the story.
- Educator should first collect the key words on the story and put them on the flash cards.
- Educator let learners to read the paragraph (first) and give the learners the questions. The questions should have the key words so that learners can build up the story. He (educator) should like wise in the entire paragraph. When the story is done learners should be taught to build the words. Learners then write the story in summary.

3. How do you teach reading comprehension?

- I prepare the story in pictures as cartoons. I write the difficult words and the key words on the board or flash cards.
- I explain the story to the learners explain the key words showing some on the cartoon. I explain the difficult.
- Learners read the paragraph and i ask them questions, and rest of the paragraphs.
- Questions are given to learners to understand the story. Learners are grouped in groups. Presenters present the story. Learners answers the questions.

4. Which strategies do you use when teaching comprehension?

4.1 What do you do before reading?

- Make sure that everyone has a book .
- Everyone has a pen and paper
- Setting a learning calm provoking environment in the room.
- Drawing a cartoon about the story to be read.
- Ask learners to read paragraph by paragraph and explain and ask questions.

4.2 What do you do during reading?

- Asking the questions as time goes on to make them remember. The story should be repeated so that learners are all at the same place. learners should be able to retell what is said.

4.3 What do you do after reading?

- After reading learners should be able to retell the story. Learners should be able to explain the difficult words.
- Learners should be able to explain the key words from the keyword they must be able to tell the story.
- Learners answer the questions from the comprehension test.
- Learners can also dramatise the story or to present to the class.

RESPONDENT NO. 3

1. What do you understand by reading comprehension?
 - Reading comprehension means reading with understanding. As a teacher I need to keep a close check as to when learners are reading they don't just read loud looking at what is printed but they should read with real understanding and interpreting what they're reading
 - From an early age say grade R and GR I they should start reading with understanding; it should not be left until learners are able to break words down or until they can read a certain number of words

2. What do you regard as the importance of teaching reading comprehension to Grade 3 Tshivenda speaking learners?
 - The idea is;
 - To use the stories read, tell, and listen to as basis for thinking activities to express own opinion draw conclusion based on the information provided in the text summary text, providing a different ending etc.

3. How do you teach reading comprehension?
 - In foundation phase we activate pre knowledge in new text we let learners activate pre know ledge self in intermediate phase.
 - Reading aloud to learners- i read aloud to them and they discuss meanings. Their impression having them guess.
 - Help learners to use clues and illustration, in and around the text. Clues include cover, photographs, headings, bold word, contents and the index. Draw their attention to illustration, photographs tables, graphs and cartoons appearing in pages the are important as they help readers make meaning. Develop decoding skills -unfamiliar difficult words, as most new text contain new words. Developing fluency, increasing vocabulary. Developing learner's ability to apply high order thinking skills like analysing evaluating and interpreting.

4. Which strategies do you use teaching reading comprehension?

- First reading for them, let them read the flash cards.

4.1 What do you do before reading?

- Activate pre-knowledge or prior knowledge by encouraging them to come up to the party (participate).

4.2 What do you do during reading?

- While reading i may ask questions which lead them to given what will happen and also discussing the meaning of difficult words.
- May also help learners to use clues and illustration in and around it text (written or cover) paragraph, readings, sub-headings, bold words content ad index.
- Are can teach learners to monitor their own understanding of a text by knowing what the text doesn't make sense, stop a re-read the sentence or paragraph. By trying to link problem to what they sentence of what they already know about the topic title of the manning of the sentence. Read on and check whether what you read now makes sense. Check the meanings of words by using a dictionary or cycle for help.

4.3 What do you do after reading?

- I ask question about the comprehension text read to see how well they understood the massage of the text be it from a story, newspaper article or information book i will vary my question from low to high order thinking. The best way to develop these skills in my learners is to ask questions that get them to think. Even grade R and grade1 learners are capable of developing high order thinking e.g.
- Do you think this story well make people change?
- Why do you think the girl is brave?

RESPONDENT NO 4

1. What do you understand by reading comprehension?
 - Comprehension is the piece of work that learners must read to show their understanding. Comprehension helps learners to increase their reading skills and understanding.
 - It also helps learners to relate characters in the story.
 - It helps learners to create their own stories. It expands learners thinking skills.

2. What do you regard as the importance of teaching reading comprehension to Grade 3 Tshivenda speaking learners?
 - The importance of reading comprehension to grade 3 learners in Tshivenda is to help learners to understand the content of the work that they read.-it helps them to analyse how the characters in the comprehension differ and how they relate to each other.-they also learn different parts of speech and how to identify the verbs, adverbs, conjunctions, proper names .e.tc. in the comprehension and in their daily lives.-they can formulate their own stories based on the comprehension.

3. How do you teach reading comprehension?
 - I start by identifying difficult words in the comprehension and explain them.
 - If there are pictures, learners can start by doing guided reading through incidental reading and read the comprehension.
 - I can read the whole story with learners underlining the difficult words.
 - learners can also identify the main character in the story and tell us about him/her.
 - Learners can underline all the words and we can elaborate more on them.
 - They can try to answer the questions based on the comprehension.

- Fast learners can narrate the story to the whole class and other learners can add what has been left out.

4. Which strategies do use when teaching comprehension?

4.1 What do you do before reading?

- Explaining the difficult words to learners if there are pictures we do incidental reading with learners (where learners are reading with help of pictures).

4.2. What do you do during reading?

- I read the story aloud while learners are listening showing them how to observe all the punctuations and using body language after reading I ask learners questions that relate to the story, if not,
- I reread the story paragraph per paragraph posing for questions until they understand.
- I pair learners who understand with those who do not understand to help each other understand the story.

4.3 What do you do after reading?

- Eish, I ask learners questions about the story.
- And learners write the summary of the story after they have been given time to talk about the story. They must go home and tell their friends about the story, it is not easy answer questions about the comprehension in their books.

RESPONDENT NO. 5

1. What do understand by the term comprehension?

- By reading comprehension with understanding first you read the question. Then read word with understanding. The teacher or the learner can read.
- By so doing the teacher will help learners when they need help.

2. What do you regard as the importance of teaching reading comprehension Grade 3 Tshivenda speaking learners?

- Does my story have a title.
- Did I plan my story before I started reading
- Who are the main characters in my story
- where took place, does my story have an ending

3.How do you teach reading comprehension?

- By talking about what they see in the story or by talking about the main topic of the story
- They must know the topic and understand the meaning of words
- They must know the title of story they must learn to understand. So that at the end they can name the main character of the story.
- They must learn to listen to one another
- They must learn to speak.
- They must report back. They must enjoy being part of the group. They must learn to read on their own.

4. Which strategies do use when teaching reading comprehension

- They must read, help them.

4.1 What do you do before reading?

- I start by asking questions.

4.2 What do you do during reading?

- They must learn to read loud so that I can help them. They can read in their groups.

4.3 What do you do after reading?

- I start by letting them seat in their groups, they talk about their topic and by so doing they help each other.
- I give them chance in their group to report or to tell the whole class in other words they show their understanding.
- The teacher will ask question about the story.
- After reading with them they must learn to ask questions.

RESPONDENT NO. 6.

1. What do you understand by reading comprehension?

- To know the purpose of the text
- To distinguish whether the text is fiction or not fiction
- Be able to complete activities based on the text after reading
- Thinking about language used in the text
- Identifying difficult words that would need to use the dictionary

2. What do you regard as the importance of teaching reading comprehension to grade 3 Tshivenda speaking learners?

- Every learner should have her or his own text.
- Use picture story that would explain better
- Cause pictures make the text easier
- Use the text that is written in medium letters rather than written in small tiny writings

3. How do you teach reading comprehension?

- Read the text while learners follow
- Now they read on their own as a whole
- Read in groups and as individuals while others are looking and listening
- Talk about new words and explain them and paste on the wall for learners to read later
- Read questions together and answer orally

Explain group the question e.g. what is your name? Learners respond

(1) When were you born? = I was born in 2000

when (answer must be the time:day,season,year week clock)

(2) Who drives the car? Maria drives the car
who (answer must be name , object or thing)

(3) Where (answer must be the place)

these can be the first group of questions to train them.

Learners can answer questions asked about the text in their exercise books

4. Which strategies do use when teaching reading comprehension?

4.1 What do you do before reading?

- Looking at the picture of the story
- Predict what the story will be talking about
- Look at the name/title of the story
- Read a prediction through questioning

4.2 What do you do during reading?

- Write difficult words on the chart or the board.
- Pause and ask questions
- Walk around to see if all are reading
- Ask one to read the next sentence or line to check whether you are together.

4.3 What do you do after reading

- Ask learners to pick up difficult words and explain them
- Paste new words on the wall for them to read in their spare time
- Then answer question asked in the text and write in their exercise books

| QUESTION 1: What do you understand by Reading Comprehension? | |
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| RESPONDENT | RESPONSES |
| RESPONDENT 1 | <p>Reading comprehension is reading with understanding. Reading with understanding means that learners read the comprehension word after word underlining all the difficult words. After underlining all the difficult words the educator will ask each learner to read all his difficult words to the whole class. When learners are reading the words the educator will write all the words on the board. After writing all the words on the board the educator will ask the learners to read the words, individually; in groups and the whole class.</p> <p>The educator will help learners who experience difficulties in reading words. The educator will teach learners to pronounce the words .after reading all the words, the educator will ask learners to record all difficult words in their personal dictionary. After recording the words in their dictionaries the educator will ask learners to find the meanings of words from the dictionary and write the meaning in front of the word.</p> <p>In conclusion the educator will ask learners to take out their exercise books; the educator will dictate all difficult words to learners so that they can write in their books to taste their spelling understanding. After that the educator will make corrections with the learners.</p> |
| RESPONDENT 2 | <p>By reading comprehension I understand that learners or readers should read with understanding. First to comprehend or understand he meaning.</p> <p>To understand the main points of story.</p> <p>To be able to understand the plot.</p> <p>To understand the different meaning of the words.</p> <p>Readers (learners) should be able to follow the step i.e.</p> |

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| | <p>what comes first.</p> <p>What comes second third forth and the ending.</p> <p>Readers (learners) should also understand the background. In real life what is the meaning of the story. While reading(learners)should list the main key words.</p> <p>They should also know where when which how, who i.e.</p> <p>where did the story happen.</p> <p>Where did the story happen (time) and of the year</p> <p>which are the tools used.</p> <p>Who are the characters?</p> <p>How did other things happen?</p> |
| RESPONDENT 3 | <p>Reading comprehension means reading with understanding. As a teacher I need to keep a close check as to when learners are reading they don't just read loud looking at what is printed but they should read with real understanding and interpreting what they're reading from an early age say grade R and GR i they should start reading with understanding; it should not be left until learners are able to break words down or until they can read a certain number of words</p> |
| RESPONDENT 4 | <p>Comprehension is the piece of work that learners must read to show their understanding. Comprehension helps learners to increase their reading skills and understanding.</p> <p>It also helps learners to relate characters in the story</p> <p>It helps learners to create their own stories. It expands learners thinking skills.</p> |
| RESPONDENT 5 | <p>By reading comprehension with understanding first you read the question. Then read word with understanding. The teacher or the learner can read.</p> <p>By so doing the teacher will help learners when they need help</p> |
| RESPONDENT 6 | <p>To know the purpose of the text</p> |

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| | <ul style="list-style-type: none"> -To distinguish whether the text is fiction or not fiction -be able to complete activities based on the text after reading -thinking about language used in the text -identifying difficult words that would need to use the dictionary |
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QUESTION 2: What do you regard as the importance of teaching reading comprehension to grade 3 Tshivenda speaking learners?

| RESPONDENT | RESPONSES |
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| RESPONDENT 1 | <p>What I regard as the importance of teaching reading comprehension to grade 3 Tshivenda speaking learners is word pronunciation. Grade 3 Venda learners are able to read in Venda so during comprehension learners must be encouraged to underline difficult words. As grade 3 is a transition to intermediate phase the educator must see to it that his learners excel in the mother tongue. The educator must read first and learners read after him. After that the educator must let all learners read independently but being guided by him. The educator must teach learners the meaning of words from the comprehension learners must also be taught the title of the comprehension.</p> |
| RESPONDENT 2 | <p>Grade 3 learners should be able to read on their own in order to find the meaning of the story.</p> <p>Educator should first collect the key words on the story and put them on the flash cards.</p> <p>Educator let learners to read the paragraph (first) and give the learners the questions. The questions should have the key words so that learners can build up the story. He (educator) should like wise in the entire paragraph. When the story is done learners should be taught to build the words. Learners then write the story in summary.</p> |
| RESPONDENT 3 | <p>The idea is to use the stories read, tell, and listen to as basis for thinking activities to express own opinion draw conclusion based on the information provided in the text summary text, providing a different ending etc.</p> |

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| RESPONDENT 4 | The importance of reading comprehension to grade 3 learners in Tshivenda is to help learners to understand the content of the work that they read.-it helps them to analyse how the characters in the comprehension differ and how they relate to each other.-they also learn different parts of speech and how to identify the verbs, adverbs, conjunctions, proper names .e.tc. in the comprehension and in their daily lives;they can formulate their own stories based on the comprehension. |
| RESPONDENT 5 | Does my story have a title. did I plan my story before I started reading who are the main characters in my story where took place does my story have an ending |
| RESPONDENT 6 | every learner should have her or his own text. use picture story that would explain better cause pictures make the text easier use the text that is written in medium letters rather than written in small tiny writings |
| QUESTION 3: How do you teach reading comprehension? BEFORE,DURING,AFTER READING:WGHICH STRATEGIES DO YOU USE? | |
| RESPONDENT | RESPONSES |
| RESPONDENT 1 | When teaching reading comprehension I start by asking the learners to identify what they see in the picture if there is any one. From there I will teach them that the heading of the comprehension is called the title, people or animals in the comprehension are called characters. From there i will ask learners to mention the characters of any story they have read. I also ask learners or teach learners to identify difficult words from the comprehension and how to record them alphabetically in their personal dictionary. From there I will record all the words in the board and ask learners to read all the words on the board. |

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| | <p>When learners are reading i will guide them. They will read after me. From there I will allow learners to read independently so that i can check learners who are unable to read and learners who are unable to read will be given more reading lessons in order to improve their understanding of reading.</p> |
| RESPONDENT 2 | <p>I prepare the story in pictures as cartoons. I write the difficult words and the key words on the board or flash cards.</p> <p>I explain the story to the learners explain the key words showing some on the cartoon. I explain the difficult.</p> <p>Learners read the paragraph and i ask them questions, and rest of the paragraphs.</p> <p>Questions are given to learners to understand the story. Learners are grouped in groups. Presenters present the story .Learners answers the questions.</p> |
| RESPONDENT 3 | <p>In foundation phase we activate pre knowledge in new text we let learners activate pre know ledge self in intermediate phase.</p> <p>Reading aloud to learners- i read aloud to them and they discuss meanings. Their impression having them guess.</p> <p>Help learners to use clues and illustration, in and around the text. Clues include cover , photographs, headings, bold word, contents and the index.</p> <p>Draw their attention to illustration, photographs tables, graphs and cartoons appearing in pages the are important as they help readers make meaning.</p> <p>Develop decoding skills -unfamiliar difficult words., as most new text contain new words. Developing fluency, increasing vocabulary. Developing learner's ability to apply high order thinking skills like analysing evaluating and interpreting.</p> |
| RESPONDENT 4 | <p>I start by identifying difficult words in the comprehension and explain them.</p> <p>if there are pictures, learners can start by doing guided reading through incidental reading and read the comprehension.-I can read the whole story with learners underlining the difficult words.</p> <p>learners can also identify the main character in the story and tell us about</p> |

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| | <p>him/her. Learners can underline all the words and we can elaborate more on them.</p> <p>They can try the answer the questions based on the comprehension.</p> <p>Fast learners can narrate the story to the whole class and other learners can add what has been left out.</p> |
| RESPONDENT 5 | <p>By talking about what they see in the story or by talking about the main topic of the story</p> <p>The must know the topic and understand the meaning of words</p> <p>They must know the title of story they must learn to understand. So that at the end they can name the main character of the story.</p> <p>They must learn to listen to one another</p> <p>They must learn to speak.</p> <p>They must report back. They must enjoy being part of the group. They must learn to read on their own.</p> |
| RESPONDENT 6 | <p>read the text while learners follow</p> <p>now they read on their own as a whole</p> <p>read in groups and as individuals while others are looking and listening</p> <p>talk about new words and explain them and paste on the wall for learners to read later</p> <p>Read questions together and answer orally</p> <p>explain group the question e.g. what is your name? Learners respond</p> <p>(1) When were you born?=I was born in 2000 when (answer must be the time:day,season,year week clock)</p> <p>(2) Who drives the car? Maria drives the car who (answer must be name , object or thing)</p> <p>(3) Where (answer must be the place)</p> <p>these can be the first group of questions to train them.</p> <p>Learners can answer questions asked about the text in their exercise books</p> |
| QUESTION 4: WHICH STATEGIES DO YOU USE TO TEACH READING COMPREHENSION? | |

| BEFORE,DURING,AFTER READING | |
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| RESPONDENT | RESPONSES |
| RESPONDENT 1 | <p>1. guided reading-learners read guided by educator.</p> <p>2. word and sentence reading –educator read word by word and learners read after him.</p> <p>3. independent reading</p> <p>4. whole class share time.</p> <p>4.1 What do you do before reading? Before reading i ask learners to identify all the pictures that are the in comprehension and write all what the learners are seeing on the board. I will again ask the learners to find the title of the comprehension and ask them what they think we are going to read about. I will tell the learners that all the people in the comprehension are called characters. Learners will know that where the story’s talking placeis called setting</p> <p>4.2 What do you do during reading? During reading i help learners on how to read difficult words. As an educator I will ask each learner to read loudly standing in front of the class facing the learners. When learners are reading i will record difficult words on the board. During reading in will ask learners to identify the title of the story ; characters of the comprehension and the setting of the comprehension I will allow the learners to read individually as a group and as a class. During reading I will ask learners to follow punctuation marks. I will make sure that learners are following the rules. Learners who are excellent readers will be given extra work and learners who are behind will be given individual attention.</p> <p>4.3 What do you do after reading? After reading I ask the learners to retell story or the comprehension. Each learner will stand in front of class retelling the story after each learner has retell the story i will ask them to pick up the main ideas in the</p> |

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| | <p>comprehension. Learners will use the main ideas in the comprehension to make their own summary about what they have read. They will again read their own summaries to their educator so that he can make correction.</p> <p>After that I will divide my class into three groups, learners who read fluently and learners who cannot read. The grouping of learners will enable me to know my learners and how am i going to help those who cannot read.</p> |
| RESPONDENT 2 | <p>Which strategies do you use when teaching comprehension?</p> <p>4.1 What do you do before reading?</p> <ul style="list-style-type: none"> • Make sure that everyone has a book. • Everyone has a pen and paper • Setting a learning calm provoking environment in the room. • Drawing a cartoon about the story to be read. • Ask learners to read paragraph by paragraph and explain and ask questions. <p>4.2 What do you do during reading?</p> <p>Asking the questions as time goes on to make them remember. The story should be repeated so that learners are all at the same place. learners should be able to retell what is said.</p> <p>4.3 What do you do after reading?</p> <ul style="list-style-type: none"> • After reading learners should be able to retell the story. Learners should be able to explain the difficult words. • Learners should be able to explain the key words from the keyword they must be able to tell the story. • Learners answer the questions from the comprehension test. • Learners can also dramatise the story or to present to the class. |
| RESPONDENT 3 | <p>First reading for them, let them read the flash cards.</p> <p>4.1 What do you do before reading?</p> <p>Activate pre-knowledge or prior knowledge by encouraging them to come up to the party (participate).</p> |

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| | <p>4.2 What do you do during reading?</p> <p>While reading i may ask questions which lead them to given what will happen and also discussing the meaning of difficult words.</p> <p>May also help learners to use clues and illustration in and around it text (written or cover) paragraph, readings, sub-headings, bold words content ad index.</p> <p>Are can teach learners to monitor their own understanding of a text by knowing what the text doesn't make sense, stop a re-read the sentence or paragraph. By trying to link problem to what they sentence of what they already know about the topic title of the manning of the sentence. Read on and check whether what you read now makes sense. Check the meanings of words by using a dictionary or cycle for help</p> <p>4.3 What do you do after reading?</p> <p>I ask question about the comprehension text read to see how well they understood the massage of the text be it from a story, newspaper article or information book i will vary my question from low to high order thinking. The best way to develop these skills in my learners is to ask questions that get them to think. Evengrade R and grade1 learners are capable of developing high order thinking e.g. Do you think this story well make people..eh? Why do you think the girl is brave?</p> |
| RESPONDENT 4 | <p>4.1 What do you do before reading?</p> <p>Eh, I explaining the difficult words to learners, eh,-if there are pictures we do incidental reading with learners (where learners are reading with help of pictures)</p> <p>4.2 What do you do during reading?</p> <p>I read the story aloud while learners are listening showing them how to observe all the punctuations and using body language after reading I ask learners questions that relate to the story, if not, I reread the story</p> |

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| | <p>paragraph per paragraph posing for questions until they understand.</p> <p>I pair learners who understand with those who do not understand to help each other understand the story.</p> <p>4.3 What do you do after reading? Okay, -I ask learners questions about the story.</p> <p>Learners write the summary of the story after they have been given time to talk about the story.</p> <p>They must go home and tell their friends about the story</p> <p>Answer questions about the comprehension in their books.</p> |
| RESPONDENT 5 | <p>4.1 What do you do before reading? I start by asking questions.</p> <p>4.2 What do you do during reading? They must learn to read loud so that I can help them. They can read in their groups.</p> <p>4.3 What do you do after reading?</p> <ul style="list-style-type: none"> • I start by letting them seat in their groups, they talk about their topic and by so doing they help each other • I give them chance in their group to report or to tell the whole class in other words they show their understanding • The teacher will ask question about the story. • After reading with them they must learn to ask questions. |
| RESPONDENT 6 | <p>4.1 What do you do before reading?</p> <ul style="list-style-type: none"> • looking at the picture of the story • predict what the story will be talking about • look at the name/title of the story • read a prediction through questioning |

4.2 What do you do during reading?

- write difficult words on the chart or the board.
- pause and ask questions
- walk around to see if all are reading
- Ask one to read the next sentence or line to check whether you are together.

4.3 What do you do after reading

- Ask learners to pick up difficult words and explain them
- Paste new words on the wall for them to read in their spare time
- Then answer question asked in the text and write in their exercise books,

APENDIX D
FOCUS GROUP DISCUSSIONS

TEACHERS FOCUS GROUP DISCUSSION

Introductory questions: warming up questions to make participants to think about the phenomenon inquiry

1. What do you understand by reading comprehension?

2. Which strategies do you employ in teaching reading comprehension to Grade 3 Tshivenda-speaking learners?
 - 2.1 Before reading
 - 2.2 During reading
 - 2.2.1 During reading how do you encourage learners to use self monitoring, self pacing and correcting strategies to decode the text?
 - 2.3 After reading

3. What strategies do you think are required for successful teaching of reading comprehension?

Key:

R: Researcher

T : Teacher

Ts: Teachers

R: Good afternoon teachers

Ts: Good afternoon mum

R: It is my pleasure to be with you this morning. We just want to share some views regarding the teaching of reading comprehension. This is not a formal interview it is just a discussion, an informal discussion where we just want to share ideas and issues that relate to the teaching of reading comprehension so I am going to say out some questions then we take turns to talk about that. We are free to say whatever we want, to contribute, add or subtract to whatever an individual has said.

Question 1: What do you understand by reading comprehension?

R: Yes can we start with you?

T1: Ok, May be I will look at it first, when you are trying to read with understanding of the meaning of the texts. Reading with understanding is important. Children must read with understanding.

R: Eh, thank you; do you want to add?

T1 (cont): From the education point of view I think it is important to read and understand, that all I can say.

R: Any other contribution from colleagues lets feel free to add or to subtract

T2: Ok my own view with the concept reading comprehension is that I agree with my colleague that comprehension is about reading with understanding. At the end of the day learners must understand meaning of the texts but now it is difficult.

R: Thank you very much any other contribution or view?

T3: Yes, I agree also that reading comprehension is to read with understanding, but in between we should ask questions whether learners understand the meaning of the text or not that is my view. The question will test if they understood what they were reading.

R: Thank you very much, any other contributor

T4: I think reading comprehension is to read and understand the story it is just like what my colleague has just said reading with understanding the meaning of the text. I think the reader who is reading should understand the passage. On top of that the reader must understand the authors' purpose; why did the author write this idea, what was the message of the text. What was the idea behind?

R: Ok

T4: (Cont) it is difficult for learners to understand the meaning of text, sometimes they act like they understand but not, not at all. Yes, it is difficult to get the message the author is saying but they must find out what the author is saying.

R:Do we have any other contribution on this one, any other views on reading comprehension.

T5: Yes vhana vha tshi khou vhala tshipida tshine vha fanela u vhala ndi toda upfa uri vho zwi pfa naa? Ngauri vhana vha tea u pfesesa . zwino ndi a vha vhudzisa mbudziso nda livhalela uri vha fhindule nga ndila ye nda lavhelela yone. Arali vha sa fhinduli ndi do divha uri a vho ngo zwipfa. Ndi vhona uri vho pfesesa ngau fhindula mbudziso nga ndila yone. That is to read with understanding meaning of the text.

R: Ok, thank you, any other contributor before I proceed to another question?

T6: yes, reading comprehension is to read with understanding and this involve the interaction between the readers, teacher and the meaning of the text. At the end I ask learners questions and learners should be able to use the information in their daily lives. We must get the meaning of the text.

R: Thank you, any other contributor?

T6: (cont): Yah, I want to say that comprehension is to read and understand and use the information in your daily lives. Learner must read and understand the text.

R: Thank you, any other contributor? Now we shall move to the next question.

Question 1:What do you understand by reading comprehension?

- reading with understanding
- meaning of text
- ask questions

Question 2: Which strategies do you employ in teaching reading comprehension? here ,colleagues you must explain what you do before reading, during reading and after reading the text. let us start with what you do before reading?

R: Let me start with you, mum.

T1: Eh, I show them how to hold a book first, show them how to hold a book first, show them how to read a book, I model how to read and I tell them that I do not want them to point at the words when they read but they must move their eyes. I do not want wet hands, when I say read you must read loudly.

R: Thank you, any other contribution?

T2: Before reading I first hide the story; then they talk about the picture; they predict what will happen in the story.

R: Thank you any other contribution?

T3: Vhana vha saathu vhala bugu ndi vhasumbedza distanceine vha fanela u farisa zwone bugu. Vhana vha khou vhala zwone ngeno zwi si zwone. Zwifanyiso tshinwe tshifhinga zwia xedza kha vhana vha sa koni ngauri vha shumisa zwone u vhala ngazo.

R: Okay, thank you, so you do not need pictures?

T3: Continue, No, pictures are good, but I must be careful with those who put the book very close to their eyes, some are hiding they cannot read, they read using pictures.

R: Do you have those who cannot read in your class.

T4: Yes, some learners are very tearful. I must motivate them. I ask them to look at the pictures, I ask questions, they tell me what they see; and I develop their interest to read. I must monitor them.

R: Okay, thank you any other contributions?

T5: I show them pictures, ask them to talk about the pictures; predict what will happen.

R: Okay, thank you.

T6: Yes, I explain the purpose of reading, we talk about the pictures and predict what will happen in the story. I start my lesson with picture talking where learners talk

about the pictures and predict about what will happen, and then I ask them questions.

R: Okay, thank you. Now any other views before we move to the next question. Right the next question is, you will see that these questions are not entirely independent, certain aspects could have been addressed when you were trying to address the first question;

The next question: Which strategies do you use during reading?

T1: Here we are still using the old method mixing the old and the new. I identify difficult words first, no, no I start with pictures, I show learners pictures and let them talk about them. I ask learners to predict, prediction is to say what will happen; what you think will happen in the story.

R:Ok, Right, any other view?

T1 (cont): In reading comprehension I practice with the learners the difficult words so that they should know the words. Okay, let me tell you: first I read, then I read together with them, they read themselves, I pick few to read then I ask questions, I vary my questions not who questions but different questions.

R:Yes thank you, just to make a follow up, you seem to be saying that varying questions enhance reading comprehension?

T1(cont): Yes to test their intellectual, I must ask why questions type to provoke their intellectuals especially when the story had colorful pictures; pictures makes them to think and be able to answer questions and when I ask questions I pick a few, those who does not have interest will not raise their hands

R: Eh, thank you any other contributor?

T2:I agree with Teacher no 1, I first read; then I ask them to read in groups of 10,10,10. Then I ask them to read individually. This will help me to find those who were not reading because they were reading. During reading I want them to match their prediction with the content of the story. Ndi a kombetshedzea u dzhia na vhasakoni, ndi itela zwone vha tshi vhala individually

R: Okay, thank you, any other contributions?

T3: I read first, they read, kha group ye nda vha ndi tshi khou I vhalisa, ndi vhudzisa mbudziso nda dzhia vha songo pfesesaho nda vha gudisa ipfi line vhasi li kone nga uri tshinwe tshifhinga nwana u vha a tshi khou balelwa nga ipfi; vhana vha khou balelwa u bula maipfi kilasini a vha koni.

R: Thank you , so what do you do when they cannot decide words? I take note of them quietly; I make a list of their names; I then group them and teach them the sounds.

R: Okay, thank you any contributions?

T4: During reading; I read first, then they read with me. They read together, then I ask them to read individually only a few.

R: Thank you

T5: I want to make a follow up on what my colleagues has said. In my class I do not identify the words; but before I start with the reading; I give them a chance to look at the text and identify difficult words themselves; because sometimes we as teachers we assume the difficult words; sometimes they are not difficult for them; using this misguided logic leads to the erroneous conclusion. Before we deal with difficult words I have to share the LO assessment standards in order to have focus for example if the focus is on comprehension.

I also agree with teacher 1; high order questions stimulate their thinking/cognitive thinking. After reading the story in groups I ask each learner to read sentence 1, 2, 3... I just pick them so that they must not know which sentence they will be reading; but each will read a sentence. This helps me to identify those who have problems. Then I will give them individual attention. Those who can; I give them more challenging work.

R: Ok now I proceed to the next question.

T6: I read, they read, after me, they read together then they read individually. This helps me to identify those who have difficulties; sometimes they cannot read difficult words and they cannot understand when they read.

R: Ok, any other contributions? Now may I proceed to the next question? Okay, do you want to say something different?

T6: Yes, I wanted to say something that strategies this is difficult, because we teach learners to read. We teach them, as long as we teach them.

R: So, thank you. Can they read and understand?

T: No, I do have children who cannot read in my classroom.

R: Okay, thank you, any other contribution before I move on to the next question?

The next question is: Which strategies do you use after reading?

T1: I read, and then I ask them to read. If the sentence is too long I explain and then punctuate it. I ask questions because it is comprehension. When learners answer questions they must speak loudly. I guide them on how to answer the questions such as why, when, who questions.

R: Thank you, any other contribution?

T2: I ask them questions to find out if they have achieved the LO as they will answer the questions, If they did not understand the text.

R: Thank you any other contribution?

T3: I like to ask questions because it helps me to identify those who did not understand the text. Then I help them.

R: Okay, thank you any other contribution?

T4: This is difficult, we have a pressure, there are heavy demands on us to ensure that learners can read and understood. When I ask questions it is difficult for them to give answers.

R: Okay, thank you. Any other view on what do you do after reading the text?

T5: Okay, thank you, we may ask learners to retell the story. We revisit the prediction they made during before reading; and let them approve or disapprove if their predictions match with or does not match with the text. I ask them to analyses the characters and allow learners to brainstorm how relevant the text is for their daily

lives. I ask them questions about such as if you were characters... what would you have done. If the author have suspended us; I ask them questions; how would you conclude the story?

R: Thank you very much any other contribution?

T6: Yes, I strongly feel that teaching reading comprehension is a challenge. Teachers have got a lot of work to do, they have to prepare other records and on top of that they have to teach learners to read and comprehend a text. Learners are not the same, sometimes you do not know what to do with those learners. I start my lesson with picture talking where learners talk about the pictures and predict about what will happen, and then I ask them questions.

R: Right the next question is, you will see that these questions are not entirely independent, certain aspects could have been addressed when you were trying to address the first question; let us move to the next questions,

What are the strategies that are required for successful teaching of reading comprehension?

T1: I believe that practice makes perfect. We do not have enough time during school hours. If we give them books parents are not interested to guide their children. I follow English through activity (ETA). We read and after reading we go out and practice. Then I ask them questions to test their understanding.

R: So if I heard you well you seem to be using ETA method to teach reading comprehension?

T1 (cont) : oh yes, because with Gazette (2008) the time frame is not workable. Teaching reading in early grades does not provide us with steps that we should follow when teaching all aspects of reading, maybe other knows, I do not know them the guidelines.

R: Thank you. So you seem to be saying that there is no guidelines and that there is little time you think should be provided to the teaching of reading comprehension?

T1 (cont): Yes, yes, it is true, because I think 2 hours per day will be correct for reading comprehension because even myself if I do not read I become dull, so they must read for 2 hours every day. In a democratic society success depends on reading

a wide of material, so learners must read, understand, interpret and evaluate what they read.

R: Thank you , let us hear from another contributor?

T2: Okay maybe I should ask, hu tou vha na he zwa nwalwa hone naa uri kha Grade 3 munwe na munwe u tou fara yawe kilasi a ethe, because sometimes u a vha a tshi khou balelwa, because it is a problem, children cannot read; but what I do I read , they read but only a few, I ask questions.

R: Thank you very much, any other contributor?

T3: Yes, u avha u tshi khou balelwa, because you do not know the strategies. If you know the strategies vha nga si balelwa u funza. I agree that is why we want to know the strategies.but what I do I read, they read together and a few read because of time and then I ask questions.sometiimes I ask them to summarise, but it is difficult.

R: Thank you any other views?

T3 (cont): No clear guidelines on how to teach RC for example what appears in the milestones document is difficult to understand. I feel very confused in the classroom. Like I said we want to know the strategies to say 1,2 3.

R: Thank you very much, any other contributor before we move to the next question?

T4: Yes, I agree with teacher 3; there are no clear guidelines to teach RC in Tshivenda, we use Teaching Reading in Early Grades but it does not have clear guidelines to Tshivenda learners. Policy document have been translated and the language even if it is in Tshivenda we need to be work shopped because the terms are difficult to understand. Even the examination we cannot say our learners cannot perform because in the classroom. I use certain terms but in the examination paper they use different terms and the language is difficult for the learners to understand the text and therefore they fail the examination. Those who are translating must workshop us before because they use different terminology from the terminology we know; we cannot understand the policy document in Tshivenda version; it is very confusing. So to understand I have to read the English and if my English is not good I do not understand. During translation some important information gets lost, if you compare for

example the bullets, you will find in the English document there are 5 bullets in the Tshivenda document there are only 2 bullets, where is the other bullets? So it means there are some important information that is missing in the Home Language document and that needs a person who is good in English, because you should read the Home Language document at the same time reading the English version one. That is very confusing and it is taking too much time. This is confusing and we are not happy.

R: Thank you very much, back to our question mum, what are the strategies required for successful teaching of reading comprehension? any other contributor?

T5: Eh, I agree with my colleagues, yes sometimes you can read and cannot understand what is needed in the Home Language version; I am telling you this is very confusing; and the time for reading is too little. With strategies I do not know exactly what you are saying, what I do is I teach . I agree the language is difficult, the terms you know.

R: Thank you very much, any other contributor?

T6: Eh, strategies required? I don't think I have been trained for this because what I do, I teach learners to read, but EEEh strategies that are required that I read, I teach them difficult words and then I answer questions from comprehension. What is important is for them to read as long as they read. I do not have an idea of specific strategies required to teach reading comprehension

R: Okay ladies this is the end of our session and I want to thank you very much for making this activity possible.

FOCUS GROUP DISCUSSIONS NO 2 WITH GRADE 3 TEACHERS

Key:

R: Researcher

T : Teacher

Ts: Teachers

R: Good afternoon teachers

T: Good afternoon mum

I: Eh it is my pleasure to be with you this morning. We just want to share some views regarding the teaching of reading comprehension.

This is not a formal interview it is just a discussion, an informal discussion where we just want to share ideas and issues that relate to the teaching of reading comprehension so I am going to say out some questions then we take turns to talk about that. We are free to say whatever we want, to contribute, add or subtract to whatever an individual has said.

Question 1: What do you understand by reading comprehension?

R: Yes , I may start with you

T1:I think eh, reading comprehension, there are 2 words, eh the reader must read and thereafter comprehend what he nor she has read eh, reading comprehension.

R: Thank you is that all, you may add colleagues; I regard you as experts in the field, that's why I am here, so be free to add.

T1:(continue)NN,Eh they should again be bale to the respond to the text to whatever the text was saying to them, they should be able to respond. Definitely when you give learners a story to read, definitely it is a story, and at the end of the day, they will have to understand and appreciate the story. Because time and again if we give them different stories, the stories won't be the same everyday so they are able to compare today story with yesterdays story, today story with last week story. Werein they can compare now that this was the most interesting. Yesterday story was interesting but this one is more interesting or this one is the most interest so they are also able to compare.

T2: Ja, I just want to indicate what we expects or the outcomes of eh RC. We expect, we expects the learner to be able to explain about what she has been reading about in other words the learners must demonstrate that he or she understood what he or she has understood what he has been reading about.

R: Thank you, would you like to add?

T2: (cont) Again I will just add there, maybe by reading as learners they gain or get information they increase their knowledge by reading the text. Because when this word understanding come from my colleague here said they will be able to explain, you cannot explain something which you did not understand, so that means when you read with understanding they will be able to retell. If I can ask them to retell the story they can which means they understood.

R: Thank you let us hear from another contributor

T3: I think when a learner are reading they need to know the information in the comprehension or text and thereafter is then that they will answer the questions with understanding because they have read something.

R: Thank you, let us hear from other contributor.

T4: Ja, I think reading comprehension is to read with understanding so that after reading they can understand and answer the questions.

R: Ja

T5: They may also, they should be able to indicate or to see the relevancy of the story that they have read activities that they do, with their life what it is, hat, why the purpose of the text the author in that story as to what does it have to do with ourselves as readers and also they are able to add their vocabulary because they are going to encounter new words in the text.

R: Thank you any other contributor. Like I said colleagues feel free to add. Should we move to the next question

T4: Just afraid maybe if we comment further we may end up say something you are still going to ask, but I wanted to add that about Reading and viewing that reading goes with viewing which is learning outcome no 4. When a learner is reading sometimes you find that books have pictures, these pictures helps learners to understand the text. when the learner look at the pictures, the learner look at the

pictures when reading, that pictures helps learners to understand the text.

R: Oh, thank you, let us hear from other contributor, before we move to the next question. The next question is which strategies do you employ in teaching reading comprehension to Grade 3 Tshivenda-speaking learners? Colleagues this question may be divided into three sections, so may I ask you to respond in the following way if we agree:

What do you do before reading comprehension, which strategies do you use before reading comprehension?

T1: Yes thank you, here I wanted to say that most of the books that these learners read have pictures, so if we are reading a story we first go through the pages of that story book, the learners look at the pictures in the text and during that activity we shall also ask questions based on the pictures sothat children can guess what will happen in the story. So in that way we are preparing them for the reading that is going to take place.

R: Thank you very much any other contributor? what do we do before reading comprehension?

T2:Ja, we may sometimes tell learners to open maybe the story or the book we are going to read that they may read silently and they should underline maybe the word that they feel they do not know or they think are difficult for them, then we are going to do it together after they read themselves.

R: thank you very much any other contributor? What do we do before reading comprehension?

T3: In my view I think we can start by explaining the difficult words yes, sothat learners can understand them before we start with the reading, the story. and maybe to add, the other thing is that we can ask them to talk about the pictures, but we should start with the difficult words.ith

R: There we are colleagues, starting with the difficult words before reading and using pictures. Any other view?

T4: Sometimes from what I can say and advice you colleagues is that I first identify new words myself and then familiarize the learners with new words first, that is what my colleague has just said and I agree with her. Explaining the new words first, but I write those words on the flash cards then I place them on the board, I read them out for the learners then they repeat them after me, then so that when they meet those words in the text then they will remember that these words are the words that we have been reading out before because the main purpose was to familiarize the learners with the new words first.

R: Thank you, any other contributor

T4: (cont) If I may add, sometimes when you read the story, in other stories there are songs in between, I think it is advisable to start learning the song first, so that when you read the story together with the learners when you come to the section where there is a song then you sing it out, it will help them to remember more the story, it makes the story more interesting

R: Thank you, let's hear from another contributor

T5: The other thing is that we may remind them first about the rules as to the distance between, how to hold a book, the distance between a book and the body, things like ground rules as such because we may not agree with learners as to how which or which distance between you and the book, they may not know but we should tell them how to hold the book correctly.

R: Thank you, colleagues you may add, any other contributor

T5: Yes, I want to first add on what my colleague has just said about the ground rules, something came to my mind about the rules of handling the book. I remember in a project called "READ" they said that every time when before you start reading you have to remind

learners that this is the outer cover of the book owing them, this is the spine of the book and then you liken the spine of the book what will you do if someone hurts your spine, it is not good, it will be hurting so that the learners learn how to hold the book correctly, then they will know that if he or she is doing this he is hurting the book. Another thing is that they should also talk about the pictures, you allow them to brainstorm about what will be happening in the story, if there is a heading, they talk about the heading, they could also predict about what will happen or what will the story be about, they could make their judgments they come with come out with ideas as to what is really happening, the main purpose here is to prepare them about to think about the story using pictures. By the time they read they are ready.

R: Thank you, what shall we say, so if I heard you well you are saying that readers should have pictures; and these pictures assist learners to understand the text? am I right mum?

T5: Yes more especially in the lower grades, pictures assist them to understand more better, they understand more better because it works as an incidental reading as they see the pictures they can predict what is happening there and there are those vha sathomi na luthihi, and those who can familiarize themselves with pictures and read the whole story by heart without knowing.

R: Let me ask you, mum, do we have those who cannot start to read, do we have them in our classes in Tshivenda? those who can use pictures to as if they are reading the story?

T5: Like a chorus, yes, yes they are there, vha do wana vha khou sokou sumba sumba, another teacher, nne ndi nae asa divhi na vowel and this is frustrating. mum even up to Grade 7 they are there.

R: Okay, what do you do with them? Any other contributor?

T6: Like you heard from the beginning that reading comprehension is frustrating, to have learners who cannot read but yes pictures are

helpful to the learners but some read pictures and make their own story.

R: Okay, thank you let us hear from another contributor

T6 (cont): Okay let me add, Eh, may be, I may add to what my colleague has just said, but I do not if it is the right answer (R intervened, there is no wrong or correct answer here as I said from the beginning, we are sharing our experiences in regard to the teaching of reading comprehension, you may add feel free, Mum I regard you as experts in the field). Okay, after you explain maybe the difficult words, now the learners are reading, you may find that a learner cannot pronounce the words correctly you may remind them or tell them that go and ask the learners that you know they know how to pronounce the word, by the time you come to read I want you to know this word, oh, you will find learners moving around asking learners that know best to pronounce the difficult words or maybe the worse that are there.

R: Thank you, that is in regard to what we do before reading comprehension. Any other contributor or should we move to the next question.

T6 (cont): No, no not yet, we may also say something maybe about telling them how to hold a book, you tell them maybe the name of the book, the author; if you remember we use to read from "Ndededzi" and we did not know who were the authors, so if you start with them from the beginning from the early grades then they will understand, so you say something maybe about the name of the book, the author, maybe even the year even publisher so that they know this information.

R: Thank you, any other contributor, or should we move to the next question? Still on what strategies do you employ in reading comprehension, but here the focus is on what do you do during reading comprehension, which strategies do you use during reading, that is during the actual reading of the text?

T1: One strategy that one can apply is to read for the learners first so that the learners are able to learn to pronounce some of the words also they can also learn how to observe the punctuation marks as I am reading because I will also be emphasizing some of the things that I want them to take into consideration. Then after reading for the learners then I will give the learners opportunity to read. You can start maybe by giving the learners to read individually and as they read, eh, eh, I will expect them to read aloud so that I can hear how they are pronouncing the words, whether they are observing the punctuation marks and thereafter I will reflect on what I have noted so that I indicate to the learners that this is the things which you should do this are the things which you should not do next time. Secondly I will allow the learners to do pair reading so that they can assist, one another so that when the other one makes mistakes the other one will help his or her friend.

R: Thank you, any other contribution?

T2: As my colleagues has just indicated that the educator will read first, read for the learners so that learners will be listening, they become attentive when one is reading. For all the learners to be attentive we are going to ask them to bank words, I am going to ask them randomly to bank the words, you as an educator you must make sure that you do not ask many words so that you remember who have been banking a word so that at the end you could say Shumani bank this word for you. After you have read you ask what was the word I ask you to bank for us, so throughout the reading lesson the learners are listening attentively because they know they are banking the words, so they remain attentive because even those who were not asked to bank they are listening attentively because they do not know when you are going to ask them to bank the words.

R: Thank you any other contribution?

T3: Or sometimes you may read aloud while the learners are following you reading, I mean you read a sentence and you stop where the

sentence ends and then they read and another thing is to call a learner to read, eh, the method of pointing is a good method because you can find a learner the topic say or the word say “Kha ri shele mulenzhe”, how will I know whether he or she knows the word “Kha ri shele mulenzhe” you call a learner to read you do not mind about others, you are focusing on the very learner to see whether he or she knows the word, like I say the eh learner will just read but from the head, they must point , or else we will never know you know, it is difficult.

R: Thank you, so you are recommending the finger pointing as a strategy to teach reading comprehension; and that you start using it first during reading?

T3: Yes I start with this and it helps.

R: Alright, now I can proceed to another question

T4:I Just wanted to make a followup on the idea of my colleague has just said that when the learners are pointing it also helps the learner himself to learn all the words that he or she is reading and also as an educator if I am standing nearby. I am also able to monitor or to ascertain whether the learner can read all the words but I would also like to say that this strategy should be used only when the learner do the first reading and thereafter as we move further this strategy should be withdrawn because by ten I will be sure that the learners can read the words.

R: Thank you, just to make a followup; like others you are also recommending finger pointing as a strategy to teach learners new or difficult words and you seem to be saying that fingerpointing is a useful strategy to assist learners to read with understanding?

T4: (cont).Oh yes that’s true, especially in Tshivenda, it works. Ja you see I have indicated that I will read for them first neh, and then the learners will read, I will regard that as the first reading then that is where this strategy can be applied but after the learners have read and mastered the words that strategy should be withdrawn.

R: Okay

T5: I wanted to add also on the fingerpointing, but for those learners who cannot read it's not wise to withdraw the strategy too soon, you should prolong it a bit, because this could be the only strategy that you as an educator can be ascertain whether he or she can read because they are very good in memorizing (a nga vha vhalela a sa divh na ipfi na lithihi for example ri nga tea u dzula natsho tshifhinga tshilapfu na u tswela havha vha sa koni u vhala a vha tsweli zwone; ndivho yau tswela ipfi nga tshipidid a li vhuisa buguni yawe zwi khwine u tou guda. then you should say point u wa wana asa i sumbi, so my advice is that we should stay with this strategy for a longtime to help these learners. You should prolong it a bit.

R: Thank you, you seem to be all recommending fingerpointing as a good strategy to help learners to read and be able to understand.

T5 (cont): Yes, as we are doing the individual and pair reading it is good to identify those learners who are experiencing problem sothat I can provide individual support. I may sit with them or ask them to come to the table and read for me sothat I can assist and support that they require.

R: Thank you very much. Let's hear from another contributor.

T6: To add on that there are those learners who are really good in reading and you pair him or her with those who are really good in reading and you tell him or her that this is your child help him or her (danu mu beba ni mugudise) I am telling you that you will see or you will find something different to the learner who do not know how to read (u tou mu gudisa nga mbilu na nga muya vha wana a khou kona, o mu beba thiri. And children like to be praised, u mugudisa u fhira na vhone mudededzi.

R: Thank you very much. So you seem to pair the able learners with the less able learners during reading?

T6 (Cont): Because these kids who cannot read they really stress us, Eh, we get stressed. You can find an educator develop a negative attitude towards the young girl or young boy. The other thing could be to pause and ask questions. This is where maybe you employ that the colleague strategy of banking the word, by the way which word did I say you should bank, and even to recap the difficult words that you stated with. To add we should not forget about using the dictionary, learners can compile their own dictionaries using the exercise books and write alphabetically.

R: Thank you very much. Any other contributor or should we move to the next question which is: Which strategies do you use after reading the text, which strategies do you use after reading the text.

T1: Questioning is very critical at all times and in reading comprehension. We may ask questions to see whether the learners have understood the story.

R: Thank you very much, any contributor in regard to what do you do after reading the text. Remember colleagues our focus is on reading comprehension.

T2: You can ask learners how the story was. Tell us about what you heard about in the story. You can ask learners to stand in front, it's not like the question when did this and this happen but to tell us; retell the story after reading.

R: Thank you very much, any contributor

T3: We may also ask learners to say something about the characters of the story.

R: Thank you very much, any contributor

T4: Learners can also dramatise what they have been reading; you pick up the individual in the story ask learners who can be this character and they dramatise.

R: Thank you very much. If I may ask what type of questions do you ask and why?

T5: The questions will be directed by the assessment standards. Maybe you want them to know a process, understand, read for information. So when you ask questions the questions should be directed by the assessment standards and then we ask them to summarise.

R: Thank you very much, any contributor

T6: You know questioning is important, and we use it. But to add on its related to characters, when they say something about the characters they could identify and saying whether they dislike or like the character and why, or ask them to write on a topic what if you were one of the character, inwi no vha ni tshi do ita mini? So by that you will ascertain if they did understand the story. Or who wants to be like .. naming a character maybe which was good or which was not good. They explain why whether good or bad; and sometimes you may find that the story involves some logical arrangements of facts; it started this way, followed by this and thereafter this happens.

R: Thank you very much, may we move to the next question. As I indicated these questions are linked to each other. What are the strategies required for successful teaching of reading comprehension?

T1: These strategies should cut across and not to be used by literacy educator or language teacher, but I want to say that maybe that is why children cannot read and understand because, because teachers wait or do reading comprehension during story reading time which is very little, we all know that; let's do it in Lifeskills and Numeracy also.

R: Thank you, I am sure this is something that is coming up, let's hear what others are saying.

T1(cont): I remember one time with the project read: you start looking at the book because this girl Vusi was reading the book was dirty; Stress the reading rules for learners to take care of books: New

words -Explanation of new words when you read, to be fluent read. You must use the dictionary; because you still come it's important to explain the words and their meaning across difficult words. Pre reading activities are very important. You will remember Mrs Mulaudzi and Mrs Rampfumedzi during the workshop we were told that the language that we use in class we should drill the words for example discuss critically. We should teach them. There is a link between language vocabulary decoding and comprehension. The learners should know the words so teaching difficult words first is important them and use them meaningfully; because you cannot respond to the text which you did not understand; sometimes learners respond even if they did not understand; but the educator saw that the learner could not understand the text.

R: Thank you very much what else can we say about RC in Grade 3 class or what are the challenges in RC teaching?

T1: There are many challenges especially those children cannot read and understand. A learner cannot read, yes, she or he is in Grade 1, they just say learners must pass them, she cannot read, and even if you call the mother, she will say vha do zwivhona phanda, u do vulea a tshi ya, now that learners need to read on the board, if he or she cannot read let us say learners must fail even in Grade 1, one they receive you will see the change.

T2: From what my colleague is saying she is encouraging repeat and not retain because you are told to retain a learner for a specific period; the results are painful, because of that just let them go, pass one pass all, even the next class the educator will do the same; let them go, pass one pass all. We are told learners should not be retained for more than 2; even in a phase twice, you see nwana a khou ya u feila luvhili. Even if you retain them may be for the whole year.

R: Thank you. Yes, what about the guidelines for teaching Grade 3 RC. How much support is there for you, are there guidelines?

T3: No I do not know, but I cannot remember a time when we were given? What to follow, how to teach R.C. Now, what is being stressed are the LO and milestones. Time and again we have been attend workshops.

R: What about the Teaching Read in Early Grades, does it gives guidelines on how to teach reading comprehension in Tshivenda Grade 3.

T4: Tshivenda do not have guidelines, for an English class but not for a Tshivenda teaching no clear guideline.

T5: The other challenges have been highlighted; and this is serious, Reading is not being done across all the Language Programme and this is very serious because learners cannot only be done wait for the Literacy and Numeracy. When there are breaks in between is a problem. They must read throughout both in Life Orientation and Numeracy.

T6: I think time allocation is a challenge, yes. Numeracy has been given more time than Literacy and whereas literacy needs more time because numeracy is only numbers (and vhathu vha sa vhali vha a konesa numeracy).

R: How much time do you think you should be given for reading comprehension per day? 10 minutes. Read Comprehension has many things, teachers say but 1 hour specifically for reading comprehension because reading comprehension has many aspects. There are those strategies that we said we should go through before reading because we must start with the strategies before reading they must read silently, explain the words, familiarise new words before reading, remember reading rules; you see it takes time, before the actual reading.

Ts: Yes, yes it is too little, Yes 1 hour is good

R: so, it means you are all agreeing that time allocation should be reviewed and you suggest 1 hour specifically for reading comprehension.

T1: but another challenge: I am thinks of a class which is overcrowded challenge: you will find an educator picks only those who are gifted or those who can read; and leave those who cannot, if the class is 70 avho vhana vha do fhelela lini; yes to avoid depress and stress those are the most we pick.

R: Okay colleagues this is the end of our session and I would like to thank you very much for sacrificing your precious time after school.

DATA SET 2 FOCUS GROUP DISCUSSIONS NO 2

| QUESTION 1: What do you understand by Reading Comprehension? | |
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| RESPONDENT 4 | <p>I think reading comprehension is to read and understand the story it is just like what my colleague has just said reading with understanding the meaning of the text. I think the reader who is reading should understand the passage. On top of that the reader must understand the authors' purpose; why did the author write this idea, what was the message of the text. What was the idea behind.</p> <p>T4: (Cont) it is difficult for learners to understand the meaning of text, sometimes they act like they understand but not, not at all. Yes, it is difficult to get the message the author is saying but they must find out what the author is saying.</p> |
| RESPONDENT 5 | <p>Yes vhana vha tshi khou vhala tshipida tshine vha fanela u vhala ndi toda upfa uri vho zwi pfa naa? Ngauri vhana vha tea u pfesesa . zwino ndi a vha vhudzisa mbudziso(asking questions) nda livhalela uri vha fhindule nga ndila ye nda lavhelela yone. Arali vha sa fhinduli ndi do divha uri a vho ngo zwipfa. Ndi vhona uri vho pfesesa ngau fhindula mbudziso nga ndila yone. That is to read with understanding meaning of the text.</p> |

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| RESPONDENT 6 | <p>yes, reading comprehension is to read with understanding and this involve the interaction between the readers, teacher and the meaning of the text. At the end I ask learners questions and learners should be able to use the information in their daily lives. We must get the meaning of the text.</p> <p>T6: (cont) Yah, I want to say that comprehension is to read and understand and use the information in your daily lives. Learner must read and understand the text</p> |
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Question 1

Key

reading with understanding

meaning of text

ask questions

QUESTION 2: Which strategies do you employ in teaching reading comprehension? here you must explain what you do before reading, during reading and after reading the text. Let us start with what do you do before reading?

| <p>QUESTION 2: which strategies do you employ in teaching reading comprehension: Before reading?</p> | |
|---|---|
| RESPONDENT 1 | <p>Eh, I show them how to hold a book first, show them how to hold a book first, show them how to read a book, I read showing them how to read and I tell them that I do not want them to point at the words when they read but they must move their eyes. I do not want wet hands, when I say read you must read loudly.</p> |
| RESPONDENT 2 | <p>Before reading I first hide the story; then they talk about the picture; they predict what will happen in the story.</p> |

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| RESPONDENT 3 | Vhana vha saathu vhala bugu ndi vhasumbedza distance ine vha fanela u farisa zwone bugu hold the book. Vhana vha khou vhala zwone ngeno zwi si zwone. Vha amba na nga zwifanyiso fhedzi zwifanyiso tshinwe tshifhinga zwia xedza kha vhana vha sa koni ngauri vha shumisa zwone u vhala ngazwo. |
| RESPONDENT 4 | Yes, some learners are very fearful. I must motivate them. I ask them to look,talk at the pictures, I ask questions, they predict tell me what they see; and I develop their interest to read. I must monitor them. |
| RESPONDENT 5 | I show them pictures, I ask questions,ask them to talk about the pictures; predict what will happen,I ask questions. |
| RESPONDENT 6 | Yes, I explain the purpose of reading, we talk about the pictures and predict what will happen in the story. I start my lesson with picture talking where learners talk about the pictures and predict about what will happen, and then I ask them questions |

Key

talk about the picture

predict what will happen in the story.

how to hold a book

I ask questions,

I read showing them how to read

| QUESTION 3: Which strategies do you employ in teaching reading comprehension: During reading? | |
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| RESPONDENT | RESPONSES |
| RESPONDENT 1 | Here we are still using the old method mixing the old and the new. I identify difficult words first, no, no I start with pictures, I show learners pictures and let them talk about them. I ask learners to predict, prediction is to say what will |

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| | <p>happen; what you think will happen in the story.</p> <p>T1: (Cont) In reading comprehension I practice with the learners the difficult words so that they should know the words. Okay, let me tell you: first I read, I identify difficult words then I read together with them, they read themselves, I pick few to read then I ask questions, I vary my questions not who questions but different questions.</p> <p>T1: (Cont) Yes to test their intellectual, I must ask why questions ask why questions type to provoke their intellectuals especially when the story had colorful pictures; pictures makes them to think and be able to answer questions and when I ask questions I pick a few, those who does not have interest will not raise their hands</p> | |
| RESPONDENT 2 | <p>I agree with Teacher no 1, I first read; then I ask them to read in groups of 10,10,10. Then I ask them to read individually. This will help me to find those who were not reading because they were reading. During reading I want them to match their prediction.</p> <p>with the content of the story I ask questions. Ndi a kombetshedzea u dzhia na vhasakoni, ndi itela zwone vha tshi vhalala individually, because I must ask them questions.</p> | |
| RESPONDENT 3 | <p>I read first, they read, kha group ye nda vhandi tshi khou I vhalisa, ndi vhudzisa mbudziso nda dzhia vha songo pfesesaho nda vha gudisa ipfi line vhasi li kone(difficult words) nga uri tshinwe tshifhinga nwana u vha a tshi khou balelwa nga ipfi; vhana vha khou balelwa u bula maipfi kilasini a vha koni.</p> | |
| RESPONDENT 4 | <p>During reading; I read first, then they read with me. They read together, then I ask them to read individually only a</p> | |

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| | few, then I ask questions. | |
| RESPONDENT 5 | <p>I want to make a follow up on what my colleagues has said. In my class I do not identify the words; but before I start with the reading; I give them a chance to look at the text and identify difficult words themselves; because sometimes we as teachers we assume the difficult words; sometimes they are not difficult for them; using this misguided logic leads to the erroneous conclusion. Before we deal with difficult words I have to share the LO assessment standards in order to have focus for example if the focus is on comprehension.</p> <p>I also agree with teacher 1; I ask questions, high order questions stimulate their thinking/cognitive thinking. After reading the story in groups I ask each learner to read sentence 1, 2, 3... I just pick them so that they must not know which sentence they will be reading; but each will read a sentence. This helps me to identify those who have problems. Then I will give them individual attention. Those who can; I give them more challenging work.</p> | |
| RESPONDENT 6 | <p>T6: I read, they read, after me, they read together then they read individually. This helps me to identify those who have difficulties; sometimes they cannot read difficult words and they cannot understand when they read.</p> <p>T6(cont): Yes, I wanted to say something that strategies this is difficult, because we teach learners to read. We teach them, as long as we teach them.</p> <p>I do have children who cannot read in my classroom.</p> | |

Key

identify difficult words

I show learners pictures and let them talk about them

prediction

I ask question

| QUESTION 4: Which strategies do you employ in teaching reading comprehension: After reading? | |
|---|--|
| RESPONDENT | RESPONSES |
| RESPONDENT 1 | I read, and then I ask them to read. If the sentence is too long I explain and then punctuate it. I ask questions because it is comprehension. When learners answer questions they must speak loudly. I guide them on how to answer the questions such as why, when, who questions. |
| RESPONDENT 2 | I ask them questions to find out if they have achieved the LO as they will answer the questions, If they did not understand the text. |
| RESPONDENT 3 | I like to ask questions because it helps me to identify those who did not understand the text. Then I help them to answer the question. |
| RESPONDENT 4 | This is difficult, we have a pressure, there are heavy demands on us to ensure that learners can read and understood. When I ask questions it is difficult for them to answer the question . |
| RESPONDENT 5 | Okay, thank you, we may ask learners to retell the story. We revisit the prediction they made during before reading; and let them talk about what they predicted before reading or does not match with the text. I ask them to analyse the characters and allow learners to brainstorm how relevant the text is for their daily lives. I ask them questions about such as if you were characters... what would you have done. If the author have suspended us; I ask them questions; how would you conclude the story? |

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| RESPONDENT 6 | <p>Yes, I strongly feel that teaching reading comprehension is a challenge. Teachers have got a lot of work to do, they have to prepare other records and on top of that they have to teach learners to read and comprehend a text and to answer the question. Learners are not the same, sometimes you do not know what to do with those learners. I start my lesson with picture talking where learners talk about the pictures and predict about what will happen, and then they read. I can ask them to summarise the story about the characters, or to analyse but only a few here only I ask them questions.</p> |

Key:

I ask them questions

to answer the question

I ask them to analyse

to summarise

| QUESTION 5: What are the strategies required for successful teaching of reading Comprehension? | |
|---|---|
| RESPONDENT | RESPONSES |
| RESPONDENT 1 | <p>T1: I believe that practice makes perfect. We do not have enough time during school hours. If we give them books parents are not interested to guide their children. I follow English through activity (ETA). We read and after reading we go out and practice. Then I ask questions to test their understanding they must answer questions.</p> <p>T1: (cont) Oh yes, because with Gazette (2008) the time frame is not workable. Teaching reading in Early Grades does not provide us with steps that we should follow when teaching all aspects of reading, maybe others know, I do not know them the strategies.</p> <p>T1: (cont) Yes, yes, it is true, because I think 2 hours per</p> |

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| | <p>day will be correct for reading comprehension because even myself if I do not read I become dull, so they must read for 2 hours every day. In a democratic society success depends on reading a wide of material, so learners must read, understand, interpret and evaluate what they read.</p> | |
| RESPONDENT 2 | <p>Okay maybe I should ask, hu tou vha na he zwa nwalwa hone naa uri kha Grade 3 munwe na munwe u tou fara yawe kilasi a ethe, because sometimes u a vha a tshi khou balelwa, because it is a problem, children cannot read; but what I do I read , they read but only a few, I ask questions</p> | |
| RESPONDENT 3 | <p>Yes, u avha u tshi khou balelwa nwana, because you do not know the strategies. If you know the strategies vhana vha nga si balelwa u vhala vha pfesesa. I agree that is why we want to know the strategies.but what I do I read, they read together and a few read because of time and then I ask questions.sometimes I ask them to summarise the main event, but it is difficult.</p> <p>T3: (cont) No clear guidelines on how to teach RC for example what appear in the milestones document is difficult to understand. I feel very confused in the classroom. Like I said we want to know the strategies to say 1,2, 3.</p> | |
| RESPONDENT 4 | <p>Yes, I agree with teacher 3; there are no clear guidelines to teach RC in Tshivenda, we use Teaching Reading in Early Grades but it does not have clear guidelines to Tshivenda learners. Policy document have been translated and the language even if it is in Tshivenda we need to be workshopped because the terms are difficult to</p> | |

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| | <p>understand. Even the examination we cannot say our learners cannot perform because in the classroom. I use certain terms but in the examination paper they use different terms and the language is difficult for the learners to understand the text and therefore they fail the examination. Those who are translating must workshop us before because they use different terminology from the terminology we know; we cannot understand the policy document in Tshivenda version; it is very confusing. So to understand I have to read the English and if my English is not good I do not understand. During translation some important information gets lost, if you compare for example the bullets, you will find in the English document there are 5 bullets in the Tshivenda document there are only 2 bullets, where is the other bullets? So it means there are some important information that is missing in the Home Language document and that needs a person who is good in English, because you should read the Home Language document at the same time reading the English version one. That is very confusing and it is taking too much time. This is confusing and we are not happy. In my class do I read, they read together after me and a few read then I ask questions sothat they must demonstrate to me that they understood the story but it is difficult.</p> | |
| <p>RESPONDENT 5</p> | <p>Eh, I agree with my colleagues, yes sometimes you can read and cannot understand what is needed in the Home Language version; I am telling you this is very confusing; and the time for reading is too little. With strategies I do not know exactly what you are saying, what I do is I teach. I agree the language is difficult, the terms you know.</p> | |

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| RESPONDENT 6 | Eh, strategies required? I don't think I have been trained for this because what I do, I teach learners to read, but EEEh strategies that are required that I read, I teach them difficult words and then I want them to answer questions from comprehension. What is important is for them to read as long as they read. I do not have an idea of specific strategies required to teach reading comprehension |
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Key

English through activity (ETA).

I ask questions

to answer questions

summarise

FOCUS GROUP DISCUSSIONS NO 2 WITH GRADE 3 TEACHERS

| QUESTION 1: What do you understand by Reading Comprehension? | |
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| RESPONDENT | RESPONSES |
| RESPONDENT 1 | <p>T1:I think eh, reading comprehension, there are 2 words, eh the reader must read and thereafter comprehend what he or she has read eh, reading comprehension.</p> <p>T1:(cont)NN,Eh they should again be able to respond to the text to whatever the text was saying to them and in their lives, they should be able to respond. Definitely when you give learners a story to read, definitely it is a story, and at the end of the day, they will have to understand and appreciate the story. Because time and again if we give them different stories, the stories won't be the same everyday so they are able to compare today story with yesterdays story, today story with last week story. Wherein they can compare now that this was the most interesting. Yesterday story was interesting but this one is more interesting or this one is the most interest so they are also</p> |

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| | able to compare. | |
| RESPONDENT 2 | <p>Ja, I just want to indicate what we expects or the outcomes of eh RC. We expect, we expects the learner to be able to read and understand the text, explain about what she has been reading about in other words the learners must demonstrate that he or she understood what he or she has been reading about.</p> <p>T2: (cont) Again I will just add there, learners must read and understand maybe by reading as learners they gain or get information they increase their knowledge by reading the text. Because when this word understanding come from my colleague here said they will be able to explain, you cannot explain something which you did not understand, so that means when you read with understanding they will be able to retell. If I can ask them to retell the story they can which means they understood.</p> | |
| RESPONDENT 3 | I think when a learner are reading they need to know the information in the comprehension or text and thereafter is then that they answer the questions with understanding because they have read something. | |
| RESPONDENT 4 | <p>Ja, I think reading comprehension is to read with understanding sothat after reading they can understand the text or story and will answer the questions answer the questions.</p> <p>T4: (cont) They may also, they should be able to indicate or to see the relevancy of the story that they have read activities that they do, with their life what it is, that, why the purpose of the text, the author in that story as to what what does it have to with our lives as readers and also they are able to add their vocabulary because they are going to</p> | |

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| | encounter new words in the text. | |
| RESPONDENT 5 | T5: just afraid maybe if we comment further we may end up say something you are still going to ask, but I wanted to add that about Reading and viewing that reading goes with viewing which is learning outcome no 4. When a learner is reading sometimes you find that books have pictures, these pictures helps learners to understand the text. This is reading comprehension when the learner looks at the pictures, the learner look at the pictures when reading, that pictures helps learners to understand the text use the information in his life. | |
| RESPONDENT 6 | Yes, I agree with my colleague , I think reading comprehension, there are 2 words, learners must read and as they read they must understand, then it is to read with understanding, they must not just read, but they must understand, sothat they use the information in their daily lives, that is all I can say. | |

Key

to read with understanding

use the information in their daily lives,

will be able to retell. If I can ask them to retell

to add their vocabulary

be able to respond

they are able to compare today story with yesterdays

explain about what she has been reading

the learners must demonstrate

| QUESTION 6: What do you do before Reading Comprehension? | |
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| RESPONDENT | RESPONSES |
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| RESPONDENT 1 | <p>Yes thank you, here I wanted to say that most of the books that these learners read have pictures, so if we are reading a story we first go through the pages of that story book, the learners look at the pictures in the text and during that activity we shall also ask questions based on the pictures sothat children can guess what will happen in the story. So in that way we are preparing them for the reading that is going to take place.</p> |
| RESPONDENT 2 | <p>Ja, we may sometimes tell learners to open maybe the story or the book we are going to read that they may read silently and they should underline maybe the difficult word that they feel they do not know or they think are difficult for them, then we are going to do it together after they read themselves.</p> |
| RESPONDENT 3 | <p>In my view I think I must motivate them. I ask them to look,talk at the pictures, I ask questions, they predict tell me what they see; and I develop their interest to read. I must monitor them. we can start by explaining the difficult word yes, sothat learners can understand them before we start with the reading, the story. and maybe to add, the other thing is that we can ask them to talk about the pictures, but we should start with the difficult words.</p> |
| RESPONDENT 4 | <p>sometimes from what I can say and advice you colleagues is that I first identify new words those that are the difficult words myself and then familiarize the learners with new words first, that is what my colleague has just said and I agree with her. Explaining the new the difficult words first, but I write those words on the flash cards then I place them on the board, I read them out for the learners then they repeat them after me, then sothat when they meet those</p> |

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| | <p>words in the text then they will remember that these words are the words that we have been reading out before because the main purpose was to familiarise the learners with the new words first; then they can talk about the pictures and I read, then they read and I ask questions.</p> |
| <p>RESPONDENT 5</p> | <p>The other thing is that we may remind them first about the rules as to the distance between, how to hold a book, the distance between a book and the body, things like ground rules as such because we may not agree with learners as to how which or which distance between you and the book, they may not know but we should tell them how to hold the book correctly.</p> <p>T5: Yes, I want to first add on what my colleague has just said about the ground rules, something came to my mind about the rules of handling the book. I remember in a project called "READ" they said that everytime when before you start reading you have to remind learners that this is the outercover of the book owing them, this is the spine of the book and then you liken the spine of the book what will you do if someone hurts your spine, it is not good, it will be hurting sothat the learners learn how to hold the book correctly, then they will know that if he or she is doing this he is hurting the book. Another thing is that they should also talk about the pictures, you allow then to predict and brainstorm about what will be happening in the story, if there is a heading, they talk about the heading, they could also predict about what will happen or what will the story be about, they could make their judgments they come with come out with ideas as to what is really happening, the main purpose here is to prepare them about to think about the story using pictures. By the time they read they are ready.</p> |

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| | <p>T5: Yes more especially in the lower grades, pictures assist them to understand more better, they understand more better because it works as an incidental reading as they see the pictures they can predict what will happen is happening there and there are those vha sathomi na luthihi, and those who can familiarize themselves with pictures and read the whole story by heart without knowing.</p> | |
| RESPONDENT 6 | <p>Like you heard from the beginning that reading comprehension is frustrating, to have learners who cannot read but yes pictures are helpful to the learners but some read pictures and make their own story.</p> <p>T6 (cont): Okay let me add, Eh, may be, I may add to what my colleague has just said, but I do not if it is the right answer. Okay, after you explain maybe the difficult words, now the learners are reading, you may find that a learners cannot pronounce the words correctly you may remind them or tell them that go and ask to the learners that you know they know how to pronounce the word, by the time you come to read I want to you to know this word, oh, you will find learners moving around asking learners that know best to pronounce the difficult words or maybe the worse that are there.</p> <p>T6 (cont): No,no not yet, we may also say something maybe about telling them how to hold a book, you tell them maybe the name of the book, the author; if you remember we use to read from “Ndededzi” and we did not know who were the authors, so if you start with them from the beginning from the early grades then they will understand, so you say something maybe about the name of the book, the author, maybe even the year even publisher sothat they know this information.</p> | |

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Key: visual images

the learners look at the pictures in the text

I ask questions based on the pictures

I first go through the pages of that story book

children can guess what will happen in the story/ predict what will happen

read silently

underline maybe the difficult words

say something maybe about the name of the book, the author, maybe even the year even publisher

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| QUESTION 7: Which strategies do you use during reading that is during the actual reading of the text? | |
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| RESPONDENT | RESPONSES |
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| RESPONDENT 1 | <p>One strategy that one can apply is to read for the learners first sothat the learners are able to learn to pronounce some of the words also they can also learn how to observe the punctuation marks as I am reading because I will also be emphasizing some of the things that I want them to take into consideration. Then after reading for the learners then I will give the learners opportunity to read. You can start maybe by giving the learners to read individually and as they read, eh, eh, I will expect them to read aloud sothat I can hear how they are pronouncing the words, whether they are observing the punctuation marks and thereafter I will reflect on what I have noted sothat I indicate to the learners that this is the things which you should do this are the things which you should not do next time. Secondly I <u>will allow the learners to do pair reading</u> sothat they can assist, one another sothat when the other one makes</p> |

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| | mistakes the other one will help his or her friend. | |
| RESPONDENT 2 | As my colleagues has just indicated that the educator will read first, read for the learners sothat learners will be listening, they become attentive when one is reading. For all the learners to be attentive we are going to ask them to bank words, I am going to ask them randomly to bank the words, you as an educator you must make sure that you do not ask many words so that you remember who have been banking a word sothat at the end you could say Shumani bank this word for you. After you have read you ask what was the word I ask you to bank for us, so throughout the reading lesson the learners are listening attentively because they know they are bank the words, so they remain attentive because even those who were not asked to bank they are listening attentively because they do not know when you are going to ask them to bank the words . | |
| RESPONDENT 3 | or sometimes I use shared reading. Sometimes you may read aloud the sentence first while the learners are following you reading, I mean you read a sentence and you stop where the sentence ends and then they read and another thing is to call a learner to read, eh, the method of pointing is a good method because you can find a learner the topic say or the word say “ Kha ri shele mulenzhe ”, how will I know whether he or she knows the word “ Kha ri shele mulenzhe ” you call a learner to read you do not mind about others, you are focusing on the very learner to see whether he or she knows the word, like I say the eh learner will just read but from the head, they must point , or else we will never know you know, it is difficult. | |
| RESPONDENT 4 | I Just wanted to make a follow up on the idea of my colleague has just yes I said yes I read first; when the learners are pointing it also helps the learner himself to | |

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| | <p>learn all the words that he or she is reading and also as an educator if I am standing nearby. I am also able to monitor/monotoring them or to ascertain whether the learner can read all the words but I would also like to say that this strategy should be used only when the learner do the first reading and thereafter as we move further this strategy should be withdrawn because by ten I will be sure that the learners can read the words.</p> <p>T4: (cont) Oh yes the finger pointing method that's true, especially in Tshivenda, it works. Ja you see I have indicated that I will read for them first neh, and then the learners will read, I will regard that as the first reading then that is where this strategy can be applied but after the learners have read and mastered the words that strategy should be withdrawn.</p> | |
| RESPONDENT 5 | <p>I wanted to add also on the fingerprinting, but for those learners who cannot read it's not wise to withdraw the strategy too soon, you should prolong it a bit, because this could be the only strategy that you as an educator can be ascertain whether he or she can read because they are very good in memorizing (a nga vha vhalela a sa divh na ipfi na lithihi for example ri nga tea u dzula natsho tshifhinga tshilapfu na u tswela havha vha sa koni u vhala a vha tsweli zwone; ndivho yau tswela ipfi nga tshipidid a li vhuisa buguni yawe zwi khwine u tou guda.then you should say point u wa wana asa i sumbi, so my advice is that we should stay with this strategy for a longtime to help these learners. You should prolong it a bit. .</p> <p>T5 (cont): Yes, as we are doing the individual and <u>pair reading</u>. it is good to identify those learners who are experiencing problem sothat I can provide individual support. I may sit with them or ask them to come to the</p> | |

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| | table and read for me sothat I can assist and support that they require. |
| RESPONDENT 6 | <p>To add on that there are those learners who are really good in reading and you <u>pair reading</u> him or her with those who are really good in reading and you tell him or her that this is your child help him or her (danu mu beba ni mugudise) I am telling you that you will see or you will find something different to the learner who do not know how to read (u tou mu gudisa nga mbilu na nga muya vha wana a khou kona, o mu beba thiri. And children like to be praised, u mugudisa u fhira na vhone mudededzi.</p> <p>T6 (Cont): Because these kids who cannot read they really stress us, Eh, we get stressed. You can find an educator develop a negative attitude towards the young girl or young boy. The other thing could be to pause and ask questions. This is where maybe you employ that the colleague strategy of bank the words , by the way which word did I say you should bank, and even to recap the difficult words that you stated with. To add we should not forget about using the dictionary help to increase their vocabulary, learners can compile their own dictionaries using the exercise books and write alphabetically.</p> |

Key

Monitoring

ask questions

fingerpointing method

pair reading

to ask them randomly to bank the words

| QUESTION 8: Which strategies do you use after reading the text, which strategies do you use after reading the text? | |
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| RESPONDENT | RESPONSES |
| RESPONDENT 1 | Questioning is very critical at all times and in reading comprehension. We may ask questions to see whether the learners have understood the story. so I ask them questions, sometimes very few who will answer because of the problem. |
| RESPONDENT 2 | You can ask learners how the story was. Tell us about what you heard about in the story. You can ask learners to stand in front, it's not like the question when did this and this happen but to tell the story; retell the story after reading, summary |
| RESPONDENT 3 | We may also ask learners questions to say something about the characters of the story; their likes and dislikes; that is I ask them to make a summary about the story. |
| RESPONDENT 4 | Yes I agree we must ask questions, learners can also dramatise what they have been reading; you pick up the individual in the story ask learners who can be this character and they dramatise. |
| RESPONDENT 5 | The questions will be directed by the assessment standards. Maybe you want them to know a process, understand, read for information. So when you ask questions the questions should be directed by the assessment standards and then we ask them to summarise. |
| RESPONDENT 6 | You know questioning is important, and we use it. But to add on it should be related to characters, when they say something about the characters they could identifying and saying whether they dislike or like the character and why, or ask them to write on a topic what if you were one of the character, inwi no vha ni tshi do ita mini, that is to evaluate |

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| | <p>information? So by that you will ascertain if they did understand the story. Or who wants to be like naming a character maybe which was good or which was not good. They explain. Explanation is also good like why, whether good or bad; and sometimes you may find that the story involves some logical arrangements of facts; it started this way, followed by this and thereafter this happens</p> | |
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Key strategies teachers say they use after reading the text

Questioning

Explanation

ask learners to retell the story

evaluate information

summarise

ask learners to make a summary

dramatise

| <p align="center">QUESTION 9: What are the strategies required for successful teaching of reading comprehension?</p> | |
|---|---|
| RESPONDENT | RESPONSES |
| RESPONDENT 1 | <p>These strategies should cut across and not to be used by literacy educator or language teacher, but I want to say that maybe that is why children cannot read and understand because, because teachers wait or do reading comprehension during story reading time which is very little, we all know that; let's do it in Lifeskills and Numeracy also.</p> <p>T1(cont): I remember one time with the project read: you start asking learners to look at the book, outercover because this girl Vusi was reading the book was dirty; stress the reading rules for learners to take care of books:</p> |

New words -Explanation of new words when you read, to be fluent read. You must use the dictionary; because you still come it's important to explain the words and their meaning across difficult words. Pre reading activities are very important. You will remember Mrs Mulaudzi and Mrs Rampfumedzi during the workshop we were told that the language that we use in class we should drill the words for example discuss critically. We should teach them. There is a link between language vocabulary decoding and comprehension. The learners should know the words so teaching difficult words first is important them and use them meaningfully; because you cannot respond to the text which you did not understand; sometimes learners respond even if they did not understand; but the educator saw that the learner could not understand the text.

There are many challenges especially those children cannot read and understand. Yes, I strongly feel that teaching reading comprehension is a challenge. Teachers have got a lot of work to do, they have to prepare other records and on top of that they have to teach learners to read and comprehend a text. Learners are not the same, sometimes you do not know what to do with those learners. I start my lesson with picture talking where learners talk about the pictures and predict about what will happen, and then I ask them questions.

A learner cannot read, yes, she or he is in Grade 1, they just say learners must pass them, she cannot read, and even if you call the mother, she will say vha do zwivhona phanda, u do vulea a tshi ya, now that learners need to read on the board, if he or she cannot read let us say learners must fail even in Grade 1, one they receive you will see the change.

but another challenge: I am thinks of a class which is

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| | <p>overcrowded challenge: you will find an educator picks only those who are gifted or those who can read; and leave those who cannot, if the class is 70 avho vhana vha do fhelela lini; yes to avoid depression and stress those are the most we pick.</p> |
| RESPONDENT 2 | <p>From what my colleague is saying she is encouraging repeat and not retain because you are told to retain a learner for a specific period; the results are painful, because of that just let them go, pass one pass all, even the next class the educator will do the same; let them go, pass one pass all. We are told learners should not be retained for more than 2; even in a phase twice, you see nwana a khou ya u feila luvhili. Even if you retain them may be for the whole year.</p> |
| RESPONDENT 3 | <p>No I do not know, but I cannot remember a time when we were given? What to follow, how to teach R.C. Now, what is being stressed are the LO and milestones. Time and again we have been attending workshops Yes, u avha u tshi khou balelwa nwana, because you do not know the strategies. If you know the strategies vhana vha nga si balelwa u vhala vha pfesesa. I agree that is why we want to know the strategies.but what I do I read, they read together and a few read because of time and then I ask questions.sometimes I ask them to summarise the main event, but it is difficult.</p> |
| RESPONDENT 4 | <p>No, Tshivenda do not have guidelines for teaching comprehension like step 1,2,3 because that is all we want, we are , you know I do not know. For an English class, yes, but not for a Tshivenda teaching no clear guidelines.</p> |
| RESPONDENT 5 | <p>The other challenges have been highlighted; and this is</p> |

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| | <p>serious, Reading is not being done across all the Language Programme and this is very serious because learners cannot only be done wait for the Literacy and Numeracy. When there are breaks in between is a problem. They must read throughout both in Life Orientation and Numeracy.</p> |
| RESPONDENT 6 | <p>I think time allocation is a challenge, yes. Numeracy has been given more time than Literacy and whereas literacy needs more time because numeracy is only numbers (and vhatu vha sa vhali vha a konesa numeracy).</p> <p>T6 (cont): Read Comprehension has many things, I believe that practice makes perfect. We do not have enough time during school hours. If we give them books parents are not interested to guide their children. We read and after reading we go out and practice. Then I ask them questions to test their understanding.</p> <p>But 1 hour specifically for R.C. because reading comprehension has many aspects. There are those strategies that we said we should go through before reading because we must start with the strategies before reading they must read silently, explain the words, familiarized new words before reading, remember reading rules; read and understand sothat they must answer the questions you see it takes time.</p> |

Key strategies teachers say they are required for successful teaching of RC
you start asking learners to look at the book, outercovers
stress the reading rules for learners to take care of books:
New words -Explanation of new words when you read,
strategies required for successful teaching of reading comprehension
they must read silently,
explain the words,
familiarized new words before reading,
remember reading rules;

read and understand
answer the questions

APPENDIX E

CLASSROOM OBSERVATION CHECKLIST

The Observation Instrument

The reading lesson observation framework includes blanks to indicate the teacher being observed, the evaluator, the school year, the date of the observation, the observation number, and which phases of the lesson and the strategies (i.e. before, during, or after reading).

The checklist

The checklist is divided into 6 components: a) classroom climate, b) Pre reading, c) Guided reading-during reading d) Post reading-after reading, e) Modeling of strategies,f) Teacher practices of reading comprehension strategies.

Under each component, a series of items are included that represent criteria for evaluating the component's various aspects.

A brief description of the components and key aspects follows:

- The classroom climate component deals with the physical setting, children's access to authentic reading materials, the provision of a designated reading area as well as an area for small-group instruction, active learners engagement and social interaction, and practices that signify that literacy is valued and promoted.
- Pre-reading phase items include the encouragement of previewing, the activation of prior knowledge, the stimulation of interest, vocabulary instruction
- During reading phase, items involve the conformation of predictions, retellings, critical judgements, application of new vocabulary and continued teacher monitoring of learner comprehension

- Strategies of modelling, giving clear explanations of what the strategy is and why it is useful (explicit teaching), contextualisation of skills, reading strategy use, and teachers release of responsibility and scaffolding
- The teacher practices component includes following the steps for teaching comprehension strategies effectively.

Key to checklist

For each item, the lesson observer can indicate one of three responses:

- O = Observed. This component was observed and was judged to be of satisfactory quality
- C= Commendation. This component was observed and was judged to be of very high quality
- N= Not applicable. This component was not applicable that is, does not apply to reading comprehension for example dwelling much on grammatical aspects.

Teacher..... Observer.....

School year..... Date: Observation no..... No of learners in the class.....

Observation occurred: Before reading..... During reading..... After reading.....

| Component 1: A supportive classroom climate | O | C | N | Comments |
|--|----------|----------|----------|-----------------|
| Many different types of authentic reading materials displayed and are available for learners to read independently | | | | |
| Newspapers | | | | |
| Magazines | | | | |
| Novels | | | | |
| Non-fiction works | | | | |
| The walls are filled with | | | | |
| Pictures | | | | |

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|---|----------|----------|----------|-----------------|
| Photos | | | | |
| Posters | | | | |
| Action pictures with words | | | | |
| Phonic frieze | | | | |
| Alphabet strips | | | | |
| Labels | | | | |
| Sentence strips | | | | |
| The classroom has a reading area such as a corner where learners are encouraged to go to read. | | | | |
| The classroom has a classroom library, where learners are encouraged to go to read. | | | | |
| An area is available for small-group reading instruction | | | | |
| Component 2: Pre-reading phase | O | C | N | Comments |
| The teacher asked the learners to identify the purpose of reading, | | | | |
| Preview the text, | | | | |
| Make predictions, | | | | |
| Discuss about the text | | | | |
| Read the title of the selection, | | | | |
| Look at the illustrations | | | | |
| Discuss the possible contents of the text | | | | |
| Learners were encouraged to activate their background knowledge for reading | | | | |
| Learners were encouraged to make associations or connections with the text. | | | | |
| By generating a discussion about the topic before reading, the teacher created an interest in the reading text. | | | | |
| The teacher introduced the new vocabulary words in a meaningful context | | | | |
| The teacher discussed new words of the story | | | | |
| The teacher focused on those new words that were | | | | |

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| central to the understanding of the story | | | | |
| The learners were encouraged to state predictions related to the topic of the reading selection | | | | |
| The teacher continually assessed learners' pre reading discussion | | | | |
| The teacher continually assessed learners' pre reading discussion and made appropriate adjustments | | | | |
| The teacher model the correct behaviour of reading and the correct use of the strategy. | | | | |
| The teacher model t the correct use of the strategy. | | | | |
| Component 3: During reading phase | O | C | N | Comments |
| At appropriate points during the reading of the selection, the learners were asked to evaluate their initial predictions about what the text may be about. | | | | |
| The learners were asked to identify portions of text that confirmed or disproved predictions they had made about selection | | | | |
| The learners were asked to read aloud portions of text that confirmed or disproved predictions they had made about selection | | | | |
| The learners were asked use text structure to support comprehension | | | | |
| An appropriate mix of factual questions were incorporated into the comprehension discussion | | | | |
| An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion | | | | |
| The teacher modelled fluent reading | | | | |
| The teacher encouraged the learners to read fluently and with expression | | | | |
| The teacher monitored the learners | | | | |
| The teacher gave proper assistance while they read | | | | |
| The teacher modelled the use of new words | | | | |

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|---|----------|----------|----------|-----------------|
| The teacher encouraged the use of new vocabulary during discussion | | | | |
| The learners were encouraged to use appropriate comprehension monitoring strategies. | | | | |
| The learners were encouraged to use fix-up strategies such as: | | | | |
| Identifying where in the text the difficulty occurs | | | | |
| Looking back through the text | | | | |
| Asking yourself, | | | | |
| Asking for help during reading. | | | | |
| The teacher reminded the learners to make use of their knowledge of text structure. | | | | |
| The teacher periodically assessed the learner's ability to monitor meaning, | | | | |
| Asking learners questions | | | | |
| Asking learners to generate questions. | | | | |
| The teacher periodically assessed the learner's ability to monitor meaning | | | | |
| The teacher periodically asked learners questions. | | | | |
| The teacher periodically asked learners to generate questions | | | | |
| The teacher encouraged learners to use self monitoring to decode words | | | | |
| The teacher encouraged learners to use self pacing to decode words | | | | |
| The teacher encouraged learners to use self directing to decode the words | | | | |
| Component 4: After reading strategies | O | C | N | Comments |
| The learners were asked to read aloud fluently sections of the text that substantiated answers to question they had made based on prior knowledge | | | | |
| The learners were asked to read aloud and confirmed of disproved predictions they had made based on prior | | | | |

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|--|----------|----------|----------|-----------------|
| knowledge | | | | |
| The teacher asked the learners to retell the text they had read | | | | |
| The teacher asked the learners to retell the text they had read and concentrating on major events | | | | |
| The teacher asked the learners to retell the text they had read, concentrating on major concepts | | | | |
| The learners were asked to explain their opinions | | | | |
| The learners were asked to explain their critical judgements | | | | |
| The teacher had the learners provide responses to the reading . | | | | |
| The teacher had the learners provide responses to the reading and determine what is important. | | | | |
| Learners summarise what they read. | | | | |
| Learners determine what is important in what they are reading. | | | | |
| Learners condensed the information. | | | | |
| Learners interpret the text on literal levels. | | | | |
| Learners interpret the text on an interpretive level. | | | | |
| Learners interpret the text on an evaluative level. | | | | |
| Learners synthesis different points of view of the text | | | | |
| Learners were encouraged to use new vocabulary orally. | | | | |
| Examples of modelling were provided by the teacher | | | | |
| The teacher continually monitored learner's comprehension | | | | |
| The teacher continually provided appropriate feedback | | | | |
| Component 5: Modeling of strategies | O | C | N | Comments |
| The teacher provided a clear explanation (explicit strategy instruction) about the structure of the strategy to be learned and described: | | | | |

| | | | | |
|--|----------|----------|----------|-----------------|
| <ul style="list-style-type: none"> • Why they use the strategies | | | | |
| <p>The teacher provided a clear explanation (explicit strategy instruction) about the structure of the strategy to be learned and described:</p> <ul style="list-style-type: none"> • When they use the strategies | | | | |
| <p>The teacher provided a clear explanation (explicit strategy instruction) about the structure of the strategy to be learned and described:</p> <ul style="list-style-type: none"> • What strategies to use | | | | |
| <p>The teacher provided a clear explanation (explicit strategy instruction) about the structure of the strategy to be learned and described:</p> <ul style="list-style-type: none"> • How to apply the strategies | | | | |
| The teacher modeled the use of the strategy in action so that learners were able to see how the strategy would be used in an appropriate situation | | | | |
| The learners were encouraged to use before reading strategies independently. | | | | |
| The learners were encouraged to use during reading strategies independently. | | | | |
| The learners were encouraged to use after reading strategies independently. | | | | |
| Reading strategy instruction moved learners toward independent use through scaffolding | | | | |
| Component 6: Teacher practice of comprehension strategies | O | C | N | Comments |
| Learners were grouped appropriately and flexibly | | | | |
| The teacher's management of the reading lesson provided for active learner engagement | | | | |
| The pace and flow of the various phases of the reading | | | | |

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| <p>lesson represented an effective use of strategies</p> <p>The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs</p> | | | | |
| <p>The teacher encouraged the learners to take informed risks and promoted safe failure and provided corrective feedback</p> | | | | |
| <p>The teacher used logically the following steps as guidelines during teaching comprehension strategies:</p> <ul style="list-style-type: none"> • Explanation: the teachers explains to learners why the strategy helps comprehension and when to apply • Modelling: the teacher models or demonstrates how to apply the strategy, usually by thinking aloud while reading the text. • Guided practice: the teacher guides and assist learners as they learn how and when to apply the strategy • Application: the teacher helps learners practice the strategy until they can apply it independently | | | | |

CLASSROOM OBSERVATION: WHAT I OBSERVED

| | | |
|--|---|---|
| LESSON NO 1 | LESSON NO 2 | LESSON NO 3 |
| SCHOOL A GRADE 3 A TEACHER 1 | SCHOOL A GRADE 3 A TEACHER 1 | SCHOOL A GRADE 3 A TEACHER 1 |
| N01 | NO2 | NO3 |
| WHAT I SAW | WHAT I SAW | WHAT I SAW |
| COMPONENT 1 | COMPONENT 1 | COMPONENT 1 |
| Pictures Posters Action pictures Sentence strips | Pictures Posters Alphabet strips Sentence strips | Pictures Posters Alphabet strips Sentence strips |
| COMPONENT 2 | COMPONENT 2 | COMPONENT 2 |
| Preview the text Make predictions discuss about the text Read the title of the selection Look at the illustration Discuss the possible contents of the text Learners were encouraged to activate their background knowledge for reading By generation a discussion about the topic before reading, the teacher created an interest in the reading text the learners were encouraged to state predictions related to the topic of the reading selection the teacher modelled correct behaviour of reading | Preview the text Make predictions discuss about the text Read the title of the selection Look at the illustration Discuss the possible contents of the text Learners were encouraged to activate their background knowledge for reading By generation a discussion about the topic before reading, the teacher created an interest in the reading text | Preview the text Make predictions discuss about the text Read the title of the selection Look at the illustration Discuss the possible contents of the text Learners were encouraged to activate their background knowledge for reading By generation a discussion about the topic before reading, the teacher created an interest in the reading text |
| COMPONENT 3 | COMPONENT 3 | COMPONENT 3 |
| At appropriate points during reading of the selection, the learners were | At appropriate points during reading of the selection, the learners were | At appropriate points during reading of the selection, the learners were |

| | | |
|--|---|---|
| <p>asked to evaluate their initial predictions about what the text may be about</p> <p>The learners were asked to read aloud portions of the text that confirmed or disproved predictions they had made about selection</p> <p>The learners were asked to use text structure to support comprehension</p> <p>An appropriate mix of factual questions were incorporated in to the comprehension discussion</p> <p>The teacher modelled fluent reading</p> <p>Asking learners questions</p> <p>The teacher periodically asked learners questions</p> | <p>asked to evaluate their initial predictions about what the text may be about</p> <p>The learners were asked to read aloud portions of the text that confirmed or disproved predictions they had made about selection</p> <p>The learners were asked to use text structure to support comprehension</p> <p>An appropriate mix of factual questions were incorporated in to the comprehension discussion</p> <p>The teacher modelled fluent reading</p> <p>Asking learners questions</p> <p>The teacher periodically asked learners questions</p> | <p>asked to evaluate their initial predictions about what the text may be about</p> <p>The learners were asked to read aloud portions of the text that confirmed or disproved predictions they had made about selection</p> <p>The learners were asked to use text structure to support comprehension</p> <p>An appropriate mix of factual questions were incorporated in to the comprehension discussion</p> <p>The teacher modelled fluent reading</p> <p>Asking learners questions</p> <p>The teacher periodically asked learners questions</p> |
| COMPONENT 4 | COMPONENT 4 | COMPONENT 4 |
| <p>The learners were asked to read aloud fluently</p> <p>The learners were asked to retell the text they had just read</p> <p>Learners were asked to explain their opinions</p> <p>Learners were asked to explain their critical judgements</p> <p>The teacher had the learners provide responses to the reading and determine what is important</p> <p>Learners were asked questions</p> | <p>The learners were asked to explain their opinions</p> <p>Learners summarised what they read</p> <p>Learners condensed the information</p> <p>Learners interpret the text on a literal level</p> <p>Learners interpret the text on an interpretive level</p> <p>Learners interpret the text on an evaluative level</p> <p>Learners were encouraged to use new vocabulary during phonics teaching</p> <p>Examples of modelling were provided by the teacher</p> <p>The teacher continually monitored learners' comprehension</p> <p>The teacher continually provided appropriate feedback</p> <p>Learners were asked questions</p> | <p>The learners were asked to read aloud fluently</p> <p>The learners were asked to retell the text they had just read</p> <p>The learners were asked to retell the text they had just read concentrating on the major events</p> <p>The teacher had the learners provide responses to the reading and determine what is important</p> <p>Learners summarise what they read</p> <p>Learners were asked questions</p> <p>Learners interpret the text on a literal level</p> <p>Learners interpret the text on an interpretive level</p> <p>Learners interpret the text on an evaluative level</p> <p>The teacher continually provided appropriate feedback</p> |
| COMPONENT 5 | COMPONENT 5 | COMPONENT 5 |
| NONE | NONE | NONE |
| COMPONENT 6 | COMPONENT 6 | COMPONENT 6 |
| <p>The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs</p> | <p>The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs</p> | <p>The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs</p> |
| | | |
| LESSON NO 1 | LESSON NO 2 | LESSON NO 3 |

| | | |
|--|---|---|
| | | |
| SCHOOL A GRADE 3 B TEACHER 2 | SCHOOL A GRADE 3 B TEACHER 2 | SCHOOL A GRADE 3 B TEACHER 2 |
| WHAT I SAW | WHAT I SAW | WHAT I SAW |
| COMPONENT 1 | COMPONENT 1 | COMPONENT 1 |
| Pictures Posters | Pictures Posters | Pictures Posters |
| COMPONENT 2 | COMPONENT 2 | COMPONENT 2 |
| Look at the illustrations Learners were encouraged to activate their background knowledge for reading By generation a discussion about the topic before reading, the teacher created an interest in the reading text the learners were encouraged to state predictions related to the topic of the reading selection | Look at the illustrations Learners were encouraged to make associations or connections with the text By generation a discussion about the topic before reading, the teacher created an interest in the reading text the learners were encouraged to state predictions related to the topic of the reading selection | Preview the text Look at the illustrations Learners were encouraged to make associations or connections with the text By generation a discussion about the topic before reading, the teacher created an interest in the reading text the learners were encouraged to state predictions related to the topic of the reading selection |
| COMPONENT 3 | COMPONENT 3 | COMPONENT 3 |
| An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion The teacher modelled fluent reading The teacher modelled the use of new words Asking learners questions | An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion The teacher modelled fluent reading The teacher modelled the use of new words Asking learners questions | The learners were asked to read aloud portions of text An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion The teacher modelled fluent reading The teacher modelled the use of new words Asking learners questions |
| COMPONENT 4 | COMPONENT 4 | COMPONENT 4 |
| The learners were asked to read aloud fluently Learners were encouraged to use new vocabulary Learners were asked questions | The learners were asked to read aloud fluently The learners were asked to retell the text they had just read Learners interpret the text on literal level Learners were encouraged to use new vocabulary Learners were asked questions | The learners were asked to read aloud fluently The learners were asked to retell the text they had just read Learners were encouraged to use new vocabulary Learners were asked questions |
| COMPONENT 5 | COMPONENT 5 | COMPONENT 5 |
| NONE | NONE | NONE |
| COMPONENT 6 | COMPONENT 6 | COMPONENT 6 |
| The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural,ethnic,and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural,ethnic,and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural,ethnic,and linguistic needs |
| LESSON NO 1 | LESSON NO 2 | LESSON NO 3 |
| SCHOOL B: Grade 3 A teacher 1 | Grade 3 A teacher 1 | Grade 3 A teacher 1 |

| WHAT I SAW | WHAT I SAW | WHAT I SAW |
|--|---|--|
| COMPONENT 1 | COMPONENT 1 | COMPONENT 1 |
| Pictures posters | Pictures Posters | Pictures Posters |
| COMPONENT 2 | COMPONENT 2 | COMPONENT 2 |
| Preview the text, Read the title of the selection, Look at the illustrations Discuss the possible contents of the text The learners were encouraged to state predictions related to the topic of the reading selection | Discuss about the text Read the title of the selection Look at the illustration Discuss the possible contents of the text Learners were encouraged to activate their background knowledge for reading By generation a discussion about the topic before reading, the teacher created an interest in the reading text the learners were encouraged to state predictions related to the topic of the reading selection | preview the text Look at the illustration The teacher discussed new words of the story |
| COMPONENT 3 | COMPONENT 3 | COMPONENT 3 |
| The teacher modelled fluent reading Asking learners' questions | The teacher modelled fluent reading Asking learners question The teacher periodically asked learners questions | An appropriate mix of factual questions were incorporated in to the comprehension discussion The teacher modelled fluent reading Asking learners question |
| COMPONENT 4 | COMPONENT 4 | COMPONENT 4 |
| The teacher asked the learners to retell the text they had read Learners were asked questions | The learners were asked to read aloud sections of the text The teacher asked the learners to retell the text they had read The teacher had learners provide responses to the reading Learners summarised what they read Learners interpret the text on literal level Learners interpret the text on interpretive level Examples of modelling reading were provided by the teacher The teacher continually provided feedback Learners were asked questions | The teacher asked the learners to retell the text they had read The teacher asked the learners to retell the text they had read and concentrating on major events Learners summarise what they read Learners condensed the information Learners were asked questions |
| COMPONENT 5 | COMPONENT 5 | COMPONENT 5 |
| NONE | NONE | NONE |
| COMPONENT 6 | COMPONENT 6 | COMPONENT 6 |
| The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural,ethnic,and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural,ethnic,and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural,ethnic,and linguistic needs |
| | | |

| LESSON NO 1 | LESSON NO 2 | LESSON NO 3 |
|---|---|--|
| SCHOOL B: Grade 3 B teacher 2 | Grade 3 B teacher 2 | Grade 3 B teacher 2 |
| WHAT I SAW | WHAT I SAW | WHAT I SAW |
| COMPONENT 1 | COMPONENT 1 | COMPONENT 1 |
| Pictures Posters | Pictures Labels Sentence strips | Pictures Posters Photos |
| COMPONENT 2 | COMPONENT 2 | COMPONENT 2 |
| <p>preview the text make predictions discuss about the text read the title of the selection look at illustrations Learners were encouraged to activate their background knowledge for reading By generation a discussion about the topic before reading, the teacher created an interest in the reading text</p> | <p>Preview the text Make predictions discuss about the text Read the title of the selection Look at the illustration Discuss the possible contents of the text Learners were encouraged to activate their background knowledge for reading By generation a discussion about the topic before reading, the teacher created an interest in the reading text the learners were encouraged to state predictions related to the topic of the reading selection</p> | <p>Preview the text Make predictions discuss about the text Read the title of the selection Look at the illustration Discuss the possible contents of the text Learners were encouraged to activate their background knowledge for reading By generation a discussion about the topic before reading, the teacher created an interest in the reading text The teacher discussed new words of the story The teacher modelled the correct behaviour of reading</p> |
| COMPONENT 3 | COMPONENT 3 | COMPONENT 3 |
| <p>An appropriate mix of factual questions were incorporated in to the comprehension discussion The teacher modelled fluent reading The teacher monitored the learners Asking learners questions The teacher periodically asked learners questions</p> | <p>An appropriate mix of factual questions were incorporated in to the comprehension discussion The teacher modelled fluent reading The teacher monitored the learners Asking learners questions The teacher periodically asked learners questions</p> | <p>The teacher modelled fluent reading The teacher encouraged the learner to read fluently and with expression The teacher modelled the use of new words The teacher encouraged the use of new vocabulary during discussion Asking learners questions</p> |
| COMPONENT 4 | COMPONENT 4 | COMPONENT 4 |
| <p>The teacher asked the learners to retell the text they had read The teacher asked the learners to retell the text they had read and concentrating on major events Learners were asked to explain their opinions Learners summarise what they read Learners condensed the information Learners interpret the text on an literal level Learners interpret the text on an interpretive level Examples of modelling reading were</p> | <p>The teacher asked the learners to retell the text they had read The teacher asked the learners to retell the text they had read and concentrating on major events Learners were asked to explain their opinions Learners summarise what they read Learners interpret the text on an literal level Learners interpret the text on an literal level Learners were asked questions</p> | <p>Learners were encouraged to read loudly The teacher asked the learners to retell the text they had read The teacher asked the learners to retell the text they had read and concentrating on major events Learners were asked to explain their opinions The teacher had the learners provide responses to the reading and determine what is important Learners determine what is important in what they are reading</p> |

| | | |
|--|---|---|
| provided by the teacher Learners were asked questions | | Learners were encouraged to use new vocabulary Learners were asked questions |
| COMPONENT 5 | COMPONENT 5 | COMPONENT 5 |
| NONE | NONE | NONE |
| COMPONENT 6 | COMPONENT 6 | COMPONENT 6 |
| The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs |
| SCHOOL C TEACHER 2 GRADE 3 B | TEACHER 2 GRADE 3 B | TEACHER 2 GRADE 3 B |
| WHAT I SAW | WHAT I SAW | WHAT I SAW |
| COMPONENT 1 | COMPONENT 1 | COMPONENT 1 |
| Photos Phonic frieze Labels Sentence strips | Photos Phonic frieze Labels Sentence strips | Photos Phonic frieze Labels Sentence strips |
| COMPONENT 2 | COMPONENT 2 | COMPONENT 2 |
| Preview Make predictions Discuss about the text Read the title of the text Look at the illustrations Discuss the possible contents of the text Learners were encouraged to make associations or connections with the text By generation a discussion about the topic before reading, the teacher created an interest in the reading text | Preview Make predictions Discuss about the text Read the title of the text Look at the illustrations Discuss the possible contents of the text Learners were encouraged to make associations or connections with the text By generation a discussion about the topic before reading, the teacher created an interest in the reading text | Preview Make predictions Discuss about the text Read the title of the text Look at the illustrations Discuss the possible contents of the text Learners were encouraged to make associations or connections with the text By generation a discussion about the topic before reading, the teacher created an interest in the reading text |
| COMPONENT 3 | COMPONENT 3 | COMPONENT 3 |
| The learners were asked to read aloud portions of text that confirmed or disprove predictions they had made about selection An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion The teacher modelled fluent reading The teacher have proper assistance while they read The teacher modelled the use of new words Asking learners questions | The learners were asked to read aloud portions of text that confirmed or disprove predictions they had made about selection An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion The teacher modelled fluent reading The teacher periodically asked learners questions The teacher modelled the use of new words Asking learners questions | At appropriate points during reading the selection, the learners were asked to evaluate their initial predictions about what the text may be about The learners were asked to read aloud portions of text that confirmed or disprove predictions they had made about selection An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion The teacher modelled fluent reading |
| COMPONENT 4 | COMPONENT 4 | COMPONENT 4 |
| The learners were asked to read aloud | The learners were asked to read | The learners were asked to read |

| | | |
|--|--|--|
| <p>fluently The learners were asked to retell the text they had just read Learners were asked questions</p> | <p>aloud fluently The learners were asked to retell the text they had just read The learners were asked to retell the text they had just read concentrating on the major events Learners summarise what they read Learners interpret the text on literal level Learners were asked questions</p> | <p>aloud fluently Learners were asked questions</p> |
| COMPONENT 5 | COMPONENT 5 | COMPONENT 5 |
| NONE | NONE | NONE |
| COMPONENT 6 | COMPONENT 6 | COMPONENT 6 |
| The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs |
| | | |
| LESSON NO 1 | LESSON NO 2 | LESSON NO 3 |
| SCHOOL C GRADE 3 A TEACHER 1 | GRADE 3 A TEACHER 1 | GRADE 3 A TEACHER 1 |
| WHAT I SAW | WHAT I SAW | WHAT I SAW |
| COMPONENT 1 | COMPONENT 1 | COMPONENT 1 |
| Pictures Labels action pictures with words posters | Pictures Labels action pictures with words poster | Pictures Labels action pictures with words poster |
| COMPONENT 2 | COMPONENT 2 | COMPONENT 2 |
| Preview | Preview | Preview |

| | | |
|---|--|---|
| <p>Make predictions Discuss about the text Read the title of the text Look at the illustrations Discuss the possible contents of the text Learners were encouraged to make associations or connections with the text By generation a discussion about the topic before reading, the teacher created an interest in the reading text</p> | <p>Make predictions Discuss about the text Read the title of the text Look at the illustrations Discuss the possible contents of the text Learners were encouraged to make associations or connections with the text By generation a discussion about the topic before reading, the teacher created an interest in the reading text</p> | <p>Make predictions Discuss about the text Read the title of the text Look at the illustrations Discuss the possible contents of the text Learners were encouraged to make associations or connections with the text By generation a discussion about the topic before reading, the teacher created an interest in the reading text</p> |
| COMPONENT 3 | COMPONENT 3 | COMPONENT 3 |
| <p>An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion The teacher modelled fluent reading Asking learners questions The teacher periodically asked learners questions</p> | <p>The learners were asked to read aloud portions of text The learners were asked to use text structure to support comprehension An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion Asking learners questions</p> | <p>An appropriate mix of higher level thinking questions were incorporated into the comprehension discussion The teacher modelled fluent reading Asking learners questions</p> |
| COMPONENT 4 | COMPONENT 4 | COMPONENT 4 |
| <p>Learners were asked to read aloud fluently The teacher asked learners to retell the story they had just read The teacher asked learners to retell the story they had just read concentrating on the major events The learners were asked to explain their opinions Learners summarised what they read Learners determined what is important in what they are reading Learners condensed the information Examples of reading were modelled by the teacher Learners were asked questions</p> | <p>Learners were asked to read aloud fluently The teacher asked learners to retell the story they had just read The teacher asked learners to retell the story they had just read concentrating on the major events The learners were asked to explain their opinions The learners were asked to explain their critical judgements The teacher had the learners provide responses to the reading Learners summarised what they read Learners determined what is important in what they are reading Learners condensed the information Learners were asked questions Learners interpret the text on literal level Learners interpret the text on an interpretive level Learners interpret the text on an evaluative level Learners synthesis different points of view of the text The teacher continually monitored learners 'comprehension</p> | <p>The teacher asked learners to retell the story they had just read The teacher asked learners to retell the story they had just read concentrating on the major events Learners were asked to summarise the story Learners were asked questions</p> |
| COMPONENT 5 | COMPONENT 5 | COMPONENT 5 |

| | | |
|--|--|--|
| NONE | NONE | NONE |
| COMPONENT 6 | COMPONENT 6 | COMPONENT 6 |
| The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs | The teacher managed of the reading lesson provided for active learner engagement The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs | The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs |

CLASSROOM OBSERVATION SYNTHESIS SCHOOL A-C TEACHER 1-6

COMPONENT NO.1: A SUPPORTIVE CLASSROOM CLIMATE

| Category for observation | SCHOOL A Teacher 1 and 2 | SCHOOL B Teacher 3 and 4 | SCHOOL C Teacher 5 and 6 |
|---------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Newspapers | Not available | Not available | Not available |

| | | | |
|------------------------------|---|--|--|
| | | | |
| Magazines | Not available | Not available | Not available |
| Novels | Not available | Not available | Not available |
| Non-fiction works | Available-FEW not variety | available FEW not variety | available FEW not variety |
| b. The walls are filled with | | | |
| Pictures | There were few pictures pasted on the wall. | There were few pictures pasted on the wall. | There were few pictures pasted on the wall. |
| Photos | Teacher 1 photos were available and teachers photos not available | Not available | Not available |
| Posters | Teacher 1 postures were available | Not available | Teacher 5 and 6 posters were available |
| Action pictures with words | Teacher 1 action pictures with words available and teacher 2 available | Not available | Teacher 6 action pictures with words available |
| Phonic frieze | Not available | Teacher 3 and 4 have phonic frieze for English not for Tshivenda | Not available |
| Alphabet strips | Teacher 1 alphabet strips available and Teacher 2 alphabet strips not available | Not available | Not available |
| c. Labels | Teacher 1 and 2 labels available | Not available | Teacher 5 and 6 labels available |
| d. Sentence strips | Teacher 1 and 2 sentence strips available | Teacher 4 sentence strips available and teacher 3 not available | Teacher 5 and 6 sentence strips available |

| | | | |
|---|---------------|---------------|---------------|
| e. The classroom has a reading area such as a corner where learners are encouraged to go to read. | Not available | Not available | Not available |
| f. The classroom has a classroom library, where learners are encouraged to go to read. | Not available | Not available | Not available |
| g. An area is available for small-group reading instruction | Not available | Not available | Not available |

COMPONENT NO.2: PRE-READING PHASE

| Category for observation | SCHOOL A Teacher 1 and 2 | SCHOOL B Teacher 3 and 4 | SCHOOL C Teacher 5 and 6 |
|--------------------------|---|---|---|
| Preview text | Teacher 1 in all four lesson and teacher 2 used two times | Both teachers used preview in three lessons and in the fourth lesson they said it was revision. | Both teachers in three lessons and no explanation given like in school. As an interpretivists I conclude that they are not aware that they should use preview |
| Make predictions | Teacher 1 makes use of predictions x4 and | Both teachers used in three lessons and in | Teacher 3 not used at all and teacher 4 used |

| | | | |
|--|---|--|--|
| | teacher 2 used x2 | the fourth lesson they said it was revision. | x4 |
| Discuss about the text | Teacher 1 used x2 and teacher 2 used x4 | Teacher 3 used x2 and for two lesson did not do it and teacher 4 used x1 because one is for revision | Teacher 5 used x2 and teacher 6 used in x4 |
| Read the title of the selection | Teacher 1 used x3 and teacher 2 used x1 | Teachers 3 used x3 and teacher 4 used x3 because the other one is a revision | Teacher 5 used x2 and teacher 6 used x4 |
| Look at the illustrations | Teacher 1 usedx4 and teacher 2 usedx3 | Both teachers' usedx3 & 1 is for revision. | Teacher 5 used x5 and teacher 6 usedx4 |
| Discuss the possible content of the text | Teacher 1 usedx4 and teacher 2 usedx2 | Teachers 3 used x3 and teacher 4 usedx3 | Both teachers usedx4 |
| Learners were encouraged to activate their background knowledge for reading | Teacher 1 usedx4 and teacher 2 usedx3 | Teachers 3 used x 3 and teacher 4 used x 3 | Teacher 5 usedx1 and teacher 6 usedx3 |
| Learners were encourage to make associations or connections with the text | Teacher 1 usedx4 and teacher 2 usedx4 | Teachers 3 usedx2 and teacher 4 usedx3 | Teacher 5 not done and teacher 6 usedx1 |
| By generating a discussion about the topic before reading, the teacher created an interest in the reading text | Teacher 1 usedx4 and teacher 2 usedx4 | Teachers 3 used x 3 / teacher 4 usedx3 | Teacher 5 usedx1 and teacher6 usedx4 |
| The teacher | Teacher 1not done and | Both were not done | Both teachers were not |

| | | | |
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| introduced the new vocabulary words in a meaningful context | teacher 2 usedx1 | | done |
| The teacher discussed new words of the story | Teacher 1 usedx1 and teacher 2 usedx1 | Both were not done | Teacher 5 usedx1 and teacher 6 usedx1 |
| The teacher focused on those new words that were central to the understanding of the story | Teacher 1 not done and teacher 2 not done | Both were not done | Teacher5 not done and teacher 6 usedx1 |
| The learners were encouraged to state predictions related to the topic of the reading selection | Teacher 1 usedx1 and teacher 2 usedx4 | Both were not done | Teacher 5 usedx2 and teacher 6 usedx2 |
| The teacher continually assessed learners' pre reading discussion | Teacher 1 not done and teacher 2 not done | Both were not done | Teacher 5 not done and teacher 6 usedx1 |
| The teacher continually assessed learners' pre reading discussion and made appropriate adjustments | Teacher 1 not done and teacher 2 not done | Both were not done | Teacher 5 not done and teacher 6 usedx1 |
| The teacher model the correct behaviour of reading and the correct use of the strategy. | Both were not done | Both were not done | Both were not done |
| The teacher model t | Both were not done | Both were not done | Both were not done |

| | | | |
|----------------------------------|--|--|--|
| the correct use of the strategy. | | | |
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COMPONENT NO.3: DURING READING PHASE

| Category for observation | SCHOOL A Teacher 1 and 2 | SCHOOL B Teacher 3 and 4 | SCHOOL C Teacher 5 and 6 |
|--|---|--|-------------------------------------|
| At appropriate points during the reading of the selection, the learners were asked to evaluate their initial predictions about what the text may be about. | Teacher 1 not done1/done3 Teacher 2 done2/ 2 not done | Teachers 3 not done1/ Teacher 4 not done1 | Not implemented |
| The learners were asked to identify portions of text that confirmed or disproved predictions they had made about selection | Teacher 1 not done1/done3 teacher 2 not done2/ | Teacher 3 not done1 | Not implemented |
| The learners were asked to read aloud portions of text that confirmed or disproved predictions they had made about selection | Teacher 1 not done2/ done2 teacher 2 done1/not done 1 | Teacher 3 not done4 Teacher 4 not done4 | Not implemented |
| The learners were asked use text structure to support | Teacher 1 not done4 teacher 2 done1/not done3 | Teacher 3 not done4 Teacher 4 not done4 | Not implemented |

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| comprehension | | | |
| An appropriate mix of factual questions were incorporated into the comprehension discussion | Teacher 1 done2 teacher 2 done1/not done3 | Teacher 3 not done4 Teacher 4 not done4 | Not implemented |
| The teacher modelled fluent reading | Teacher 1 done4 teacher 2 done4 | Teacher 3 not done4 Teacher 4 not done4 | |
| The teacher encouraged the learners to read fluently and with expression | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done4 Teacher 4 not done4 | Teacher 6 encourage fluent reading with expression |
| The teacher monitored the learners | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done1 | Not implemented |
| The teacher gave proper assistance while they read | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done1 | Not implemented |
| The teacher modelled the use of new words | Teacher 1 done3,not done1 teacher 2 not done4 | Teacher 3 not done1 | Teacher 6 modelled the use of new words |
| The teacher encouraged the use of new vocabulary during discussion | Teacher 1 not done2,done 2 teacher 2 not done4 | Teacher 3 not done1 | Teacher 6 use of new vocabulary during discussion |
| The learners were encouraged to use appropriate comprehension monitoring strategies. | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done4 Teacher 4 not done4 | Not implemented |
| The learners were | Teacher 1 not done4 | Teacher 3 not done4 | Not implemented |

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| encouraged to use fix-up strategies such as: | teacher 2 not done4 | Teacher 4 not done4 | |
| Identifying where in the text the difficulty occurs | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done4 Teacher 4 not done4 | Not implemented |
| Looking back through the text | Teacher 1 not done4 done4 teacher 2 not done4 | Teacher 3 not done4 Teacher 4 not done4 | Not implemented |
| Asking yourself, | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done1 | Not implemented |
| Asking for help during reading. | Teacher 1 not done4 | Teacher 3 not done4 Teacher 4 not done4 | teacher 5 not done4 |
| The teacher reminded the learners to make use of their knowledge of text structure. | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done4 Teacher 4 not done4 | Teacher 5 not done4 teacher 6 not done4 |
| The teacher periodically assessed the learner's ability to monitor meaning, | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done4 Teacher 4 not done4 | Teacher 5 not done4 teacher 6 not done4 |
| Asking learners questions | Both teachers ask learner questions | Both teachers ask learner questions | Both teachers ask learner questions |
| Asking learners to generate questions | Both teachers did not ask learners to generate questions | Both teachers did not asking learners to generate questions | Both teachers did not asking learners to generate questions |
| The teacher periodically asked learners questions. | Both teachers ask learner questions | Both teachers ask learner questions | Both teachers ask learner questions |
| The teacher encouraged learners | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done4 teacher 4 not done4 | Teacher 5 not done4 teacher 6 not done4 |

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| to use self monitoring to decode words | | | |
| The teacher encouraged learners to use self pacing to decode words | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done4 teacher 4 not done4 | Teacher 5 not done4 teacher 6 not done4 |
| The teacher encouraged learners to use self directing to decode the words | Teacher 1 not done4 teacher 2 not done4 | Teacher 3 not done4 teacher 4 not done4 | Teacher 5 not done4 teacher 6 not done4 |

COMPONENT No.4: After Reading phase

| | | | |
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| The learners were asked to read aloud fluently sections of the text that substantiated answers to question they had made based on prior knowledge | Teacher 1 not done2/ done1 Teacher 2 not done3/done 1 | Teacher 3 not done3/done 1 teacher 4 notdone4 | Teacher 5 not done3/done 1 teacher 6 not done4 |
| The learners were asked to read aloud and confirmed of disproved predictions they had made based on prior knowledge | Teacher 1 not done2 /done2 Teacher 2 not done4 | Teacher 3 not done3/done 1 teacher 4 not done4 | Teacher 5 not done4 teacher 6 not done4 |
| The teacher asked the learners to retell the text they had read | Teacher 1 not done2/ done2 Teacher 2 done3/done 1 | Teacher 3 done3/not 1 teacher 4 not done2/ done2 | Teacher 5 done4 teacher 6 done4 |

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| | | | |
| The teacher asked the learners to retell the text they had read and concentrating on major events | Teacher 1 not done2/ done2 Teacher 2 done2/done2 | Teacher 3 done1/not done 3 teacher 4 not done2/done 2 | Teacher 5 done2/not done2 teacher 6 not done4 |
| The teacher asked the learners to retell the text they had read, concentrating on major concepts | Teacher 1 not done2/ done2 Teacher 2 done4 | Teacher 3 done3/not 1 teacher 4 not done3/done 1 | Teacher 5 not done2/done 2 teacher 6 done2/not done 2 |
| The learners were asked to explain their opinions | Teacher 1 not done1/done3 Teacher 2 not done3/done 1 | Teacher 3 done 1/not done 3 teacher 4 not done3/done 1 | Teacher 5 not done4 teacher 6 done3/not done1 |
| The learners were asked to explain their critical judgements | Teacher 1 not done2/ done2 Teacher 2 not done4 | Teacher 3 not done1/done 3 teacher 4 not done3/done 1 | Teacher 5 not done3/done 1 teacher 6 done1/not done3 |
| The teacher had the learners provide responses to the reading . | Teacher 1 done4 Teacher 2 not done2 | Teacher 3 not done1/done 3 teacher 4 not done3/done 1 | Teacher 5 done2/not done2 teacher 6done 1 /not done3 |
| The teacher had the learners provide responses to the reading and determine what is | Teacher 1 not done2/ done3 Teacher 2 not done2 | Teacher 3 done3/not done 1 teacher 4 not done 2/done 2 | Teacher 5 not done4 teacher 6 done2/not done2 |

| | | | |
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| important. | | | |
| Learners summarise what they read. | Teacher 1 done4 Teacher 2 not done2 | Teacher 3 done1/not done 3 teacher 4 not done3/done 1 | Teacher 5 done3/not done1 teacher 6 not done2/done 2 |
| Learners determine what is important in what they are reading. | Teacher 1 not done4 Teacher 2 not done2 | Teacher 3 done1/not done 3 teacher 4 not done3/done 1 | Teacher 5 not done4 teacher 6 done1/not done3 |
| Learners condensed the information. | Teacher 1 not done2/ done4 Teacher 2 not done2 | Teacher 3 done1/not done 3 teacher 4 not done4 | Teacher 5 not done3/done1 teacher 6 not done3/done 1 |
| Learners interpret the text on literal levels. | Teacher 1 done4 Teacher 2 done4 | Teacher 3 notdone2/done2 teacher 4 not done3/done 1 | Teacher 5 done3/not done1 teacher 6 not done1/done 3 |
| Learners interpret the text on an interpretive level. | Teacher 1 done3/not done 1 Teacher 2not done3 | Teacher 3 not done 1 teacher 4 not done3/done 1 | Teacher 5 not done4 teacher 6 not done2/done 2 |
| Learners interpret the text on an evaluative level. | Teacher 1 done3/not done 1 Teacher 2 not done 3 | Teacher 3 not done4 teacher 4 not done3/done 1 | Teacher 5 not done4 teacher 6 not done4 |
| Learners synthesis different points of view of the text | Teacher 1 done2/not done 2 Teacher 2 not done4 | Teacher 3 not done4 teacher 4 not done3/done 1 | Teacher 5 not done4 teacher 6 not done4 |
| Learners were encouraged to use | Teacher 1 done2/not done 2 | Teacher 3 not done4 teacher 4 not | Teacher 5 not done3/done1 teacher 6 done1/not done3 |

| | | | |
|---|--|--|---|
| new vocabulary orally. | Teacher 2 done3/not done 1 | done3/done 1 | |
| Examples of modelling were provided by the teacher | Teacher 1 done2/not done 2 Teacher 2 not done4 | Teacher 3 done1/not done 3 teacher 4 not done3/done 1 | Teacher 5 done1/not done3 teacher 6 not done3/done1 |
| The teacher continually monitored learner's comprehension | Teacher 1 done2/not done 2 Teacher 2 not done2 | Teacher 3 not done3/done 1 teacher 4 not done3/done 1 | Teacher 5 not done4 teacher 6 not done3/done 1 |
| The teacher continually provided appropriate feedback | Teacher 1 done2/not done 2 Teacher 2 not done3/done 1 | Teacher 3 not done4 teacher 4 not done4 | Teacher 5 done1/not done3 teacher 6 not done3/done 1 |

COMPONENT No.5: modelling of strategies

| | | | |
|--|----------|----------|----------|
| The teacher provided a clear explanation (explicit strategy instruction) about the structure of the strategy to be learned and described: <ul style="list-style-type: none"> • Why they use the | Not done | Not done | Not done |
|--|----------|----------|----------|

| | | | |
|--|----------|----------|----------|
| strategies | | | |
| <p>The teacher provided a clear explanation (explicit strategy instruction) about the structure of the strategy to be learned and described:</p> <ul style="list-style-type: none"> • When they use the strategies | Not done | Not done | Not done |
| <p>The teacher provided a clear explanation (explicit strategy instruction) about the structure of the strategy to be learned and described:</p> <ul style="list-style-type: none"> • What strategies to use | Not done | Not done | Not done |
| <p>The teacher provided a clear explanation (explicit strategy instruction) about the structure of the strategy to be learned and described:</p> <ul style="list-style-type: none"> • How to apply the strategies | Not done | Not done | Not done |
| The teacher modeled the use of the strategy in action so that | Not done | Not done | Not done |

| | | | |
|--|----------|----------|----------|
| learners were able to see how the strategy would be used in an appropriate situation | | | |
| The learners were encouraged to use before reading strategies independently. | Not done | Not done | Not done |
| The learners were encouraged to use during reading strategies independently. | Not done | Not done | Not done |
| The learners were encouraged to use after reading strategies independently. | Not done | Not done | Not done |
| Reading strategy instruction moved learners toward independent use through scaffolding | Not done | Not done | Not done |

COMPONENT NO.6: TEACHER PRACTICE OF COMPREHENSION STRATEGIES

| | | | |
|--|----------|----------|----------|
| Learners were grouped appropriately and flexibly | Not done | Not done | Not done |
| The teacher's management of the reading lesson provided for active | Not done | Not done | Not done |

| | | | |
|--|----------|----------|----------|
| learner engagement | | | |
| The pace and flow of the various phases of the reading lesson represented an effective use of strategies The teacher's instruction was sensitive to the diversity of learner's experiences and their social, cultural, ethnic, and linguistic needs | Not done | Not done | Not done |
| The teacher encouraged the learners to take informed risks and promoted safe failure and provided corrective feedback | Not done | Not done | Not done |
| The teacher used logically the following steps as guidelines during teaching comprehension strategies: Explanation: the teachers explains to learners why the strategy helps comprehension and | Not done | Not done | Not done |

| | | | |
|---|--|--|--|
| <p>when to apply</p> <p>Modelling: the teacher models or demonstrate how to apply the strategy, usually by thinking aloud while reading the text.</p> <p>Guided practice: the teacher guides and assist learners as they learn how and when to apply the strategy</p> <p>Application: the teacher helps learners practice the strategy until they can apply it independently</p> | | | |
|---|--|--|--|

APPENDIX F NATIONAL CURRICULUM STATEMENT PDF



NCS

APPENDIX G: FLC GAZETTE 30880



FFLC

APPENDIX H: TEACHING READING IN EARLY GRADES



Teaching reading in early grades

APPENDIX I: NRS – NATIONAL R.ST



NRS

APPENDIX J: CAPS



CAPS_ENGLISH



CAPS_TSHIVENDA

APPENDIX K: PHASES OF THEMATIC ANALYSIS

Phase Description of the Process

1. Familiarizing yourself with your data:

Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.

2. Generating initial codes: Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.

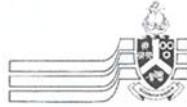
3. Searching for themes: Collating codes into potential themes, gathering all data relevant to each potential theme.

4. Reviewing themes: Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.

5. Defining and naming themes:

Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.

6. Producing the report: The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.



UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

| | | |
|---|---|--|
| CLEARANCE CERTIFICATE | CLEARANCE NUMBER : | EM 10/06/02 |
| <u>DEGREE AND PROJECT</u> | PhD Teaching of reading comprehension to Grade 3 Tshivenda-speaking learners | |
| <u>INVESTIGATOR(S)</u> | Ndileleni Paulinah Mudzielwana | |
| <u>DEPARTMENT</u> | Early Childhood Education | |
| <u>DATE CONSIDERED</u> | 27 February 2012 | |
| <u>DECISION OF THE COMMITTEE</u> | APPROVED | |
| CHAIRPERSON OF ETHICS COMMITTEE | Prof L Ebersohn |  |
| DATE | 27 February 2012 | |
| CC | Jeannie Beukes JC Joubert | |

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



APPENDIX – FIELD NOTES

Week 1:

I started going to schools. I organised with schools: principals and teachers. I distributed the consent forms to principals, teachers and parents. I discussed with the teachers and drew a timetable for lesson observation schedule. The teachers asked me if I will look at their preparations and their lesson plans. I could see that some of them were nervous. I explained to them that I am not on a fault finding mission. I explained to them that I am here because of the interest and concern about the level of learners' reading which seem to be remarkably low in South Africa including Tshivenda-speaking learners. I explained to them that during classroom observation my role was to observe and listen to their lesson presentation on reading comprehension. They were eager and willing to participate in the study as they too understood and confirmed there was a problem. I explained to them that I have an observation schedule, field notes form and an audiotape recorder. I explained that the observation schedule sheet had six components which I thought will cover relevant information to the study and that my focus was on the teaching of reading comprehension to Tshivenda-speaking learners. I explained that I would observe their teaching of reading comprehension before, during and after reading. I was happy that at the end of every discussion I had, teachers were ready and willing to participate in the study and ready to accept me in their classes. Some teachers were saying that they want to participate because they thought they will get assistance and improve the classroom practice in regard to the phenomenon inquiry. Some pointed out that it is true, teaching reading comprehension is a challenge and that there are learners who cannot read and write in their classes. I clearly explained to them my role in the process and that I was not going to interfere during their lesson presentation as I am a non-participant. My role was to stand to one side and view to experience without interfering. During this week I did not record the lesson.

Week 3:

During this week I observed all three schools; one lesson observation per teacher. During this week, I observed six lessons. I noticed that teachers are starting to be

more comfortable and free. Learners were looking very free; some came to talk to me during break. In some schools, they were reading a reader of which I am the co-author with colleagues and learners were excited to see one of the authors. There is a Government Gazette that indicates how literacy should be taught from Grade 1-3 on a daily basis. However, during classroom observation I noticed that each teacher has a way of introducing the lesson. Only one teacher, teacher 1, followed the steps indicated with oral where they discuss about weather chart before as one of the pre-reading phase activities before they discuss about the cover page for example. Some teachers start directly with the discussions about the cover page. What I can say at the moment is that it seems as if teachers are aware of the pre-reading phase even though they do not explain the purpose of reading to the learners but they engage learners with pre-reading activities for example talking about the illustrations, colours, the title and the names of authors. In one of the classes teacher1, class A, learners were encouraged to start writing in their books. Each learner would think of a title of the book, and not copy someone's title. Each would think about his/her own title. As in week 2, I continued to transcribe the field notes and listened to the audio tape every day after school before I forgot. What I noticed is the little time spent on reading comprehension. Teachers seemingly do not know exactly how to teach reading comprehension effectively. They do not seem to know the comprehension strategies; and they confirmed that indeed comprehension is difficult. They seem to be worried about those learners who can answer the questions correctly orally because they listened but they cannot get the answers from the text and they cannot write. In other words they cannot read and write. One teacher said 'if I can get the remedy for making learners to be able to read and write, then I will be happy'. It was shocking to me, because I could see that the challenge is that they are not aware of comprehension strategies, because they should first know the strategies and then first teach learners the strategies and their use.

Week 4:

During this week I observed two schools, B and C. In a way I had observed two lessons per teacher in all six teachers. Now I had a total of 12 classroom observation lessons. I noticed that the more time I spent in the classroom, the more teachers and learners became more comfortable. I felt I was a little invisible. This assisted me to see what was truly happening in the class. This is the week before recess for Easter

holidays. In the next term I would be able to see what happens over the terms. I then organised with the teachers for a focus group interviews to test the instrument. I explained to the teachers and they were willing to participate and we set up a date for the meeting. I asked for the classroom from the principal in School C, and she agreed. I asked the teacher to indicate which language they will prefer either English or Tshivenda, and they agreed on both. I explained that I would use the audio tape and take notes. This was just to remind them as it was mentioned in the consent form. I explained that on the day that we agreed for focus group interviews, I asked a colleague to accompany me to attend to the sessions. She would help me with taking some action pictures and to do member checking. They agreed because I did this during the classroom observations. What made me feel comfortable was the willingness to of the teachers to participate in the study even during the holidays. I consulted my supervisors Drs Joubert and Phatudi for advice. They suggested that I should go ahead but I should not lose focus of my study which is comprehension. Before the second round of classroom observations, they suggested that I should check the classroom observation schedule again, and that they were happy with component 3 on the schedule. They reminded me to be very careful and should make sure that each component on the observations schedule has some link to reading comprehension. Under each questions during reading I should observe if the teachers are encouraging the following aspects: self-monitoring, self-pacing and self-correcting strategies learners use in decoding the text. I consulted the literature. I found out that there is a link between decoding and comprehension; and that decoding assist learner to be able to connect and engage with the text. In their study, Verhoven and Van Leeuwe (2008) examined the effects word decoding has on comprehension by testing the lexical quality hypothesis. The study confirmed that there is a strong relationship between decoding and reading comprehension. The importance of big vocabulary in enhancing reading comprehension to the learners has also been confirmed. Research has revealed that vocabulary learning cannot be caught, but it should be taught and learned (Christ & Wamng, 2010). There seems to be urgency to providing developmentally appropriate vocabulary learning strategies that will equip learners with the skills and strategies for lifelong vocabulary development. When teachers use rich vocabulary in the classrooms, teach words fully so that their students can develop new word schemas and create an

environment where students can explore and use words, they are giving their students tools necessary for success in school and beyond (Scott & Nagy, 2004). The goal of a primary teacher is to help learners be aware of words they do not know and decide if the word is important to the meaning of the text. This metacognitive approach to word learning encourages learners to think about the unknown word, determine if they have heard it before, try to find the word's meaning from the rest of the sentence or paragraph, and look at the parts of the word in order to determine the meaning. This process is most often taught informally through shared storybook reading (Lublimer & Smetana, 2005). Immersing students in a variety of rich language experiences that allow learners to learn words through listening, speaking, reading and writing is key to an effective vocabulary program. Most of the new words primary grades children learn come from listening and discussion. Teachers of primary grades need to directly build their learners oral vocabularies through interactive oral reading (Graves, 2006). Effective interactive reading includes:

- Using interesting and enjoyable books for children.
- Having adults read with expression to engage children.
- Reading books several times.
- Focusing children's attention to a small number of words.
- Interaction of the reader and children as they discuss and ask questions about the text (Graves, 2006).

There is an overwhelming quantity of words learners need to learn. Teachers cannot teach all of them directly in a school year, but that does not mean they should not teach some of them. Not every word a teacher wants to introduce to learners from a text requires rich instruction and knowledge. Context can give enough information about some words to acquire and maintain meaning. Rich instruction is needed only for words that are necessary for comprehension of the text or that turn up in a wide variety of contexts, or that require more than a brief explanation to be understood (McKeown & Beck, 2004). The expert (Graves, 2006) agree on the following effective ways to teach a new word:

- Use a definition of the word and have students work with the word in context.
- Have learners actively relate similarities and differences of a new word to words and concepts they know and practice using the word in various

situations.

- Provide multiple exposures to a new word through games, definitions and using it orally and/or in writing.
- Review and remind learners about the word as it occurs in other contexts over time.
- Spend time learning the word.

Effective word learning instruction provides examples of a word used in various contexts and includes discussion what the word means in each context. Children need contextual and definitional information to gain understanding of how the meaning of a word changes in different contexts (Stahl, 2003). Therefore, one must possess the ability to quickly decode words in order for reading comprehension to occur. This means that decoding skills play a pivotal role in reading comprehension. I then added the above aspects (see Appendix C).

Week 5 :

After consultation with my supervisors, they suggested that I should have a focus group interviews before the second term when I start with the second phase of classroom observations. I explained to the teachers and they were happy about the idea. This was a second phase of classroom observations.

Date: 18 April 2011

Time: 15h00

Place: SCHOOL B

Participants: All six teachers

To counteract this unequal power relationship with the teachers and gain trust; I addressed them as colleagues and not as teachers and that I am not going to impose ideas on them but to learn from them. I explained to them that I believed and regarded them as experts in the field. I also explained that during focus group interviews there are no right or wrong answers and that each participant's contribution would be highly valued. We should therefore regard this session as a sharing approach opportunity. I explained that the instruments were designed to assist me to have focus. However, there were questions that emanated from the

discussions. By this, I addressed the ethical issues related to their involvement proactively and appropriately.

Week 6:

During the data interpretation, a concern was raised that the main concept of the study is to find out more about the concept reading comprehension and its importance in the lives of the learners. We discussed with the supervisors, and agreed. I then developed an interview schedule. I went back to schools and organised with individual teachers to meet them on their personal time after school. Fortunately they were all willing to participate again (see Appendix C). The interview gave me more information and broadened my understanding as to what they understand about the concept reading comprehension; what teachers regards as the importance of reading comprehension.