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APPENDICES

Appendix A: A Copy of the Questionnaire

Appendix B: Correspondence with Government Officials

Appendix C: Correspondence with School Principals

Appendix D: Correspondence with READ Educational Trust

Appendix E: Interview Schedule

Appendix F: Results of the Qualitative Research: Grade 4 educators

Appendix G: Results of the Qualitative Research: READ Staff

Appendix H: Clearance Certificate

Appendix A

A copy of the Questionnaire

Kindly Cross the applicable code or fill in the number where necessary

Office use:		
1. Respondent number	V1 <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	1-3
2. School Number	V2 <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	4-6

SECTION A: BIOGRAPHICAL INFORMATION

1.	<p>Gender</p> <p>Male <input style="width: 30px; height: 20px; text-align: center;" type="text" value="1"/></p> <p>Female <input style="width: 30px; height: 20px; text-align: center;" type="text" value="2"/></p>	<p>V3 <input style="width: 60px; height: 20px;" type="text"/> 7</p>																		
2.	<p>Age</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">20-24</td><td style="width: 20%; text-align: center;">1</td></tr> <tr><td>25-29</td><td style="text-align: center;">2</td></tr> <tr><td>30-34</td><td style="text-align: center;">3</td></tr> <tr><td>35-39</td><td style="text-align: center;">4</td></tr> <tr><td>40-44</td><td style="text-align: center;">5</td></tr> <tr><td>45-49</td><td style="text-align: center;">6</td></tr> <tr><td>50-54</td><td style="text-align: center;">7</td></tr> <tr><td>55-59</td><td style="text-align: center;">8</td></tr> <tr><td>60+</td><td style="text-align: center;">9</td></tr> </table>	20-24	1	25-29	2	30-34	3	35-39	4	40-44	5	45-49	6	50-54	7	55-59	8	60+	9	<p>V4 <input style="width: 60px; height: 20px;" type="text"/> 8</p>
20-24	1																			
25-29	2																			
30-34	3																			
35-39	4																			
40-44	5																			
45-49	6																			
50-54	7																			
55-59	8																			
60+	9																			
3.	<p>Teaching experience</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">1-5 years</td><td style="width: 20%; text-align: center;">1</td></tr> <tr><td>6-10 years</td><td style="text-align: center;">2</td></tr> <tr><td>11-15 years</td><td style="text-align: center;">3</td></tr> <tr><td>16 years and more</td><td style="text-align: center;">4</td></tr> </table>	1-5 years	1	6-10 years	2	11-15 years	3	16 years and more	4	<p>V5 <input style="width: 60px; height: 20px;" type="text"/> 9</p>										
1-5 years	1																			
6-10 years	2																			
11-15 years	3																			
16 years and more	4																			
4.	<p>Your highest educational qualification</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Lower than grade 12</td><td style="width: 20%; text-align: center;">1</td></tr> <tr><td>Grade 12</td><td style="text-align: center;">2</td></tr> <tr><td>Post school diploma</td><td style="text-align: center;">3</td></tr> <tr><td>B-Degree only</td><td style="text-align: center;">4</td></tr> <tr><td>Honours degree only</td><td style="text-align: center;">5</td></tr> <tr><td>Honours degree plus diploma/certificate</td><td style="text-align: center;">6</td></tr> <tr><td>Masters degree or doctorate only</td><td style="text-align: center;">7</td></tr> <tr><td>Masters degree or doctorate plus a teacher's diploma/certificate</td><td style="text-align: center;">8</td></tr> <tr><td>Other (specify)</td><td></td></tr> </table> <p>.....</p>	Lower than grade 12	1	Grade 12	2	Post school diploma	3	B-Degree only	4	Honours degree only	5	Honours degree plus diploma/certificate	6	Masters degree or doctorate only	7	Masters degree or doctorate plus a teacher's diploma/certificate	8	Other (specify)		<p>V6 <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> 10-11</p>
Lower than grade 12	1																			
Grade 12	2																			
Post school diploma	3																			
B-Degree only	4																			
Honours degree only	5																			
Honours degree plus diploma/certificate	6																			
Masters degree or doctorate only	7																			
Masters degree or doctorate plus a teacher's diploma/certificate	8																			
Other (specify)																				



5.	<p>In which of the following learning areas do you MOSTLY teach?</p> <p>Communication, literacy and language <input type="checkbox"/> 1</p> <p>Numeracy <input type="checkbox"/> 2</p> <p>Social Sciences <input type="checkbox"/> 3</p> <p>Natural Sciences <input type="checkbox"/> 4</p> <p>Arts and Culture <input type="checkbox"/> 5</p> <p>Economic and Management Sciences <input type="checkbox"/> 6</p> <p>Life orientation <input type="checkbox"/> 7</p> <p>Technology <input type="checkbox"/> 8</p>	V7	<input type="text"/> 12
6.	<p>Which of the following phases do you MOSTLY teach?</p> <p>Foundation phase <input type="checkbox"/> 1</p> <p>Intermediate phase <input type="checkbox"/> 2</p> <p>Senior phase <input type="checkbox"/> 3</p>	V8	<input type="text"/> 13
7.	<p>In which language do you mostly teach?</p> <p>Afrikaans <input type="checkbox"/> 1</p> <p>English <input type="checkbox"/> 2</p> <p>IsiSwati <input type="checkbox"/> 3</p> <p>Ndebele <input type="checkbox"/> 4</p> <p>Sepedi <input type="checkbox"/> 5</p> <p>South Sotho <input type="checkbox"/> 6</p> <p>TshiTsonga <input type="checkbox"/> 7</p> <p>Tshivenda <input type="checkbox"/> 8</p> <p>Tswana <input type="checkbox"/> 9</p> <p>Xhosa <input type="checkbox"/> 10</p> <p>Zulu <input type="checkbox"/> 11</p> <p>Other (specify) <input type="text"/></p> <p>.....</p>	V9	<input type="text"/> <input type="text"/> 14-15
8.	<p>Your school is a:</p> <p>Primary school (Grade R or 1 to Grade 12) <input type="checkbox"/> 1</p> <p>Combined school (Grade R or 1 to Grade 12) <input type="checkbox"/> 2</p>	V10	<input type="text"/> 16
9.	<p>Which of the following best describes your present post?</p> <p>Principal <input type="checkbox"/> 1</p> <p>Deputy-principal <input type="checkbox"/> 2</p> <p>Head of department <input type="checkbox"/> 3</p> <p>Educator <input type="checkbox"/> 4</p> <p>Other (specify) <input type="text"/></p> <p>.....</p>	V11	<input type="text"/> 17

<p>10.</p>	<p>What is the medium of instruction at Grade 4 level?</p> <p>English only <input data-bbox="738 237 812 277" type="text" value="1"/></p> <p>Afrikaans only <input data-bbox="738 277 812 318" type="text" value="2"/></p> <p>Other (specify)</p> <p>.....</p>	<p>V12 <input data-bbox="1003 141 1128 194" type="text"/> 18</p>
<p>11.</p>	<p>How would you classify the level of Grade 4 learner's writing skills since the implementation of READ's training programme?</p> <p>Excellent <input data-bbox="738 539 812 580" type="text" value="1"/></p> <p>Good <input data-bbox="738 580 812 620" type="text" value="2"/></p> <p>Average <input data-bbox="738 620 812 660" type="text" value="3"/></p> <p>Poor <input data-bbox="738 660 812 701" type="text" value="4"/></p>	<p>V13 <input data-bbox="1027 389 1128 443" type="text"/> 19</p>



SECTION B

The following statements relate to the READ's training programmes. (In this questionnaire the term training programme refers to the READ's language programme)

Indicate the extent to which you agree to each of the following statements using the following 5 (five) point scale, where

1 = strongly disagree

2 = disagree

3 = uncertain

4 = agree

5 = strongly agree

EXAMPLE

Indicate the extent to which you agree or disagree to the following statement:

READ's language programmes enable Gr 4 learners to write words. (if you disagree but not strongly then cross as follows)

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	--------------	---	---	---	----------------

Indicate the extent to which you agree or disagree to each of the following statements:

			Official Use					
12.	READ's training programmes allow language educator's to master the language skills	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V14 <input type="checkbox"/> 20
1	2	3	4	5				
13.	READ's method of training enables Gr 4 language educator's to improve their teaching skills	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V15 <input type="checkbox"/> 21
1	2	3	4	5				
14.	READ's trainer's presented course content which is relevant to Grade 4 learners in terms of the development of the writing skills	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V16 <input type="checkbox"/> 22
1	2	3	4	5				
15.	READ's method of training encourages peer assessment among educators in language teaching	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V17 <input type="checkbox"/> 23
1	2	3	4	5				



- N.B 1 = strongly disagree
 2 = disagree
 3 = uncertain
 4 = agree
 5 = strongly agree

16.	READ's trainers consider the trainee' pre-existing knowledge throughout the workshop	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V18 <input type="text"/> 24
1	2	3	4	5				
17.	Language educators are capable of undertaking the various administrative tasks, related to READ's training programmes	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V19 <input type="text"/> 25
1	2	3	4	5				
18.	READ's training programmes enable language educators to improve their professional growth	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V20 <input type="text"/> 26
1	2	3	4	5				
19.	Language educators who attended the READ workshops have a better understanding of language development in the primary schools	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V21 <input type="text"/> 27
1	2	3	4	5				
20.	READ's training programmes enable language educators to extend the range of techniques available for evaluation of language skills	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V22 <input type="text"/> 28
1	2	3	4	5				
21.	Language educators who attended READ's workshops are capable of applying language teaching skills that were acquired during training	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V23 <input type="text"/> 29
1	2	3	4	5				
22.	READ's training programme has a positive impact on the quality of language teaching in our school	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V24 <input type="text"/> 30
1	2	3	4	5				

- N.B 1 = strongly disagree
2 = disagree
3 = uncertain
4 = agree
5 = strongly agree

23.	READ's language programme enabled Gr 4 learners to improve vocabulary which is necessary for the development of writing skills	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V25 <input type="checkbox"/> 31
1	2	3	4	5				

SECTION C

The following statements relate to the specific READ's language programmes. Indicate the extend to which you agree or disagree to each of the statements below

24.	READ's training programmes enable Grade 4 learners to write imaginative and creative texts for a wide range of purposes	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V26 <input type="checkbox"/> 32
1	2	3	4	5				
25.	READ's language programmes assist Grade 4 learners to spell words correctly	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V27 <input type="checkbox"/> 33
1	2	3	4	5				
26.	READ's language programmes assist Grade 4 learners to write meaningful words	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V28 <input type="checkbox"/> 34
1	2	3	4	5				
27.	READ's training programmes assisted Grade 4 learners to follow the sequential steps in the writing process.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V29 <input type="checkbox"/> 35
1	2	3	4	5				



- N.B 1 = strongly disagree
 2 = disagree
 3 = uncertain
 4 = agree
 5 = strongly agree

28.	Since the introduction of the READ programme, Grade 4 learners were encouraged to develop their writing skills	1 2 3 4 5	V30 <input type="text"/> 36
29.	READ's training programmes guided Grade 4 learners on how to organise ideas in the writing process	1 2 3 4 5	V31 <input type="text"/> 37
30.	READ's language programmes enable Grade 4 learners' to improve their handwriting.	1 2 3 4 5	V32 <input type="text"/> 38
31.	READ's language programmes enable Grade 4 learners to write and design various media text (e.g. posters, cartoon strips)	1 2 3 4 5	V33 <input type="text"/> 39
32.	Since the introduction of the READ language programme, Grade 4 learners have been able to write meaningful paragraphs	1 2 3 4 5	V34 <input type="text"/> 40
33.	READ's training programmes guided Grade 4 learners on how to use prepositions correctly in the writing process.	1 2 3 4 5	V35 <input type="text"/> 41
34.	READ's language programmes assisted Grade 4 learners to use adjectives correctly in the writing process	1 2 3 4 5	V36 <input type="text"/> 42
35.	READ's training programmes enabled Grade 4 learners to use pronouns correctly in the writing process	1 2 3 4 5	V37 <input type="text"/> 43



- N.B 1 = strongly disagree
 2 = disagree
 3 = uncertain
 4 = agree
 5 = strongly agree

36.	READ's training programmes guided Grade 4 learners on how to use the adverbs correctly in the writing process	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V38 <input type="checkbox"/> 44
1	2	3	4	5				
37.	Since the implementation of the READ language programme, Grade 4 learners have been able to use the correct tense in writing	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V39 <input type="checkbox"/> 45
1	2	3	4	5				
38.	READ's language programmes enable Grade 4 learners to use punctuation marks correctly in sentences	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V40 <input type="checkbox"/> 46
1	2	3	4	5				
39.	READ's language programmes assist Grade 4 learners to differentiate between proper nouns and pronouns	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V41 <input type="checkbox"/> 47
1	2	3	4	5				
40.	READ's language programmes contribute to Grade 4 learner's ability to know prepositions and adjectives	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V42 <input type="checkbox"/> 48
1	2	3	4	5				
41.	READ's language programmes enable Grade 4 learners to give opinions and express feelings in writing	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V43 <input type="checkbox"/> 49
1	2	3	4	5				
42.	READ's language programmes ensure that Grade 4 learners are capable of answering questions in writing	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V44 <input type="checkbox"/> 50
1	2	3	4	5				



- N.B 1 = strongly disagree
 2 = disagree
 3 = uncertain
 4 = agree
 5 = strongly agree

43.	READ's language programmes enable Grade 4 learners to write stories	1 2 3 4 5	V30 <input type="text"/> 51
44.	READ's language programmes contribute to Grade 4 learners' ability to recognize and correct the sequence of sentences	1 2 3 4 5	V 45 <input type="text"/> 52
45.	READ's language programmes assist Grade 4 learners to respond to instructions when doing written exercises	1 2 3 4 5	V46 <input type="text"/> 53
46.	READ's language programmes have improved Grade 4 learners' writing skills in general	1 2 3 4 5	V47 <input type="text"/> 54
47.	READ's language programmes have improved Grade 4 learners' performance in writing	1 2 3 4 5	V48 <input type="text"/> 55
48.	The quality of language teaching in our school has improved a lot, since the implementation of READ's language programmes	1 2 3 4 5	V49 <input type="text"/> 56

- N.B 1 = strongly disagree
2 = disagree
3 = uncertain
4 = agree
5 = strongly agree

49.	READ's language programmes have improved the quality of language learning in our school	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V51 <input type="text" value=""/> 57
50.	Since the introduction of the READ programme, our school has been rating high in terms of language teaching	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V52 <input type="text" value=""/> 58
51.	The involvement of language educators in READ's training programmes enhances the overall effectiveness of language teaching in our school	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V53 <input type="text" value=""/> 59
52.	Our school management team is supportive of the READ programme	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V54 <input type="text" value=""/> 60
53.	Language educators who attended READ's training workshops were familiarized with different ways of assessing learners	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V55 <input type="text" value=""/> 61
54.	The introduction of the READ programme contributed to the establishment of a better learner and educator relationship	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V56 <input type="text" value=""/> 62
55.	Our school climate is conducive to effective implementation of READ's programme	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V57 <input type="text" value=""/> 63

SECTION D

The following items relate to the impact

N.B 1 = strongly disagree

2 = disagree

3 = uncertain

4 = agree

5 = strongly agree

56.	I consider our school to be the most effective in terms of language teaching in the province	1 2 3 4 5	V58 <input type="text"/> 64
57.	Our school is more effective than most schools in the province	1 2 3 4 5	V59 <input type="text"/> 65
58.	I consider our school to be more effective as other schools in the province	1 2 3 4 5	V60 <input type="text"/> 66
59.	Our school is less effective than most other schools in the province	1 2 3 4 5	V61 <input type="text"/> 67
60.	Our school is among the least effective schools in the province	1 2 3 4 5	V62 <input type="text"/> 68
61.	Our schools could be rated amongst the well-resourced schools in the province	1 2 3 4 5	V63 <input type="text"/> 69
62.	Our school is more resourced than most schools in the province	1 2 3 4 5	V64 <input type="text"/> 70
63.	Our school is about as resourced as other schools in the province	1 2 3 4 5	V65 <input type="text"/> 71



- N.B 1 = strongly disagree
 2 = disagree
 3 = uncertain
 4 = agree
 5 = strongly agree

64.	Our school is less resourced than most other schools in the province	1 2 3 4 5	V66 <input type="text"/> 72
65.	I consider our school to be the least resourced in the province	1 2 3 4 5	V67 <input type="text"/> 73
66.	I consider our class to be excellent in terms of language development since the implementation of the READ language programme	1 2 3 4 5	V68 <input type="text"/> 74
67.	I consider our class to be average in terms of language development since the implementation of the READ language programme	1 2 3 4 5	V69 <input type="text"/> 75
68.	Our class is poor in terms of language development since the implementation of the READ language programme	1 2 3 4 5	V70 <input type="text"/> 76

THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN
 COMPLETING THIS QUESTIONNAIRE

Submission date: October
 2005

Appendix B

Correspondence with Government Officials

Enquiries: Mrs K. Jackie Rankapole
Tel. No. (015) 290 3400 or
0826914193

UNISA
P.O. BOX 2805
POLOKWANE
0700

28-06-2004

The Head of the Department
Department of Education
P/Bag X9489
0700

Sir/Madam

**RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN
PUBLIC SCHOOLS: RANKAPOLE K.JACKIE MRS
TOPIC: DEVELOPING WRITING COMPETENCES: A CASE STUDY OF
EDUCATORS' EXPERIENCES WITH A READ EDUCATIONAL TRUST
TRAINING PROGRAMME IN PRIMARY SCHOOLS**

1. I hereby wish to apply for permission to do research in public schools. The aim of the investigation is to assess the impact of intervention programmes offered by service providers like READ Educational Trust. READ is only used as a case study in the investigation and the ultimate aim is to determine the extent to which such programmes impact on the quality of language teaching and learning in the primary schools. The researcher decided to focus on the writing skills of primary school learners because regular monitoring visits, reports and the results of baseline tests confirmed that it remains a problem area.
2. The investigation will be done in project schools where READ's language programmes are being implemented. The findings of the study could be used to gauge the importance of such intervention programmes which will in turn enable policy-makers to plan for the improvement of language teaching and learning in the primary schools.
3. Finally, the researcher would like to assure the Department of Education that ethical issues will be considered throughout the study. Subsequently, the research findings will be submitted to the provincial Department of Education and participating schools on completion of this research study.

Yours faithfully

.....
Mrs K.Jackie Rankapole
RESEARCHER

Appendix C

Correspondence with School Principals

Enquiries: Mrs K. Jackie Rankapole
Tel. (015) 290 3442
Or 0826914193

Box 2805
UNISA
POLOKWANE
01 March 2007

The District Manager/School Manager
.....
.....
.....

Dear Sir/Madam

**RE: INTERVIEWS: RANKAPOLE K.J. (AN ASSESSMENT OF THE
IMPACT OF READ'S TRAINING PROGRAMMES ON GRADE 4
LEARNER'S WRITING COMPETENCIES).**

1. This serves to inform the District Coordinators and school managers that the first phase of this summative evaluation has been successfully completed. The first phase was aimed at assessing Grade 4 educator's perceptions on READ's training works as well as the impact of the programme on Grade 4 learner's writing competencies. A questionnaire and the achievement test were used as data collection tools.
2. The second phase, on the other hand, involves implementation analysis and it will be conducted through the interviews. In other words, the researcher will interview the same educators who completed the questionnaire during the first phase of the research project. Only 20 READ project schools will be involved in the second phase.
3. The dates for the interviews will be communicated to the selected schools as soon as the sampling process has been completed.

Thank you in advance

.....
Mrs K.J. Rankapole
Researcher

Enquiries: Mrs K.J. Rankapole
Tel. (015) 290 3442

UNISA
Box 2805
Polokwane
0700

2 September 2005

The Principal

.....
.....
.....

RE: REQUEST TO PILOT THE QUESTIONNAIRE AT YOUR SCHOOL:
MRS K.J. RANKAPOLE

Dear Sir/Madam

1. The matter above bears reference.
2. The above-mentioned researcher would like to ask for permission to pilot the questionnaire at your school. Only 2 Grade 4 language educators per school will be involved in the pilot project. I would like to do it on the 26, September 2005.
3. In the spirit of good research practice and ubuntu, the researcher would like to assure the SMT that she will honour the research ethics and rules as stipulated by the University of Pretoria and the Provincial Department of Education. Kindly refer to the attached approval in this regard.
4. Your cooperation will be highly appreciated.

Kind Regards

.....
Mrs K.Jackie Rankapole
Researcher

Enquiries: Mrs K.J. Rankapole
Tel. (015) 290 3442
or 0826914193

UNISA
Box 2805
Polokwane
0700

The Principal

.....
.....
.....

RE: CONDUCTING RESEARCH IN PUBLIC SCHOOLS: MRS K.J.
RANKAPOLE

Sir/Madam

This serves to inform the School Management Team (SMT) that an assessment of READ's language programmes will be undertaken at your school. Grade 4 educators who have been involved in the implementation of READ's training programmes will be participating in the investigation.

Tentative dates and time slots will be communicated to school principals as soon as they have been finalized. The researcher is also willing to adhere to the rules that are stipulated by the provincial Department of Education.

Yours in the enhancement of quality education

.....
Mrs K.J. Rankapole
Researcher

Appendix D

Correspondence with READ Educational Trust

Enquiries: Mrs K. Jackie Rankapole
Tel (015) 290 3442
0826914193

No. 50 Letaba Str
Penina Park
POLOKWANE
0700

01 March 2007

The Training Manager
READ Educational Trust
4 Handel Road
Ormonde
2091

Dear Sir/Madam

RE: REQUEST TO INTERVIEW READ PERSONNEL:
RANKAPOLE K.J

1. This serves to inform the training manager that the research study on the impact of READ's training programmes has developed well. The researcher would also like to inform your office that she will soon be interviewing Grade 4 educators with a view to gauge their perceptions of the training programmes. It is therefore important for the researcher to also interview READ staff in order to do implementation analysis. The main idea is to link the responses of all the stakeholders in the interpretation of data to avoid skewed results

2. The whole concept of customer reaction and satisfaction is very crucial as it determines the merit and worth of any training programme. It is for this reason that the researcher would like to apply a holistic approach to the study. It is very imperative to identify even the intangible benefits of READ's training programmes during the research process. The following staff members will be interviewed on the general implementation of READ's training programmes with special reference to writing as a skill:
 - The Training Manager
 - The Project Coordinator(s)

➤ READ trainers

3. The dates for the interviews and the number of interviewees will be arranged through the training manager as soon as the interview schedules are ready.

Your cooperation in this regard will be highly appreciated

Kind Regards

.....
Mrs K.J. Rankapole
Researcher

Appendix E

An Interview Schedule

INTERVIEW SCHEDULE(S)

GRADE 4 EDUCATORS

1. Do you implement the READ programme as an alternative to your traditional language teaching practice or do you incorporate the programme into the traditional classroom practices? Explain where and how one would expect to find major changes to classroom teaching in general due to READ interventions?
2. How well have you been trained on how to implement READ's training programmes? How have the READ training methods and strategies influenced your own teaching methods and strategies? To what extent did participation in the READ training change your teaching practices? Explain why you think your teaching practices changed as a result of the READ programme?
3. In what ways did READ's training programmes impact on your teaching practices? To what extent did participation in READ's training change your teaching practices? Explain why you think that your teaching practices changed as a result of the READ programme.
4. What are some notable changes at the school that could be attributed to READ? How many written activities did Grade 4 learners write per week before the implementation of READ? How many written exercises did they write per week since the implementation of READ? How many written tests did they write per quarter before the implementation of READ? How many written tests per quarter did they write since the implementation of READ? What are the improvement levels of their writing performance in percentages? What was the pass rate of LLC before the implementation of READ? What is the pass rate of LLC since the implementation of READ's training programmes? Tell me why you think these changes could be attributed to READ. What do you think the situation was before the READ programme?
5. To what extent has the READ training programmes had an influence on your professional development? How did the READ training enable you to apply the acquired language teaching skills in the classroom? How does your professional development contribute to language teaching at your school?
6. What according to you, is the most significant influence the READ programme has had on the writing skills of Grade 4 learners? How would you rate its impact on their development of the following aspects of writing: Indicate by saying whether the impact was poor, average, good or excellent
Spelling
Use of Punctuation Marks
Use of Prepositions
Use of Adverbs
Use of Adjectives
Use of Pronouns
Sequencing

Fill in Questions
Sentence Construction
Use of Tense

7. What does READ do to monitor the implementation of its training programmes? What kind of support does READ offer to ensure effective implementation of its training programmes? How often did READ trainers visit your school? Tell me about the overall coordination of the READ programme.
8. What type of incentives do you receive as a token of the recognition of your ability to implement READ's training programmes? How many rewards or incentives have you received as an educator who is implementing the READ programme?
9. What writing skill, as it relates to language teaching, did you have to acquire on your own that READ's training did not provide? What aspect of writing was not covered by the READ programme? What do you think should be improved in the READ programme?
10. What are the challenges facing you as educators who implement READ's training programmes? How much time has been allocated for LLC periods? How many LLC periods do you have per week? To what extent does the school principal support the implementation of the READ programme? How conducive is the school environment to the general implementation of the READ programme? Tell me about the availability of the resources at your school.

READ STAFF

1. What does READ's mission statement say about the development, implementation and maintenance of training in schools? To what extent does it take the learner's level of development into consideration? How possible is it for the educators to be able to integrate READ's language programmes into their daily lesson plans. How does READ ensure the sustainability of its language projects in schools?
2. How effective are the READ language programmes in achieving the national aims and outcomes specified by the national curriculum statements?" and "How do you measure the successes achieved by the READ programmes?"
3. What are some tangible or measurable results in the last three years of organizational success? How were the results obtained?
4. What are the differences between READ's approach to language teaching and that of the traditional school? "Where does according to you, lie the major difference in the strategies and approaches followed by READ, and the traditional approaches in our schools?"

5. “Are the READ programmes more successful in achieving the national outcomes than the traditional teaching strategies”. If they are, where would you expect to find the major differences between READ programmes and traditional teaching methods and strategies?”
6. Which aspects of writing does READ cover at Grade 4 level? “To what extent does the READ programme cover aspects of writing as reflected in the national curriculum statements?”
7. How does READ ensure effective implementation of its training programmes? Tell me about the model that underpins READ’s training programmes.
8. Which system of monitoring does READ use to sustain its training programmes? How consistent is READ’s monitoring system?” Tell me about the benefits of READ’s monitoring system.
9. How does READ deal with training evaluation and the benefits the training programmes have to offer? How often are the evaluations conducted.
10. What are some of the notable examples in the last three years of organizational success in acquiring new projects.
11. “Tell me about the success stories linked to READ language interventions in schools”“What makes READ unique? In other words, why would you sell READ to schools as opposed to our traditional language teaching strategies?”
12. “On which teaching and learning theories do you build the READ training programme?” “On which language teaching theories do you build the READ training programme?”
13. What are the challenges facing you as READ managers and trainers? “To what extent is top management supportive of the implementation and monitoring of READ’s training programmes?”

SAMPLING

Intend to use purposive sampling. To select 20 schools from a population of 80 schools that participated in levels 1 & 2 of the investigation i.e 10 schools in Mahwelereng district and 10 schools in Bela-Bela or Warmbaths district. The idea is to link their responses to the findings of level 1, namely their reaction to READ’s training programmes. Total No. of respondents to be used =40. 50% of the selected schools are in the rural areas and the other 50% is in the urban areas. To address level 4 of the conceptual framework, namely, business impact, one would interview (1) training manager, two (2) project coordinators and four (4) trainers from READ. But my promoter is suggesting that I stratify my sample by including 20 representative schools in the sample. Could I stratify these

schools according to their location, i.e urban, rural and deep rural areas?
Or as performing and under-performing schools? What criteria should
one consider when selecting representative schools?

Appendix F

Results of the Qualitative Research: Grade 4 educators

Results of the Qualitative Research: Grade 4 Educators

THEMES	RESPONDENT	SCHOOL 1	SCHOOL 2	SCHOOL 3	SCHOOL 4
1.Integration of READ's training programmes	Educator 1	We have learnt a lot. Grade 4 Learners also have good mastery of English. We do integrate the READ programme into the traditional teaching practices. Grade 4 learners speak English fluently. They also write well	We integrate READ's training programmes into the traditional teaching practices. READ empowered our learners very much. They are able to engage in discussions. READ involves learners a lot. We display resources and learner's work	We integrate it into the traditional practices. The learners can perform drama. They also know how to handle books. The educators were provided with books during READ's workshops.	I implement it as alternative. In other words, I integrate it into the traditional teaching practises
	Educator 2	We integrate it into the traditional teaching practises. Grade 4 learners are able to write sentences by themselves. They are not good at reading but they perform well in writing	We have learnt a lot of strategies. We also integrate the READ programme into the traditional teaching practises. Grade 4 learners do well in spelling and writing	We integrate it into the traditional teaching practises. The learners are able to read, write and speak English fluently. They also know how to share ideas. Learners participate in class through shared reading and shared writing	I integrate it into the traditional teaching practises learners are able to do written activities and spelling. They are able to use books. They are also active learners
2.Impact of READ's training on Grade 4 educators' application skills	Educator 1	I have been well trained. I am able to refer to the material. I have learnt a lot from READ. They also gave us steps which serve as a guide. READ's training programmes encourages the involvement of an educator and that of learner	We have been trained on how to read to the learners. Grade 4 learners are able to match, spell and translate words. They also know how to read and write. We manage to apply the acquired knowledge because of the training manuals	We have been well trained. I was also shy before the implementation of READ's training programmes but I am no longer shy since the implementation of READ's training programmes	I have been well trained. Learners are very much creative. Their writing skills have changed due to the READ programme
	Educator 2	We need more training on READ's methodologies because Grade 4 learners find it difficult to read. They gave us manuals and they are very useful. There is an improvement because of READ's training programmes. Grade 4 learners are able to read and write on their own.	We have been well trained. I am able to refer to the material. They trained us on how to apply the acquired knowledge. READ's training programmes involve both the educator and the learner	It was difficult for me to apply my teaching methods before the implementation of READ's training programmes. It became simple for me to do so after the implementation of READ's training programmes	I have been well trained. I was shy before the implementation of READ. I am an active educator since the implementation of READ.



	Educator 2	I'm able to teach Grade 4 learners to read and spell words. The manuals are useful. READ's training programmes enable me to identify slow, average and gifted learners	READ's training programme involves both the educator and the learner. I am able to teach English. The programme has impacted on my teaching practices	READ's training programmes have impacted on Grade 4 learners reading, spelling and speaking skills. The READ programme motivates learners and encourage them to share ideas. The READ programme has impacted on my teaching practices	READ has impacted on Grade 4 learner's participation in class. They are also capable of reading fiction books
5. Impact of READ's training programme on Grade 4 learner's writing Competencies	Educator 1	SP-Excellent UPM-Good UP-Good UA-Average UADJ-Good UP-Good Sequencing-Good Fill in Q-Good SC-Good UT-Good	SP-Good UPM-Good UP-Good UA-Average UADJ-Good UP-Good Sequencing-Good Fill in Q-Good SC-Good UT-Good	SP-Average UPM-Average UP-Good UA-Good UADJ-Good UP-Good Sequencing-Good Fill in Q-Excellent SC-Excellent UT-Good	SP-Average UPM-Average UP-Average UA-Good UADJ-Good UP-Good Sequencing-Excellent Fill in Q-Good SC-Average UT-Good
	Educator 2	SP-Poor UPM-Good UP-Good UA-Good UADJ-Good Use of Pronouns-Good Sequencing-Good Fill in Q-Good SC-Good Use of Tense-Good	SP-Excellent UPM-Good UP-Good UA-Good UADJ-Good Use of Pronouns-Good Sequencing-Good Fill in Q-Good SC-Good Use of Tense-Good	SP-Good UPM-Good UP-Good UA-Good UADJ-Average Use of Pronouns-Good Sequencing-Good Fill in Q-Good SC-Good Use of Tense-Good	SP-Good UPM-Good UP-Good UA-Good UADJ-Good Use of Pronouns-Excellent Sequencing-Good Fill in Q-Good SC-Excellent Use of Tense-Good
6. Impact of READ's training on Grade 4 educator's professional development	Educator 1	The programme has improved my teaching skills. They also gave us enough materials at the workshop. READ has empowered me a lot.	It has done so because they gave us enough materials, READ has impacted on my professional development.	My professional development has improved to an extent that I registered with UNISA. READ's material encourages group work. The programme has improved my own professional development very much.	My professional development has improved. It helps me to work with a team. I am able to interact with the learners. The learners are able to speak in English.
	Educator 2	I'm able to use READ's materials. The programme also helps me on how to approach the lesson. READ's training programme has impacted on my professional development	READ's training programme has improved my professional development. It enables me to use teaching aids. I can also teach writing and reading skills very well	READ's training programmes have impacted on my professional development. Grade 4 learners are able to construct meaningful sentences because of READ's training programmes. I'm currently furthering my studies with UNISA	I am able to apply the acquired knowledge READ's materials are very useful.



<p>7. Notable Changes</p>	<p>Educator 1</p>	<p>We did 1 written activity per week before the implementation of READ's training programmes. We did 5 written activities since the implementation of READ's training programmes. They wrote 3 written tests per quarter before the implementation of READ's training programmes. They wrote 12 written tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved by 40%. The pass rate was poor before the introduction of READ. It was at 40%. The pass rate has improved to 60% since the implementation of READ's training programmes. All these changes can be attributed to READ as the service provider.</p>	<p>Grade 4 learners wrote 2 written activities per week before the implementation of READ's training programmes. We did 5 written activities per week since the implementation of READ's training programmes. We did 1 written test per quarter before the implementation of READ's training programmes. They wrote 3 written tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved by 60%. The pass rate of LLC was 40%. It has improved to 70%. The situation was good but now it is excellent</p>	<p>We did 2 written activities per week before the implementation of READ's training programmes and 4 written activities per week since the implementation of READ's training programmes. They wrote 1 test per quarter before the implementation of READ's training programmes. We did 3 written tests per quarter since the implementation of READ's training programmes. The improvement level of their writing performance is 60%. The pass rate was 45% and it is 90% since the implementation of READ. All these changes can be attributed to READ</p>	<p>1 written activity per week before the implementation of READ. 5 written exercises per week. 3 written tests per-quarter before READ programme and 3 written tests after the implementation of READ. Writing performance has improved by 50% before implementation of READ. The standard was low before the implementation of READ but now it is high.</p>
	<p>Educator 2</p>	<p>They wrote 2 written activities per week before the implementation of READ's training programmes. Grade 4 learners wrote 5 written activities after the implementation of READ's training programmes. They wrote 3 written tests per quarter before the implementation of READ's training programmes. They now write 6 written tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved by 20%. The pass rate was less than 50%, but now it has improved to 60%. The changes could be attributed to READ because of its methodology.</p>	<p>They wrote 4 written activities per week before the implementation of READ's training programmes. They wrote 6 written activities per week after the implementation of READ's training programmes. They wrote 6 tests per quarter before the implementation of READ's training programmes. They wrote 12 written tests per quarter since the implementation of READ's training programmes. The pass rate of LLC was at 40% but it has improved to 70%. It was the only English programme. Learners participate throughout the lesson. All these changes could be attributed to READ</p>	<p>Grade 4 learners wrote 3 written activities per week before the implementation of READ's training programmes. They wrote 5 written tests per week after the implementation of READ's training programmes. They wrote 1 test per quarter before the implementation of READ's training programmes. They wrote 3 tests per quarter since the implementation of READ's training programmes. The improvement level of their writing performance is 65%. The pass rate of LLC was 40%. It has improved to 60% since the implementation of READ.</p>	<p>1 written activity per week before the implementation of READ. 4 written exercises. Since the implementation of READ. 1 written test per quarter before the implementation of READ, The improvement level of their writing performance is 60%. The pass rate of LLC was 45%. It has improved to 90% since the implementation</p>
<p>8. Monitoring of READ's training programmes</p>	<p>Educator 1</p>	<p>READ has given us much support. READ trainers visited the school after the workshop. The coordination of the programmes was very good!</p>	<p>They gave support after attending the workshop. They visited us after every two weeks</p>	<p>They supported us a lot. The trainers explained concepts to us if we did not understand the methodology. They visited us once a quarter</p>	<p>READ gave us more support during their monitoring visits. They also guide us on the implementation of the programme. They visited us every month.</p>



	Educator 2	They gave us the material after the workshop. They also visited us after training. They visited us once a quarter	They visited us after the workshops. They gave us support. They came once a month. The coordination of the programme was very good	They gave us enough reading materials. They also monitored the implementation of the language programme. They visited us once a month. The overall coordination of the programme was very much good	They gave us support through monitoring of their programme. They visited us once a month. They guide us on how to apply the acquired skills.
9.Incentives	Educator 1	I have been given a certificate after the workshop. Some of the trainers also gave us material.	They gave me the certificate as a reward for being the best teacher.	Some of us have received rewards but I have not received any reward.	We received certificates cups and charts. Our school is not well resourced
	Educator 2	I have been given a certificate after the workshop.	I did receive a certificate	I have not receive anything after training	READ gave us some incentives
9.Writing Skills covered by READ	Educator 1	READ's training programmes have covered all the aspects of writing	READ covers all aspects of writing. READ must not focus only on English. It must offer intervention programmes in other languages as well	READ covers everything. It covers all aspects of writing. READ could improve in other learning areas.	READ covers every aspect of writing.
	Educator 2	Read has covered all the aspects of writing	READ's training programmes covered all the aspects of writing. READ must not offer its programme only English.	The learners were able to write on their own. READ's training programmes have to teach few learners.	READ covers everything
10.Challenges	Educator 1	The duration of LLC periods is 30 minutes. There are 32 periods per week. English as a medium of instruction is a barrier to the implementation of READ's training programmes. Some learners battle to understand language concepts. The principal is very much supportive of READ's training programme Our school is well resourced	The duration of LLC periods is 30 minutes. We have got 5 LLC periods per week. Grade 4 learners struggle a lot because they are second language speakers. The principal is supportive of the READ programme Our school is well resourced	Newly admitted learners do not cope with READ's methodologies. The duration of LLC periods is 30 minutes. There are 10 LLC periods per week. The principal supported us a lot. He even transported us to the workshop. Our school have got some resources. They only thing we are in need of is the library.	READ. LLC period takes 30 minutes. We have got 10 LLC periods per week. English is a barrier because some learners do not understand concepts. The principal is supportive of READ. Our school is well resourced
	Educator 2	The duration of LLC periods is 30 minutes. There are 7 LLC periods per week. English as a medium of instruction is a barrier to the implementation of READ's training programmed. We sometimes explain language concepts in Sepedi. The principal is supportive of READ's training programmes Our school is well resourced	The duration of LLC periods is 30 min. There are 5LLC periods per week. English as a medium of instruction is a barrier to the implementation of READ's training programmes. READ must also focus on other languages. The principal is supportive of READ's training programmes. The school environment is conducive for the implementation of READ's training programmes. Our school is well-resourced.	The duration of the LLC lesson is 25 minutes. There are 17 LLC periods per week. Learners are able to answer questions in English. Educators are able to teach in English since the implementation of READ. The principal is supportive of READ's programme. He even visited us during our LLC lessons. Our school is well-resourced.	The duration of the LLC lesson is 30 min. We have got 7LLC periods per week. It is a barrier because most of the learners can only understand their mother-tongue. The principal supports the implementation of READ. Our school is well-resourced.

THEMES	RESPONDENT	SCHOOL 5	SCHOOL 6	SCHOOL 7	SCHOOL 8
1.Integration of READ's training programmes	Educator 1	We integrate it into the traditional teaching practices. When teaching children according to READ's training approach, we explain the cover of the book itself to learners, author, picture interpretation, share ideas	We Integrate it into the traditional teaching practices. The programmes assisted us with advanced teaching skills. We are in apposition to correct the learners during the lesson	We integrate it into the traditional teaching practices. We achieve this through READ's methodologies and equipment	We integrate it into the traditional classroom practises Grade 4 learners are able to read and express themselves
	Educator 2	We integrate it into the traditional practises. We integrate READ's training programmes into the old methodology, because we have a resource corner for the implementation of READ's training programmes.	Classroom practises are suitable for the learner' level of development READ's training programme enable the learners to understand second languages	We integrate it into the traditional teaching practices. READ's training programmes brought some changes to our school. The learners learn where to put commas, full stops.	We integrate it into the traditional teaching practises. The READ programme has got many activities. It enables learners to read and write well
2.Impact of training on Grade 4 educator's application skills	Educator 1	I know how to interpret language concepts. I'm free to do so because of READ. I can share ideas with other teachers.	I've been trained to teach the learners how to express themselves. They read books with understanding I Know how to prepare since the implementation of READ's training programmes	I've been well trained. I know how to use activity materials and books from READ.	We have been well trained. READ's methods enables learners to understand language concepts.
	Educator 2	During the READ workshop, the co-ordinator gave us an activity at the end of the presentation. They gave us support whenever we needed assistance	READ's training programmes have improved improved my teaching strategies I know how to apply the acquire knowledge. Learners enjoy reading, speaking and writing excercises	Grade 4 learners know hoe to interpret pictures. I know how to apply the acquired knowledge	It assists us a lot because it replaces the traditional teaching methods We have been well trained. The trainer was active and she made the workshops enjoyable. READ influenced our teaching methods because of its structured workshops
3.Impact of training on Grade 4 educator's teaching practises	Educator 1	READ's training programmes ave impacted on my teaching practices. It replaces the old method of teaching	As an educator, I know how to present a lesson. Learners know how to speak English fluently and they write their own stories. Grade 4 learners were not able to do all these things before the introduction of READ's training programmes at our school.	We use the materials that were provided by READ. READ's training programmes brought many changes to our school Learners do dramas and stories by themselves Learners form words and construct meaningful sentences on their own.	READ's method is learner-centred. Learners are able to interpret pictures on the chalkboard READ's method is different from the traditional method of teaching.
	Educator 2	Grade 4 Learners in READ's project schools are very active as compared to those who were not exposed to READ's training programmes.	Grade 4 learners in READ's project schools are very active and they participate a lot in class. READ project school learners differ from those who were not exposed to READ's training programmes	Grade 4 learners are able to construct meaningful sentences by themselves READ's training programmes impacted on Grade 4 learner's ability to learn language concepts	They supported us through workshops and follow-up visits. Sometimes they demonstrated the lessons themselves.

<p>4. Notable Changes</p>	<p>Educator 1</p>	<p>Grade 4 learners wrote 3 activities per week before the implementation of READ's training programmes. They wrote 3 activities since the implementation of READ's training programmes They wrote 1 test per quarter before the implementation of READ's training programmes. Grade 4 learners wrote 3 tests per quarter since implementation of READ's training programmes. Grade 4 learner's writing performance has improved by 20 %. The pass rate of LLC was 39% before the implementation of READ's training programmes. The pass rate of LLC has improved to 49% since implementation of READ's training programmes. READ's training programmes assists in the identification of slow and gifted learners</p>	<p>We have been doing 2 written activities per week before the implementation of READ's training programmes. We are doing 4 written activities since the implementation of READ's training programmes We did 6 written tests per quarter before the implementation of READ's training programmes. We do 3 written tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved by 70% The pass rate of LLC was 40% before the implementation of READ's training programmes. The pass rate of LLC has improved to 70% after the implementation of READ's training programmes. Everything is very simple since the implementation of READ's training programmes</p>	<p>Grade 4 learners wrote 2 activities per week before the implementation of READ's training programmes. They wrote 5 activities per week since the implementation of READ's training programmes. They did 3 written tests per quarter before the implementation of READ's training programmes. They do 7 written tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved by 40 % The pass rate of LLC was 40% before the implementation of READ's training programmes The pass rate of LLC is 70% since the implementation of READ's training programmes READ provided us with more material during the workshop.</p>	<p>They wrote 2 activities per week before the implementation of READ. They wrote first test since the implementation of READ. They wrote 1 test per quarter before the implementation of READ. They wrote 1 test per quarter since the implementation of READ</p>
	<p>Educator 2</p>	<p>We did 2 written activities per week before the implementation of READ's training programmes. We do 3 written activities since the implementation of READ's training programmes. They did 3 written tests per quarter before the implementation of READ's training programmes They wrote 5 tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved by 70 % The pass rate of LLC was 54% before the implementation of READ's training programmes The pass rate of LLC is 75% since the implementation of READ's training programmes because of READ's material The traditional method of teaching encouraged cram work.</p>	<p>We did 2 written activities per week before the implementation of READ's training programmes. We do 2 written activities since the implementation of READ's training programmes. They wrote 1 tests per quarter before the implementation of READ's training programmes. They wrote 3 tests per quarter since the implementation of READ's training programmes Grade 4 learner's writing performance has improved to 80 % The pass rate of LLC was 40% before the implementation of READ's training programmes. The pass rate of LLC is 80% since the implementation of READ's training programmes READ's training programmes are effective, the situation was bad before READ.</p>	<p>We had 3 written activities per week before the implementation of READ's training programmes. We do 5 written activities per week since the implementation of READ's training programmes. We had 3 written tests per quarter before the implementation of READ's training programmes. We do 5 written tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved by 80 % The pass rate of LLC was 20% before the implementation of READ's training programmes The pass rate of LLC is 70% since the implementation of READ's training programmes READ brought some notable changes to our school. The situation was bad before the READ programme was introduced to our school.</p>	<p>They wrote 2 activities before the implementation of READ's training programmes. They wrote 4 activities since the implementation of READ. Grade 4 learner's writing performance has improved to 80%. The pass rate of LLC was 40% before the implementation of READ. The pass rate of LLC is 60% since the implementation of READ's training programmes. The READ trainers arrange workshops for us.</p>

5. Influence of READ's training programmes on Grade 4 educator's professional development	Educator 1	Our Learners are now struggling because READ is no longer existing. The neighbouring school learners used to learn language skills from our learners. READ increased our vocabulary by giving us materials such as tokens. It improved our teaching skills as well. We are no longer shy	Grade 4 learners' written and spoken language is better than before. I acquired teaching skills. I am also in a position to teach life skills, numeracy and social science. Foundation phase learners are able to communicate with other learners, educators and even parents	READ's training programmed have influenced my professional development. I am currently furthering my studies with UNISA. READ brought notable changes to our school.	Grade 4 learners do not cope with READ's language programmes. Grade 5 learners do. Because they understand English very well. READ helps us with its methodologies and materials. Grade 4 learners are able to read themselves.
	Educator 2	I have learnt a lot through share-reading and shared writing. Most of the learner enjoy READ's programme a lot. Grade 4 learners are able to interpret pictures on their own. READ encourages team-work. READ workshop helped us a lot with materials and other training manuals	My professional development is better than before. READ's training programmes improved my vocabulary. I am able to help my learners according to READ's methods. My ability to teach English was poor before the implementation of READ's training programmes.	READ empowered us a lot. I am able to complete the forms by myself. I could not do it properly before the introduction of READ at our school. The situation is better than before	It has impacted on their writing competences. They gave us some manuals. Learners are able to participate in class. They are able to read and write on their own. READ's competitions motivated the learners because they received certificates
6. Impact of READ's training programmes on Grade 4 learner's writing Skills	Educator 1	Spelling-Good Use of punctuation mark- Average Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction-Good Use of Tense-Good	Spelling-Excellent Use of punctuation mark- good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Excellent Sequencing-Good Fill in Questions-Excellent Sentence Construction-Good Use of Tense-Good	Spelling-Good Use of punctuation mark- Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction- Average Use of Tense-Good	Spelling-Good Use of punctuation marks- Average Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions- Excellent Sentence Construction-Good Use of Tense-Good
	Educator 2	Spelling-Average Use of punctuation mark- Good Use of prepositions-Average Use of Adverbs-Average Use of Adjectives-Average Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction- Average Use of Tense-Average	Spelling-Good Use of punctuation mark- Excellent Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Excellent Use of Pronouns-Good Sequencing-Good Fill in Questions-Excellent Sentence Construction-Good Use of Tense-Good	Spelling-Good Use of punctuation mark- Average Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns- Excellent Sequencing-Good Fill in Questions-Good Sentence Construction- Excellent Use of Tense-Good	Spelling-Good Use of punctuation marks- Excellent Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Excellent Fill in Questions- Excellent Sentence Construction-Good Use of Tense-Good
7..Monitoring of READ's training programmes	Educator 1	They were making a follow-up by visiting our schools. They assisted us where we have done mistakes. They visited us once a month	READ's training programmes helped the learners on how to perform drama. They did follow-up visits after the training course They visited us once per month	They were making follow-up by visiting our schools. They rectified our mistakes in the classroom They visited us once per week	READ trainers conducted workshops at school level. They also did follow-up visits. They came once per quarter. It went well and they concentrated on one learning area. They had a supportive role and not an inspection role
	Educator 2	READ trainers visited our school. They assisted us where we didn't understand. They came to our school once per quarter. The general coordination of the READ programme was good.	READ co-ordinators were always supportive of us. They visited our school regularly We now know how to treat learners	READ trainer visited and supported us by materials, and we wish that it could be repeated again. They visited us twice per month	The support us through workshops and follow-up visits. READ programme was good because leader teaches are able to assist us sustain the programme

8.Incentives	Educator 1	I have been given a cup as an award.	Our school took position one in drama competitions. I received certificate as an award.	After READ training, I received a certificate as an award after READ's training	I have received a certificate. The school environment is enabling.
	Educator 2	I didn't receive any token of appreciation or award during the READ workshop.	We received certificates after the implementation of READ's training programmes.	I received a certificate and mugs, after READ's training	They gave us certificates. Teacher leaders received certificates and presents after training. They also received some awards
9.Writing Skills covered by READ	Educator 1	READ covers everything. It covers all aspects of writing	Everything about READ's training programme is excellent. It covers all aspects of writing.	READ must bring other languages such as Afrikaans and Sotho.	READ does not cover every aspect of writing. They must also concentrate on the writing of compositions and letters. The READ trainer's must also improve their attitude during monitoring
	Educator 2	READ's covers every aspect of writing. READ's language programme should be implemented up to grade 12	READ provides everything. It covers all aspects of writing We need more time in READ's programmes. The allocated time is too short	READ co-ordinators and trainers must carry on with their good work. They conducted many workshops in our district.	READ covered every aspect of writing .READ could give us enough material and a photocopier.
10. Challenges	Educator 1	30 minutes has been allocated for the LLC period. There are 20 LLC periods per week. English as a medium of instruction becomes a barrier when it comes to spelling and pronunciation.The school principal was supportive. She even attended READ's training session's ans she participated a lot. Our school is well resourced	The duration of the LLC period is 20 minutes. There are 20 LLC periods per week. English as a medium of instruction is no longer a barrier to the implementation of READ's training programmes. The school Principal was supportive. She was even given an award because of the support he had. Our school is well resourced	The duration of the LLC period is 30minutes. There are 20 periods of LLC per week. English as a medium of instruction becomes a barrier when it comes to pronunciation of words. The school principal is very much supportive because she transports us to the workshop with her own car. Our school is well resourced	The duration of LLC periods is 30 minutes. The number of LLC periods per week is 8. English as a medium of instruction is a barrier when it comes to show learners. The school principal is not supportive. Our school is not well resourced
	Educator 2	The balance literacy programme encourages the completion of everyday activities The duration of the LLC period is 1 hour There are 20 LLC periods per week. English as a medium of instruction become a Barrier to the implementation of READ's training programmes because it is not their mother tongue. The School principal is very much supportive of th READ programme. Our school is well resourced	The duration of the LLC period is 60 minutes. There are ten periods of LLC per week. English as a medium of instruction is becoming a barrier to the implementation of READ's training programmes because it is not their mother tongue. The school principal is very much supportive. She transported us to the workshop but demanded feedback. Our school is well resourced	The duration of the LLC period is 30 minutes. There are 20 LLC periods per week. English as a medium of instruction was a barrier before the introduction of READ, but now it is no longer a barrier. The principal is very much supportive of READ's training programmes. She even transported us to the workshop. Our school is well resourced	Lack of facilities is our bigger challenge. The time allocated for LLC periods per week is 30 minutes. English as a medium of instruction is a barrier to the implementation of READ's training programmes. The Principal is supportive of the READ programme. The school environment is also enabling. Our school is not well resourced.
THEMES	RESPONDENT	SCHOOL 9	SCHOOL 10	SCHOOL 11	SCHOOL 12
1.Integration of READ's training programmes	Educator 1	We integrate READ's training programmes into the traditional classroom practises. Learners are able to speak English and Sepedi because of READ's programmes. They gave us small books, big books and pictures.	We integrate it into the traditional teaching practices Learners are able to read and write on their own. They also do drama.	We do integrate it into the traditional teaching practices. Grade 4 learners are able to complete their activities by referring from the library books and materials from READ. Grade 4 learners perform very well in class.	We integrate into the traditional classroom practices. We still use the materials provided by READ.

	Educator 2	I'm still practising it everyday and we want it back. We integrate it into the traditional classroom practices. I use READ's equipment in my classroom	I integrate it into the traditional classroom practises. We have been provided with enough materials	We integrate it into the traditional classroom practices. There are major changes because of READ's training programmes. I have been well trained.	We integrate it into the traditional classroom practises. READ assists us when doing lesson preparations.
2. Impact of training on Grade 4 educators' application skills	Educator 1	We have been well trained. The traditional and new method differs so much. The new method is good because it is simple to implement.	We have been well trained. We want READ back. It influenced my teaching methods and it motivated the learners. Learners are able to write their own stories and poems.	I have been well-trained on the implementation of READ's training programmes. Its methodology and its training has influenced my own teaching methods	I've been well trained..I am satisfied with READ's methodology. It influenced my teaching method as compared to the previous one.
	Educator 2	WE are satisfied because we were lost before the implementation of READ's training programmes. READ enabled Grade 4 learners to understand story telling. They are also able to answer all the questions in class	I have been well trained. Learners participate in the classroom. They also speak, write and read on their own.	READ's methodology is very good. It enabled grade 4 learners to read and write on their own. They can even express themselves. READ's methodology replaces the old method of teaching.	The training was very good and I have gained a lot of knowledge.
3. Impact of training on Grade 4 educator's teaching practises	Educator 1	Grade 4 learners participate a lot in class. They do perform the activities on their own. They pass their subjects because of READ's training programmes. Some get bursaries because of READ.	READ s training has impacted on my own teaching practices. Grae 4 learners are also doing well because of READ's training programmes	Grade 4 learners participate actively in class because of READ's training programmes. They also work as a team.	We introduce lessons with interesting activities such as songs and memory lessons. Grade 4 learners are able to read and write on their own of READ.
	Educator 2	It changed my teaching because we were using the old method before READ. READ enables Grade 4 learners to understand story telling.		Learners can dramatize issues. They even participated in drama competitions. Our neighbouring schools also participate in the competitions	READ's training programmes have simplified the way we offer language lessons as compared to the traditional method of teaching.

<p>4. Notable Changes</p>	<p>Educator 1</p>	<p>They wrote 1 activity per week before the implementation of READ's training programmes. They write 3 activities since the implementation of READ's training programmes. They wrote 1 written test per quarter before the implementation of READ's training programmes. They write 3 written tests since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved to 99%. The pass rate of LLC was 39 % before the implementation of READ's training programmes. The pass rate is 100% since the implementation of READ's training programmes.</p>	<p>They wrote 3 activities per week before the implementation of READ's training programmes. They wrote 4 written activities since implementation of READ's training programmes. They wrote 3 written tests per quarter before the implementation of READ's training programmes. They wrote 4 tests per quarter since implementation of READ's training programmes. Grade 4 learner's writing performance has improved to 88 %. The pass rate of LLC was 75% before the implementation of READ's training programmes. The pass rate of LLC is 90% since the implementation of READ's training programmes. Learners read newspapers on their own. READ's training programmes are good because it has enough material</p>	<p>They wrote 2 activities per week before the implementation of READ's training programmes. They wrote 5 exercises per week since the implementation of READ's training programmes. They wrote 3 tests per quarter before the implementation of READ's training programmes. They wrote 6 tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved to 90%. The pass rate of LLC was 40% before the implementation of READ's training programmes. The pass rate of LLC is 100% since the implementation of READ's training programmes. We observe a big difference since the implementation of READ's training programmes.</p>	<p>They wrote 5 activities per week before the implementation of READ's training programmes. They wrote 5 activities after the implementation of READ's training programmes. Grade 4 learners wrote 1 test per quarter before the implementation of READ's training programmes. They wrote 3 tests per quarter after the implementation of READ's training programmes. Grade 4 learners writing performance has improved to 70%. The pass rate of LLC was 40% before the implementation of READ's training programmes. The pass rate of LLC is 70% since the implementation of READ's training programmes. The situation was bad before the implementation of READ's training programmes at our school..</p>
	<p>Educator 2</p>	<p>They wrote 1 test before the implementation of READ's training programmes. They wrote 5 tests since the implementation of READ's training programmes. They wrote 3 tests per quarter before the implementation of READ's training programmes. They wrote 5 tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved to 80%. The pass rate of LLC was 40% before the implementation of READ's training programmes. It is 90 % since the implementation of READ's training programmes. The situation was bad before the implementation of READ's training programmes.</p>	<p>They wrote 3 activities before the implementation of READ's training programmes. They wrote 6 activities since the implementation of READ's training programmes. They wrote 1 test per quarter before the implementation of READ's training programmes. They wrote 3 tests since the implementation of READ's training programmes. Their writing performance has improved to 60% The pass rate of LLC was 50 % before the implementation of READ's training programmes. The pass rate of LLC is 60 % since the implementation of READ's training programmes.</p>	<p>They wrote 3 activities per week before the implementation of READ's training programmes. They wrote 6 activities per week since the implementation of READ's training programmes. They wrote 3 tests per quarter before the implementation of READ's training programmes. They write 6 tests per quarter since the implementation of READ's training programmes. Their writing performance has improved to 85%. The pass rate of LLC was 30% before the implementation of READ's training programmes. The pass rate of LLC is 90 %. since the implementation of READ's training programmes. READ's training programmes replaces the old method of teaching because of its materials</p>	<p>They wrote 2 activities per week before the implementation of READ's training programmes. They wrote 5 activities per week after the implementation of READ's training programmes. Grade 4 learners wrote 1 test per quarter before the implementation of READ's training programmes. They wrote 3 tests per quarter after the implementation of READ's training programmes. Grade 4 learners writing performance has improved to 60%. The pass rate of LLC was 40% before the implementation of READ's training programmes. The pass rate of LLC is 70% since the implementation of READ's training</p>

5. Influence of READ's training programmes on professional development	Educator 1	Learners are able to write words on their own. READ's training influenced us a lot by providing us with language teaching skills and facilities. Grade 4 learners can write, read and speak fluently in English. I also teach good English because of READ materials.	It influenced my teaching methods. I used to teach in Sepedi. READ enabled me to teach in English and learners understand the language concepts.	READ's training helped me even with personal studies. READ's materials help me a lot during my private studies. It also helped as I was preparing for the me during drama competitions	READ's training has improved my professional development. The programme empowered me in such a way that I teach language more effectively than before.
	Educator 2	READ's programme helps me with my private studies as well. I follow the READ manuals. Grade 4 learners are able to imitate me when I speak in English	READ has improved my teaching methods at Grade 4 level. Learners writing competencies have also improved a lot. It helps develop writing, speaking and reading skills. I even graduated because of READ.	READ materials help me even with my private studies. I have gained more knowledge through READ. Learners know how to construct meaningful sentences	READ has improved my professional development because now I'm furthering my studies with UNISA. Grade 4 learners are able to dramatise the activities. Now I'm fluent in English and I have a lot of confidence.
6. Impact of READ's programmes and Grade 4 learner's writing competencies	Educator 1	Spelling-Good Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction-Good Use of Tense-Good	Spelling-Good Use of punctuation marks- good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction-Good Use of Tense-Good	Spelling-Good Use of punctuation marks- Excellent Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Excellent Sequencing-Good Fill in Questions-Good Sentence Construction-Good Use of Tense-Excellent	Spelling-Good Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction-Poor Use of Tense-Good
	Educator 2	Spelling-Average Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Average Use of Adjectives-Average Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction-Good Use of Tense-Excellent	Spelling-Excellent Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives- Good Use of Pronouns-Average Sequencing-Average Fill in Questions- Good Sentence Construction-Average Use of Tense-Average	Spelling-Good Use of punctuation marks-Good Use of prepositions-Excellent Use of Adverbs-Good Use of Adjectives-Excellent Use of Pronouns-Good Sequencing-Excellent Fill in Questions-Good Sentence Construction-Good Use of Tense-Good	Spelling-Excellent Use of punctuation marks- Excellent Use of prepositions-Excellent Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Excellent Fill in Questions- Good Sentence Construction-Good Use of Tense-Good
7. Monitoring of READ's training programmes	Educator 1	READ trainers conduct workshops at school level. They also did follow-up visits. They came once per quarter. It went well and they concentrated on one learning area. They had a supportive role	READ trainers did follow-up visits. They assisted us on how to implement their programme. They conducted successful workshops	Learners know how to write stories. READ trainers gave us books. They visited us twice a week. I am satisfied about the overall coordination of READ's training programmes. The programmes cover every aspect of writing. READ trainers are very good at training. They visited us once a month	READ's trainers support us a lot by visiting our school during the lessons. They visited us once per quarter. The trainers were good because they took us to JHB to see other training educators.
	Educator 2	They did follow-up visits. READ trainers even phoned us and checked on our school twice per week.	READ covers everything. READ trainers are very good at training. They visited us once a month	READ trainers did follow-up visits during monitoring. They conducted workshops at school level. They supported us by giving us enough materials. They visited us once per month. The coordination of READ's training programme was very good.	The co-ordinators did follow-up visits. They gave us support by giving us materials. They visited us twice a month. The co-ordinators did not have short-temper

8. Incentives	Educator 1	I received a certificate. READ helped us a lot with materials. We still use READ's materials.	I received a certificate as an award.	I have received 3 awards and a certificate. Our school received 10 certificates as recognition of excellence in the implementation of READ's training programmes and its participation in the drama competitions	I have received a certificate as an award. The school environment is good and there are no disturbances.
	Educator 2	I have received a certificate after training. I have been given 2 awards. Some of the teaching materials are broken. READ uses a variety of teaching approaches	I have received a certificate and presents as an award. The school environment is enabling. We lack books as a resource.	I have received 1 certificate, 1 T-Shirt, 1 Cap and 1 Mug. All these incentive have READ's logo. Our school received 4 certificates as a token of appreciation for its participation in the competitions.	I did not receive anything but other educators received certificates. The school environment is good, every one is happy about it.
9. Writing Skills covered by READ	Educator 1	READ covers all the aspects of writing. We need more READ workshops. They should bring us DVD's , TV, and more books	READ covers all the aspects of writing	READ covers everything. The only problem is that we need more workshops.	READ covers every aspect of writing. Their training skills were very much effective.
	Educator 2	READ covers every aspect of writing. READ could give us enough materials and photocopier	READ covers every aspect of writing	READ's training programmes cover every aspect of writing	READ's training did not cover sentence construction and hand-writing. The time allocated for the LLC period is not enough for the READ programme.
10. Challenges	Educator 1	The time that has been allocated for LLC periods is 30 minutes. The number of LLC periods per week is 8. English as a medium of instruction is a barrier when it comes to slow learners. The school principal is not supportive of the implementation of READ's training programmes. Our school is not well resourced	The duration of LLC periods is 30 minutes. There are 15 LLC periods per week periods. English as a medium of instruction is not a barrier to the implementation of READ's training programmes. Our school principal was supportive of the implementation of READ's training programmes. Our school is not well resourced	The duration of LLC periods is 30 minutes. There are 7 LLC periods per week. English as a medium of instruction is not a barrier to the implementation of READ's training programmes because it has more materials. The principal is much supportive. The school is well resourced.	The duration of LLC periods is 45 minutes. There are 6 LLC periods per week. English as a medium of instruction is a barrier to the implementation of READ's training programmes because it has more materials. The principal is very much supportive. Our school is not well resourced
	Educator 2	The time allocated for LLC is 30 min. The number of LLC periods per week is 18. English as a medium of instruction is a barrier to the implementation of READ's training programmes especially when it comes to slow learners. The school principal is supportive. He even reminded us about the READ workshops. Our school is not well resourced	The duration of LLC periods is 30 minutes. There are 7 LLC periods per week. English as a medium of instruction is not a barrier. The school principal is supportive of the implementation of READ's training programmes. He bought us materials such as pritt, charts, marking pens etc. Our school is not well resourced	The duration of LLC periods is 30 minutes. There are 20 LLC periods per week. English as a medium of instruction was a barrier before the implementation of READ, but now it is no longer a barrier. Learners can translate their mother-tongue into English. The school principal is much supportive of the implementation of READ's training programmes. We gave here feedback after the workshops. She even organized parties for us after we attended the workshops. Our school is well resourced	The duration of LLC periods is 45 minutes. There are 15 LLC periods per week. English as a medium of instruction is not a barrier to the implementation of READ's training programmes. The school principal is very much supportive of the implementation of READ's training programmes. He even transported us to the workshop. Our school is not well resourced

THEMES	RESPONDENT	SCHOOL 13	SCHOOL 14	SCHOOL 15	SCHOOL 16
1.Integration of READ's programmes	Educator 1	We integrate READ's training programme into the traditional teaching practices. There are major changes because of materials provided by READ	We integrate it into the traditional classroom practises. We display the pictures and materials in the classroom.	We do integrate READ's training programmes into the traditional classroom practices. Grade 4 learners are able to read and paste posters on the wall	We integrate it into the traditional classroom practises. Grade 4 learners are able to speak English fluently because of READ's training programmes. We have small books, big books and posters.
	Educator 2	We integrate it into the traditional classroom practices. It really changed the way we teach life skills. Learners can read stories by themselves.	We integrate into the traditional classroom practices. Learners explain the outer cover of the book by merely looking at it.	We integrate it into the traditional teaching practices. Grade 4 learners are able to read and do drama. They also know how to do story telling.	We integrate it into the traditional teaching practices. We have lots of pictures and posters.
2.Impact of training on application skills	Educator 1	READ's methodology has impacted on my application skills. The previous method of teaching was not effective. Grade 4 learners are able to read book voluntarily.	I've been trained on how to motivate learners during the lesson. The slow learners used to catch-up fast.	We have been well trained. The traditional method of teaching encouraged cram work.	The old method of teaching differs from the new method of teaching. The new method of teaching is more effective than the old one.
	Educator 2	The READ programme has improved the old method of teaching.	READ's training method has improved old method of teaching. Grade 4 learners are able to write stories on their own.	We have been well-trained. READ has influenced our teaching methods, because of its structured workshops.	We have been well-trained. We also use READ materials in our classrooms. The learners are able to do dramas and other activities.
3.Impact of training on teaching practises	Educator 1	Grade 4 learners participate actively in class. READ has impacted on my teaching practises even. I am now I futhering my studies.	Learners know how to write compositions and letters even story telling. Both the educators and learners participate actively in class. Grade 4 educators work as a team.	READ's training method is learner-centred; Grade 4 learners participate a lot in class.	Grade 4 learners do lesson activities on their own. They pass their studies because of READ. Some of them get bursaries through READ programmes
	Educator 2	Grade 4 learners are keen to ask questions since the implementation of READ's programmes. They were always prepared to complete their task.	READ trained us on how to teach group reading. We also guide the slow learners on how to complete lesson activities.	It has changed my teaching practices because we were using the old method of teaching. Sometimes learners demonstrate lessons themselves.	READ's training programmes have an impact on my teaching practices. I know how to teach drama and story telling.



<p>4. Notable changes</p>	<p>Educator 1</p>	<p>They wrote 1 test before the implementation of READ's training programmes. They wrote 5 tests since the implementation of READ's training programmes. They wrote 3 tests per quarter before the implementation of READ's training programmes. They wrote 6 tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved to 90%. The pass rate of LLC was 20% before the implementation of READ's training programmes. It is 90 % since the implementation of READ's training programmes. The situation was bad before the implementation of READ's training programmes.</p>	<p>They wrote 3 activities before the implementation of READ's training programmes. They wrote 5 activities since the implementation of READ's training programmes. They wrote 3 test per quarter before the implementation of READ's training programmes. The wrote 6 tests per quarter since the implementation of READ's training programmes. Their writing performance has improved to 99% The pass rate of LLC was 40 % before the implementation of READ's training programmes. The pass rate of LLC is 90 % since the implementation of READ's training programmes.</p>	<p>They wrote 2 activities per week before the implementation of READ's training programmes. They wrote 3 activities per week since the implementation of READ's training programmes. They wrote 3 tests per quarter before the implementation of READ's training programmes. They write 6 tests per quarter since the implementation of READ's training programmes. Their writing performance has improved improved to 90%. The pass rate of LLC was 40% before the implementation of READ's training programmes. The pass rate of LLC is 100 % since the implementation of READ's training programmes. READ's training programmes replaces the old method of teaching because of its materials</p>	<p>They wrote 1 activities per week before the implementation of READ's training programmes. They wrote 3 activities per week after the implementation of READ's training programmes. Grade 4 learners wrote 1 test per quarter before the implementation of READ's training programmes. They wrote 3 tests per quarter after the implementation of READ's training programmes. Grade 4 learners writing performance has improved to 99%. The pass rate of LLC was 39% before the implementation of READ's training programmes. The pass rate of LLC is 100% since the implementation of READ's training</p>
	<p>Educator 2</p>		<p>They wrote 3 activities per week before READ. They wrote 4 written activities per week since READ. They write 1 written test per quarter before the implementation of READ. They wrote 3 written tests per quarter. Since the implementation of READ. It has improved to 70 % . LLC pass rate 40%. It was 80% since READ. The situation was bad before the implementation of READ.</p>	<p>They wrote 1 written exercise per week before READ, but since READ it was 5 written exercises. They wrote 1 test per quarter before the implementation of READ, but since READ they wrote 6 tests per quarter. It has improved to 95%. The LLC pass rate before READ was 41% but since READ is 100%</p>	<p>They wrote 2 activities per week before the implementation of READ's training programmes. Grade 4 learners write 5 activities per week since the implementation of READ's training programmes. They wrote 3 tests per quarter before the implementation of READ. We do 6 tests per quarter since the implementation of READ's training programmes. Grade 4 learner's writing performance has improved to 90%. The pass rate of LLC was 40% before the introduction or READ its has improved to 100%. Since the implementation of READ's training programmes. READ trainers arrange workshops for us.</p>
<p>5. Influence of READ's programmes on Grade 4 educators' professional development</p>	<p>Educator 1</p>	<p>My professional development was influenced by READ. Even if I'm doing my private studies, it helps me a lot.</p>	<p>WE gained a lot of knowledge during READ's training. Learner's can also translate their mother-tongue to English. READ's training programmes have impacted on my professional</p>	<p>READ helped us with its methodology and materials. Grade 4 learners are able to participate in groups.</p>	<p>Grade 4 learners are able to write, read speak English fluently. We are also able to teach English because of the material that was provided by READ easier.</p>

			development		
	Educator 2	We got position one during school competitions for drama and story-telling.	READ's training programmes have impacted on my professional development. I am currently furthering my studies with UNISA. Grade 4 learners are able to participate in class.	Grade 4 learners are able to construct sentences. They are also able to interpret pictures. READ's training programmes have improved my professional development because now I'm furthering my studies with UNISA.	READ influenced my personal and professional development with its material. READ competitions motivated the learners because they received rewards such as caps, t-shirts and certificates.
6. Impact of READ's programmes on Grade 4 learner's writing competencies	Educator 1	Spelling-Excellent Use of punctuation marks-Good Use of prepositions-Excellent Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Excellent Sequencing-Good Fill in Questions-Good Sentence Construction-Good Use of Tense-Average	Spelling-Excellent Use of punctuation marks-Good Use of prepositions-Excellent Use of Adverbs-Excellent Use of Adjectives-Good Use of Pronouns-Good Sequencing-Excellent Fill in Questions-Excellent Sentence Construction-Excellent Use of Tense-Excellent	Spelling-Good Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Excellent Sequencing-Good Fill in Questions-Excellent Sentence Construction-Good Use of Tense-Excellent	Spelling-Good Use of punctuation marks- Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction-Good Use of Tense-Good
	Educator 2	Spelling-Good Use of punctuation marks-Excellent Use of prepositions-Excellent Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Excellent Fill in Questions-Excellent Sentence Construction-Good Use of Tense-Excellent	Spelling-Good Use of punctuation marks-Average Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions- Good Sentence Construction-Good Use of Tense-Good	Spelling-Average Use of punctuation marks-Average Use of prepositions-Average Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Excellent Sequencing-Good Fill in Question-Average Sentence Construction-Good Use of Tense-Average	Spelling-Good Use of punctuation marks-Average Use of prepositions-Good Use of Adverbs-Average Use of Adjectives-Good Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction-Good Use of Tense-Average
7..Monitoring of training programmes	Educator 1	READ's trainers were supportive. They did follow-up visits. They visited us 3 times a week	READ's co-coordinators made follow-up visits after training. They visit us 3 times per week	READ trainers did follow-up visits. They monitored the implementation of programmes during the lessons. They visited us once per month	They did follow-up after training. They also explained language concepts to us if we did not understand. They supported us during monitoring
	Educator2	They gave us a lot of support. They visited during the lessons. They monitored the implementation of READ's training programmes. They came once a month	READ trainers did follow- up visits. They came once per month. READ's training programme is good because leaders teachers are able to assist us.	READ trainers were very good at training. They visited us once per month	READ trainers were very much supportive. They helped us whenever we didn't understand. They visited us every week.



8.Incentives	Educator 1	Our school received lots of certificates. I also received 3 certificates.	We have received lots of certificates. Most rewards were for implementing the programme well.	We have received two awards. I have received one certificate as an individual.	I have received a certificate after my training. READ helped us with materials, we also use those materials after READ's training.
	Educator 2	The school environment was very good. They gave us certificates after training. We need more training.	I have received 4 certificates and presents as awards. Incentives such as t-shirts, caps and cups had READ's logo.	We have received one award. I have received a mug as an individual and it had READ's logo.	We have received 10 trophies as a school. I have received a certificate as an individual.
9.Writing Skills not covered by READ	Educator 1	READ covers all aspects of writing. Grade 4 learner's writing skill have improved a lot.	READ's covers every thing. All the aspects of writing skills were covered by READ.	READ covers everything. The programme covers every aspect of writing. They must also concentrate on the writing compositions and letters.	It covers everything. READ's training programme covers all aspects of writing. We need more workshops. There is shortage of TV, Computers and faxing machine.
	Educator 2	It covers all aspects of writing. Grade 4 learner's writing skills have improved a lot. The duration of the LLC period is very short. It is not enough for the implementation of READ's training programmes.	READ covers all the aspects of writing. We need more workshops.	READ covers all aspects of writing. We need more READ workshops.	READ covers all aspects of writing.
10. Challenges	Educator 1	The duration of the LLC period is 30 minutes. There are 5 LLC periods week. English as a medium of instruction is not a barrier to the implementation of READ's training programmes. The school principal is very supportive. She even supported us during READ's training workshops. Our school is not well resourced.	The duration of the LLC period is 30 minutes. There are 10 LLC periods per week. English is no longer a barrier to the implementation of READ's training programmes. Our school principal is very much supportive. She even encouraged us to attend the workshops in time. Our school is not well resourced.	The duration of LLC period is 30 minutes. The number of LLC periods per week is 7. English as was a barrier before the implantation of READ's training programmes. The school principal is very much supportive because she bought us materials. Our school is not well resourced.	The duration of the LLC period is 30 minutes per day. The number of LLC periods per week is 5. English is not a barrier we used to teach through it before the implementation of READ's training programmes. The school environment is enabling. Our school principal is much supportive. Our school is not well resourced.
	Educator 2	The duration of the LLC period is 30 minutes. There are 10 LLC periods per week. English was a barrier before the implementation of READ's training programmes. It is no longer a barrier because of READ's material. Our principal is very supportive during workshop, she bought us materials such as charts, marking pens etc. Our school is not well resourced	The duration of LLC period is 30 minutes. The number of LLC periods per week is 5 periods. English becomes a barrier because of mother tongue influence. The principal support us with a transport and her family car. Our school is not well resourced	The duration of the LLC periods is 30 minutes. There are 5 LLC periods per week. English as a medium of instruction is not barrier to the implementation of READ's training programmes. The school environment is enabling. The school principal is supportive of the implementation of READ's training programmes. She also encouraged us to attend READ's training workshops. Our school is not well resourced	The duration of LLC periods is 30 minutes. There are 7 LLC periods per week. English as a medium of instruction is not a barrier. To the implementation of READ's training programmes. Our school principal is supportive of the implementation of READ's training programmes. The school environment is enabling to the general implementation of the READ programme. The school is not well resourced.



THEMES	RESPONDENT	SCHOOL 17	SCHOOL 18	SCHOOL 19	SCHOOL 20
1. Integration of READ's training programmes	Educator 1	We do integrate it into the traditional teaching practices. Grade 4 learners write well. They also speak well	I integrate it with the new curriculum. READ helped our learners. The educators were also provided with books	I implement it as an alternative. READ's approach is unique. They also provided us with the resources	We integrate it into the traditional method of teaching. The learners know how to perform drama. We were provided with books Educator 1: 20
	Educator 2	I do integrate it into the traditional teaching practices. Grade 4 learners are able to write sentences. They do well in writing	READ taught us many teaching strategies. We also know how to integrate the READ programme into the current curriculum. Grade 4 learners write well	I do integrate it into the traditional teaching practices. Grade 4 learners are able to write well. They also participate in class	I do integrate it into the traditional teaching practices. Grade 4 learners are able to do written activities. They are able to use books
2. Impact of training on application skills	Educator 1	We have been well trained. I know how to use the material READ provided us with various steps which serve as a guide	I have been well trained. Grade 4 learners know how to spell, match and sequence ideas, I know how to use the training manuals	I have been well trained. I did not have confidence before the implementation of READ's training programmes in schools. READ's programmes are very good	We have been well trained. READ taught us different teaching strategies. We know how to apply the acquired knowledge because of READ's training manuals
	Educator 2	I still need more training on READ's methodologies. Grade 4 learners still battle to write sentences. READ gave us some material	We have been well trained. READ gave us some books. I am able to apply the acquired knowledge. I also know how to involve the learners	I have been well trained. I found it difficult to apply the OBE method before the implementation of READ. READ also gave us some books	We have been well trained. We know how to apply the acquired knowledge. We use the training materials that were supplied by READ.
3. Impact of training on teaching practises	Educator 1	READ has impacted positively on my teaching practises. Its methodology is good because it is learner-centred Educator 1:17	It did impact on my teaching practises. READ's methodology is OBE-based Educator 1:18	READ has not impacted on my teaching practises. They only provided us with many resources Educator 1: 19	READ has impacted on my teaching practises. I like READ's approach to language teaching very much Educator 1: 20
	Educator 2	READ taught me how to teach language very well. The training manuals enable me to follow the structure of the lessons plans. It has definitely impacted on my teaching practises. Educator 2: 17	READ has impacted on my teaching practises. It's training programmes involve both the educator and the learner Educator 2:18	It did impact on my teaching practises. I use the material in class. Read's methodology is learner-centred Educator 2:19	READ has impacted on my teaching practises. I like READ's approach to language teaching very much. Educator 2:20
4. Notable Changes	Educator 1	They wrote 2 written activities per week before the implementation of READ. They wrote 3 written activities per week since the implementation of READ. We did 2 written tests per quarter before READ. We do 4 written tests per quarter since implementation of READ. Writing performance has improved by 25%. Pass rate of LLC was 38% since the implementation of READ. The learners writing performance improved after the implementation of READ.	We did 2 written activities per week before the implementation of READ. We now do 4 written activities per week. They wrote 2 written tests per quarter before the implementation of READ. We now do 4 written tests per quarter. Writing performance has improved by 50%. Pass rate of LLC was 40% before the implementation of READ. Pass rate of LLC is now 80%. There is an improvement of the results since the implementation of READ at our school	They wrote 2 written activities per week before the implementation of READ. They now do 6 written activities. We did 2 written tests per quarter before the introduction of READ. We now do 4 written tests per quarter. Grade 4 learner's writing performance has improved by 30%. Pass rate of LLC was 40% before the implementation of READ. Pass rate of LLC was 40% before the implementation of READ. Pass rate of LLC is now at 66%. The situation was not good because we did not have enough material	We did 2 written activities per week before the implementation of READ's training programmes. They wrote 6 written activities per week since the introduction of READ. We did 2 written tests per quarter before the implementation of READ. Grade 4 learner's writing performance has improved by 50%. Pass rate of LLC was 40% before the implementation of READ. Pass rate of LLC is at 80% at the moment. The situation was not good before READ because the learners were not performing

					well.
	Educator 2	We did 1 written activity per week before READ. We now do 5 written activities per week. They wrote 2 written tests per quarter before READ. We now do 6 written tests per quarter. Grade 4 learner's writing performance has improved by 50%. Pass rate for LLC was 35 % before the introduction of READ. It is now at 70%. Grade 4 learners writing competencies has improved after the implementation of READ's training programmes	Grade 4 learners wrote 2 written activities per week before the implementation of READ. We now do 5 written activities per week. They wrote 3 written tests per quarter before the implementation of READ. We now do 4 written tests per quarter. Grade 4 learner's writing performance has improved by 20%. Pass rate for LLC was 40 %. Pass rate of LLC is 60%. Learner performance has improved since the introduction of READ at our school	We did 2 written activities per week before the introduction of READ. We write 5 written activities per week at the moment. They wrote 2 written tests per quarter before the implementation of READ. We now do 4 written tests per quarter. Grade 4 learner's writing performance has improved by 50%. Pass rate of LLC was 30% before the introduction of READ. Pass rate of LLC is 60 % at the moment. The situations was not good before the introduction of READ, but now learner's performance has improved very much	Grade 4 learners wrote 1 written activity per week before the introduction of READ. They now write 5 written activities per week. They wrote 2 written tests per quarter before the implementation of READ. We now do 4 written tests per quarter. Grade 4 learners writing performance has improved very much. It has actually improved by 50%. Pass rate of LLC was 40%. Pass rate of LLC is now at 80%. The situation was not good in terms of language teaching and learning. Learner performance has improved very much after the implementation of READ.
5. Influence on Professional Development	Education 1	READ's training have impacted on my professional development. I furthered my studies because of READ.	READ influenced my professional development. I am able to apply the acquired knowledge in the classroom	It influenced my professional development. READ has empowered me. I also further my studies with UNISA because of READ.	READ's methodologies are very good. They influenced my professional development. I can also apply the acquired knowledge
	Educator 2	I have learnt a lot from READ. It has really impacted on my professional development	READ has influenced my professional development very much. It enabled me to apply the acquired knowledge in the classroom. The differences could be attributed to READ	READ has empowered me with language teaching skills. It has influenced my professional development. I am also able to apply the acquired knowledge in the classroom	READ has impacted on my professional development. I further my studies with UNISA. It also enabled me to apply the acquired knowledge in the classroom
6. Impact of READ's programmes and Grade 4 learner's writing Skills	Educator 1	Spelling-Good Use of punctuation marks-Good Use of prepositions- Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns- Good Sequencing-Good Fill in Questions-Good Sentence Construction-Average Use of Tense-Good	Spelling-Good Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Excellent Sequencing-Excellent Fill in Questions-Good Sentence Construction-Good Use of Tense-Excellent	Spelling-Average Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Average Use of Pronouns-Good Sequencing-Good Fill in Questions-Good Sentence Construction-Average Use of Tense-Good	Spelling-Good Use of punctuation marks- Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Average Use of Pronouns-Good Sequencing-Average Fill in Questions-Good Sentence Construction-Good Use of Tense-Excellent
	Educator 2	Spelling-Good Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Good Use of Adjectives-Excellent	Spelling-Average Use of punctuation marks-Good Use of prepositions-Good	Spelling-Good Use of punctuation marks-Good Use of prepositions-Good Use of Adverbs-Average Use of Adjectives-Good	Spelling-Good Use of punctuation marks-Good Use of prepositions-Good



		Use of Pronouns-Excellent Sequencing-Good Fill in Questions-Good Sentence Construction-Average Use of Tense-Good	Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Excellent Sequencing-Good Fill in Questions- Good Sentence Construction-Good Use of Tense-Good	Use of Pronouns-Good Sequencing-Excellent Fill in Question-Good Sentence Construction-Good Use of Tense-Good	Use of Adverbs-Good Use of Adjectives-Good Use of Pronouns-Good Sequencing-Excellent Fill in Questions-Good Sentence Construction-Good Use of Tense-Good
7. Monitoring of READ's training programmes	Educator 1	READ trainers made follow-up visits after training. They gave us support in the classroom. They visit our school once a month	READ trainers gave us support in the classroom. The trainers made follow-up visits after training. They came once a month	They did make follow-up visits. They supported us in the classroom. READ trainers visited us once a month	READ trainers visited our school after training. They also conducted workshops at school level. They came once a month. They were very much supportive
	Educator 2	READ trainers made follow-up visits. They assisted us a lot. They visited our school once a month	READ trainers were very supportive. The trainers visited our school after training. They showed us how to implement the programme. They came once a month to our school	They made follow-up visits. READ trainers supported us a lot. They ran workshops at school level. They came once a quarter.	READ trainers supported us through school-based workshops and follow-up visits. They helped us sustain the programme
8. Incentive	Educator 1	I have been given a mug and a certificate.	I did receive a certificate as an award	I received a mug and a certificate as an award	I have received a certificate.
	Educator 2	I have received a certificate after READ's training.	They gave us some awards. I have received a cap and a certificate.	I received a certificate and two mugs after training	They gave us certificates. Leader teachers received certificates and presents after training
9. Writing Skills covered by READ	Educator 1	READ covers all aspects of writing	READ's training programmes are very good. The programmes cover all aspects of writing	READ does not cover all aspect of writing. They can still work on letters and compositions. The attitude of some of the trainers must also be improved	READ covers all aspects of writing. READ must also implement its training programmes in other languages such as Sepedi, Tshivenda and Tshitsonga
	Educator 2	READ covers all aspects of writing at the intermediate phase	READ covers everything. They must also concentrate on other languages	READ's training programmes cover all aspects of writing	READ covers every aspects of writing. READ must provide us with more material
10 Challenges	Educator 1	The duration of LLC periods is 30 minutes. There are 20 LLC periods per week. English as a medium of instruction become a barrier at the intermediate phase. The principal is supportive of the implementation of READ's training programmes. The school environment is enabling. Our school is not well resourced	The duration of LLC periods is 20 minutes. There are 20 LLC periods per week. English as a medium of instruction is a barrier to the implementation of READ's training programmes. The principal supportive of the READ programme. He was given an award. The school environment is conducive. Our SCHOOL IS NOT WELL RESOURCED. Our school is not well resourced	The duration of the LLC period is 30 minutes. There are 20 periods per week. English as a medium of instruction is a barrier to the implementation of READ's training programmes. The school principal is very supportive. Our school is not well resourced	The duration of the LLC period is 30 minutes. There are 20 LLC periods per week. English as a medium of instruction is not a barrier to the implementation of READ's training programmes. The school principal is very supportive. The school environment is conducive. Our school is not well resourced.
	Educator 2	The duration of LLC periods is 30 minutes. There are 20 LLC periods per week. English is still a barrier at the intermediate phase. The principal is supportive of READ programmes. Our school is not	The duration of the LLC periods is 30 minutes. We have got 20 LLC periods per week. English is a barrier to effective language teaching and learning at	The duration of the LLC period is 30 minutes. There are 20 LLC periods per week. English as a medium of instruction is a barrier at grade 4 level. The principal is supportive of READ's training programmes.	The duration of the LLC period is 30 minutes. There are 20 LLC periods per week. English is a barrier at the intermediate phase.



		well-resourced. School environment is conducive for language and teach learning. Our school is well resourced	Grade 4 level. The principal is very supportive of READ's training programmes. Our school is not well-resourced	Our school is not well-resourced	The principal is very supportive. Our school is not well-resourced.
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Appendix G

Results of the Qualitative Research: READ Staff

Results of the Qualitative Research:READ's Staff

THEMES	RESPONDENTS	RESPONSE
READ's Mission Statement	Training Manager	<p>The aim of READ's mission statement is to help people throughout South Africa to develop their reading, writing and communication skills so that they can become lifelong independent learners</p> <p>READ's mission statement is broader than that, for example, we offer projects on early childhood to accommodate learners at that level. Caretakers are trained on how to use financial management skills. We also empower the youth with entrepreneurial skills, for example job seeking skills. Our training programmes are not only adult based. READ's training programmes are compliant with the specifications of the national curriculum and policy in terms of training in S.A</p> <p>READ is working at a level of accreditation</p> <p>It caters for children at different levels. Our training programmes are accredited by SAQA and are excellent.</p> <p>The training programmes are implemented through an appraisal system, mentoring system and intensive quality assurance mechanisms. Books are selected by language specialists who work in partnership with experts from the Department of Education.</p>
	Project Coordinator 1	<p>READ's mission statement is aimed at helping people throughout South Africa to develop their reading, writing, learning and communication skills so that they can become lifelong learners.</p> <p>Our material developers are knowledgeable about the levels of development of the learners. They match the level of difficulty of the selected books with the learner's level of development. Quality assurance mechanisms and processes are in place.</p> <p>Educators integrate READ's training programmes into daily lessons.</p>
	Project Coordinator 2	<p>READ's mission statement seeks to develop educator's skills mainly in disadvantaged areas. Children in South Africa are not ready for schooling; they lack literacy, numeracy and life skills.</p> <p>We offer literacy, numeracy and life skills in the lower grades, the process is interlinked and continuous</p> <p>Children learn through play</p> <p>There are various language programmes at READ. We use educational equipment and books to develop children's learning skills</p>
	Trainer 1	<p>The aim of READ's mission statement is to help people throughout South Africa to develop their reading, writing and communication skills so that they can become lifelong independent learners.</p> <p>The mission statement enables educators to teach the various language skills at the same time. e.g. listening, writing, speaking and reading</p> <p>READ's materials match the learner's level of development. READ's material enables Grade 4 learners are able to interpret the pictures</p>
	Trainer 2	<p>READ's mission statement seeks to help people throughout South Africa to develop their reading, writing and communication skills so that they can become lifelong independent citizens</p> <p>It does take the level of the learner's development in consideration because of the balanced literacy programme and materials provided.</p> <p>It was possible for them to integrate READ's training programmes into their daily lessons plans because of the materials and training provided.</p>
	Trainer 3	<p>The mission statement is aimed at helping people throughout South Africa to develop their reading, writing, communication and information skills, so that they can participate in the affairs of the country.</p> <p>It does take the learner's level of development into consideration.</p> <p>The material provided is also relevant to the learner's level of development</p> <p>It is very possible to integrate READ's training programmes into our daily lesson plans especially because READ's training programmes are based on OBE and RNCS.</p> <p>Educators are able to implement READ's training programmes because they are well-trained.</p>
	Trainer 4	<p>READ's mission statement is geared towards helping people throughout South Africa to develop their reading, writing and communication skills so that they can become lifelong independent citizens</p> <p>We normally do a needs analysis to check the school's level of development. We also check the learner's level of development because schools are not the same</p> <p>The materials are suitable to Grade 4 learner's level of development.</p> <p>Sometimes educators find it difficult to integrate READ's language programmes into their lesson plans because they view it as extra work.</p> <p>READ's methods are directly based on OBE.</p>

Measurable/Tangible Results	Training Manager	<p>READ's training programmes have been internally and externally evaluated in the last three years. The most significant example is the home language project which was implemented in KZN. The home language project was evaluated by Prof Sara Mare' of Rhodes university.</p> <p>The material was also evaluated by Prof Sara Mare'</p> <p>The results were positive</p> <p>The evaluation has revealed that curriculum compliant levels are satisfactory</p> <p>We normally check how well the educators got used to the material.</p> <p>An external evaluation was also done on teacher's ability to implement READ's training programmes and the extent to which learners use books.</p> <p>It was found that in less than a year the learner's results improved by 10 %</p> <p>Educator's teaching behaviour has changed drastically</p> <p>They moved away from rote teaching and engaged in facilitated teaching approaches</p> <p>However, the pace at which they implemented the programme was worrying.</p>
	Project Coordinator 1	<p>READ also does baseline evaluations before a project can commence</p> <p>There are many projects that were acquired by READ in the last three years. i.e. in different provinces. e.g. AngloGold, Ashante, Lottery Projects and the Edcon project</p> <p>The business impact of READ's training programmes on organizational growth is good.</p> <p>External evaluations were also conducted on the impact of READ's training programmes on school effectiveness.</p>
	Project Coordinator 2	<p>The achievement of results depend on the availability of money / funds</p> <p>Good results were achieved at READ</p> <p>I have worked with Prof De wet from UNISA</p> <p>We did baseline assessment and follow-up assessments</p> <p>We also do internal and external assessments</p>
	Trainer 1	<p>READ has achieved a lot in the last three years.</p> <p>From 1999-2004 READ has trained 13940 educators in 800 schools</p> <p>The project impacted directly on 800 000 learners</p>
	Trainer 2	<p>READ achieved measurable results in the last three years</p> <p>An internal assessment was conducted at school level.</p> <p>The results were analyzed by both the internal and external assessors.</p>
	Trainer 3	<p>We make sure that our training programmes are evaluated in order for READ to be credible as a service provider.</p> <p>READ does internal and external evaluation</p> <p>We also provide materials to all project schools</p> <p>READ obtained measurable results in the last three years</p> <p>READ's training programmes are evaluated twice a year.</p> <p>We do baseline assessment before a project can be kick-started and thereafter follow-up evaluations are conducted.</p>
	Trainer 4	<p>The results are obtained internally and externally</p> <p>READ also does baseline assessment</p> <p>Assessments are conducted twice a year to check the level of improvement in the project schools</p> <p>The underlying objective of evaluation is to ensure effectiveness of READ's training programmes.</p>
	Trainer 5	<p>READ's training programmes are evaluated internally and externally</p> <p>The evaluations make READ credible and sustainable.</p> <p>The evaluations have shown an improvement of Grade 4 learner's reading and writing skills in the last three years.</p> <p>We have done some experiments in both the project schools and non-project schools</p> <p>Basically, external evaluations have shown that READ is achieving its mission through the implementation of its training programmes.</p> <p>READ also does baseline assessment which is very important for determining the exact impact of the programme.</p> <p>We also do follows-up evaluations in three months or quarterly and we have obtained good and reliable results.</p>

READ and OBE	Training Manager	<p>The training programmes have been evaluated internally and and it was found that READ's training programmes are mainly OBE based.</p> <p>The methodology that READ uses comes from the internationally best practises. In fact, it was benchmarked against the methodologies of countries such as America, New Zealand, Fiji etc.</p> <p>One of the evaluations conducted by external evaluators here at READ was to determine whether these methodologies are OBE based. The evaluators were actually giving a chapter of references indicating that READ's methodology matches the standard of training methods used in other countries such as America and Europe</p> <p>We have got the international research findings and external evaluation results to prove that READ's methodology is indeed one of the best practises in the whole world.</p> <p>When we talk about the Balanced Literacy Programme, we are referring to a programme which matches the standard of international best practises.</p>
	Project Coordinator 1	<p>We train our educators in such a way that they are able to teach language through the use of different methodologies.</p> <p>We always give learners background from the stories and language structures.</p> <p>The whole language structure is based on stories</p> <p>With regard to READ's approach to language teaching, there is active participation on the part of the learner whereas there is no participation in the traditional method of teaching.</p> <p>READ's approach to language teaching is OBE based.</p>
	Project Coordinator 2	<p>We believe in developing literacy skills in totality</p> <p>READ's approach is book-based</p> <p>It is also learner-centred</p> <p>Books are suitable to the learner's level of development</p> <p>Children learn through doing and not learning</p> <p>READ's training programmes are OBE based</p>
	Trainer 1	<p>READ's training programmes are OBE based</p> <p>READ's courses are learner-centred</p> <p>READ has given educators lots of certificates</p>
	Trainer 2	<p>There are major differences between READ's approach to language teaching and that of the traditional school in the sense that READ's approach promotes learner participation whereas the traditional school does not engage the learners during the lesson. READ's approach to language teaching also encourages the establishment of print-rich classrooms whereas the traditional classroom does not promote the establishment of print-rich classrooms</p>
	Trainer 3	<p>READ's training method does encourage learner participation in the classroom.</p> <p>The traditional school does not promote the involvement of learners during the learning process</p> <p>READ's approach to language teaching is OBE based.</p> <p>Project schools are supplied with enough material.</p> <p>The classrooms are print-rich</p>
	Trainer 4	<p>Children are passive in class when the traditional method is being used.</p> <p>READ's approach to language teaching encourages the involvement of learners.</p> <p>The classrooms are also print-rich and children are involved in more activities</p>
	Trainer 5	<p>READ's approach to language teaching involves teaching language within context using stories to teach in that way developing language skills in many ways. Unlike the traditional system where children participation is not encouraged at all.</p>
Aspects of Writing Covered by READ	Training Manager	<p>READ covers all aspects of writing that are stipulated by the RNCS.</p> <p>Educators are provided with workbooks.</p> <p>Aspects such as spelling, use of punctuation marks, use of prepositions, use of pronouns, use of adverbs, use of adjectives, sequencing and sentence construction are covered by READ's training programmes</p>
	Project Coordinator 1	<p>READ covers all aspects of writing that are prescribed by the Department of Education.</p> <p>READ's training programmes are also in accordance with the stipulations of the RNCS.</p> <p>We treat all aspects of writing that are in the educators workbook, for example , spelling, sequencing , dictation, use of prepositions, use of pronouns , sentence construction e.t.c.</p>
	Project Coordinator 2	<p>READ covers all aspects of writing , for example , shared writing and independent writing</p> <p>The learner's vocabulary is developed through the usage of books</p>

	Trainer 1	Educators were well trained READ's approach to language teaching is based on a balanced literacy programme Grade 4 educators are able to implement READ's methodologies in the classroom I would rate their ability to apply to acquired knowledge as being 'excellent'
	Trainer 2	READ trainers were properly trained Project implementation was successful Educators are able to sustain the projects even after the READ programme have to come to an end. I would rate their ability to apply the acquired knowledge as being 'excellent'
	Trainer 3	READ's training programmes are three pronged, namely, training, support and the supply of material All these aspects are closely intertwined. Therefore, READ's training programmes were effectively implemented. READ has quality assurance mechanisms in place to ensure that the programmes are effectively implemented. READ's training programmes are based on the balanced literacy programme and it incorporates for basic methodologies, I would rate the implementation of READ's training programmes as 'excellent'
	Trainer 4	After training, we gave educators time to practice and implement the programme We then monitored and did follow-up visits to ensure proper implementation of READ's training programmes READ's approach to language teaching follows a balanced literacy programme I would rate their ability to implement the acquired knowledge as 'good'
	Trainer 5	READ implements its training programmes successfully. It involves well-trained trainers in the implementation of its training programmes. These trainers are sometimes trained by external people Monitoring is also an important aspect of READ's training model It is a follow-up process through which educators are assisted in the implementation of READ's training programmes. READ adopts a 'hands on' approach in the implementation of its training programmes. READ's training programmes are three pronged. They involve training, provision of resources, monitoring and evaluation. I would rate the implementation of READ's training programmes as 'excellent'
Monitoring of READ's Training Programmes	Training Manager	READ trainers make follow-up visits to all the project schools. The monitoring system is very consistent as they use standardized checklists and monitoring forms. We do support visits and not inspection visits
	Trainer 1	READ covers every aspect of writing at Grade 4 level. i.e. spelling, use of prepositions, sequencing etc.
	Trainer 2	READ covers all aspects of writing e.g. spelling, use of punctuation marks, use of adverbs, use of prepositions, adjectives, sequencing, writing and sentence construction etc.
	Trainer 3	We cover all aspects of writing We want learners to develop all different skills.
	Trainer 4	READ's training courses improve all aspects of writing and are outcomes based. The programme covers all aspects writing (except spelling and use of punctuation marks)
	Trainer 5	READ covers all aspects of writing. READ uses a systematic way of teaching at different levels, namely, script writing, model writing, writing by the educator and independent writing by the learner. For us writing is a process. Skills development is an important aspect of language development. Skills development involves other aspects of writing such as spelling, punctuation, sequencing etc.

<p>Implementation of READ's Training Programme</p>	<p>Training Manager</p>	<p>We often evaluate the implementation of our training programmes. It is very important for us to achieve customer satisfaction Both the trainer and the educator are expected to complete the checklists, that is, to ensure proper implementation of READ's training programmes READ's training programmes are informed by the Kirkpatrick model of programme evaluation The implementation of READ's training programmes entails three levels, namely development, implementation and monitoring. READ's training programmes are based on the Balanced Literacy Programme. I would rate their ability to implement the READ training programmes a 'good' Through reporting mechanisms such as the checklist Quantitative monitoring forms where the educator and teacher determine whether they were achieved the set outcomes or not Through Quality Assurers -Verification senior READ trainers-Go out to the rest of the country to check whether the international contained in the reports tally with what is happening Mentoring system According to the report of the external evaluation Grade 4 learner's writing skills have improved markedly Evaluation on the pilot project in Gauteng was excellent and that report said that educators are implementing at extremely high levels.-READ's training book-based</p>
	<p>Project Coordinator 1</p>	<p>The trainers are well-trained as they receive intensive training They do implement READ's training programmes as expected. READ follows a balanced literacy programme and is based on different methodologies of language learning. Quality assurance mechanisms are also implemented by READ I would rate the educator's ability to apply the acquired knowledge as 'good'</p>
	<p>Project Coordinator 2</p>	<p>READ uses the Balanced Literacy Programme All learning styles are considered because learners do not learn the same way. Trainers use shared reading, shared writing, guided reading and individual reading approaches READ implements its training programmes in an effective way READ trainers are the cream of the organisation. They are often trained in new methodologies. Even though educators struggle to adapt immediately because of change, there is always room for improvement I would rate the general implementation of READ's training programmes 'good'</p>

Project Coordinator 1	<p>READ trainers make follow-up visits to all the project schools. The monitoring system is very consistent as they use standardized checklists and monitoring forms. Basically, READ offers support to the trained educators READ also encourages the educators to use other material during the lesson READ trainers make sure that educators are able to sustain the projects even after they have come to an end.</p>
Project Coordinator 2	<p>We visited the project schools after the training sessions. We always use the support style and not the inspection style So, we use a 'hands on' approach in the classroom.</p>
Trainer 1	<p>READ trainers make follow-up visits after the workshops They conduct school-based workshops READ's monitoring system is consistent READ trainers use standardised checklists and monitoring forms during monitoring A team of quality assurers also visited all project schools to ensure that READ's standard was maintained.</p>
Trained 2	<p>READ trainers made follow-up visits They used monitoring tools such as checklists and monitoring forms READ's monitoring system is very much consistent in all the provinces. READ trainers are trained in the same manner</p>
Trainer 3	<p>We do follow-up visits during monitoring We use checklists and monitoring forms to assist educators and also to guide trainers themselves about the implementation of READ's training programmes.</p>
Trainer 4	<p>We do follow-up monitoring visits We use tools such as the checklist for every methodology that we train educators in. READ's monitoring system is consistent because we use the same tool which is the checklist</p>
Trainer 5	<p>We do follow-up visits through which educators are supported and guided on how to implement READ's training programmes in a very effective manner. READ's monitoring system is also consistent because we use standardized checklists</p>



<p>Success Stories that can be linked to READ's Interventions</p>	<p>Training Manager</p>	<p>READ's training materials provide the resources to the classroom. READ's resources are relevant to the South African context.</p>
	<p>Project Coordinator 1</p>	<p>READ has already touched the lives of many educators and learners My children underwent training at READ and they are successful businessmen. READ has been there for 27 years and is the best NGO in South Africa. READ has been involved in the development of leaders. It was also involved in job creation and the training of educators. READ is thus my personal success.</p>
	<p>Project Coordinator 2</p>	<p>The biggest success story is when a little kid used READ material and methodology to teach her mother how to read Another success story is when I was working at a school for learners with special needs, where there were two boys with low IQs and they could not read because of that. The two boys had to be sent to a skills development school, but after using READ material and methodology that was implemented in the classrooms, these boys were able to read. All this is non-formal education that READ is involved in</p>
	<p>Trainer 1</p>	<p>READ is unique in the sense that it enables both the educator and the learner to participate actively throughout the lesson. Yes, we had events such as READATHON. Learners were involved in the competitions They participated in the Festival of Books and Festival of Stories They also performed drama based on the books that were provided by READ.</p>
	<p>Trainer 2</p>	<p>READ is unique in the sense that it follows a Balanced Literacy Programme that involves language literacy areas such as story telling, shared reading and writing, public speaking, independent reading and writing. We used to have book writing competitions. READ project school learners had excellent reading, public speaking and writing skills as compared to those in the non-READ schools.</p>
	<p>Trainer 3</p>	<p>There are quite a number of success stories that were achieved by READ in the last three years. For example, educators were demotivated before READ's training. Educators blossomed up after training and they started teaching language with confidence and determination. The improvement that has been attained is quite evident. READ's financial system is excellent. Its ability to manage its finances makes it a credible service provider with great potential to acquire more funding.</p>
	<p>Trainer 4</p>	<p>With the project I'm involved in at the informal settlements, there is one school where there are no resources, but the fascinating thing about the school is the educators and principal's determination. It is my second best school. The classrooms are print-inch. The impact is good on both educators and learners. READ makes sure we know the school's background. READ's methodology is the best. Even the Department of Education knows that no NGO can produce good results like READ. READ's training materials are relevant to the learner's level of development. READ provides schools with the material.</p>
	<p>Trainer 5</p>	<p>The educators also use the language exceptionally well when writing letters, which is a great achievement for READ Educational Trust. READ's methodologies are up to date and up to standard. READ is therefore growing all the times. READ also does research, which makes it successful and sustainable. There are lots of success stories that can be linked to READ's training programmes. Children couldn't express themselves in English but now they are able to write stories. Grade 4 learner's vocabulary has also improved since the implementation of READ's training programmes in schools Even in the rural areas, children have gained lots of vocabulary and that for me is a milestone for READ Educational Trust</p>

Theories Underpinning READ's Training Programmes	Training Manager	READ's training programmes are based on Vygotsky and Bernstein's language teaching theories. The training programmes are also based on Kirkpatrick's training evaluation model
	Project Coordinator 1	READ's training programmes are based on Vygotsky and Bernstein's language teaching theories.
	Project Coordinator 2	READ's training programmes are based on Vygotsky and Bernstein's language teaching theories.
	Trainer 1	READ's training programmes are based on Vygotsky and Bernstein's language learning theories.
	Trainer 2	READ's training programmes are based upon Vygotsky and Bernstein's language learning theories
	Trainer 3	They are based on Vygotsky and Bernstein's language learning theories. We do a lot of research into language teaching theories.
	Trainer 4	READ's training programmes are based on Vygotsky and Bernstein's language teaching theories
	Trainer 5	According to research, READ's training programmes are based on Vygotsky and Bernstein's language teaching theories, which work so successfully nationally and internationally. In addition, we also follow language principles proposed by authors such as Krashen.
Challenges Facing READ Trainers and Management	Training Manager	Staff Development is one of our challenges. But as READ, we are now busy with the implementation of staff development programmes Trainers should be given the opportunity to learn project management, financial management and Marketing skills if they are to assist us in the marketing of our products and services Top management is very supportive of the implementation of READ's training programmes. Top management believes in an open door policy The national director influences the training processes at READ. The board of READ is also very supportive of the implementation of READ's training programmes The Board of Directors also raises funds for training purposes English as a medium of instruction is actually not a barrier to the implementation of READ's training programmes because children can adapt easily to other languages, especially English
	Project Coordinator 1	The home language policy is a challenge in the sense that we must have books in all the eleven languages. The need to adapt from one home language to the other is also a challenge. Top management arranges conferences and meetings Top management is very supportive of the implementation of READ's training programmes. Top management also visits the project schools. They motivate us a lot. Yes, the social milieu affects the implementation of READ's training programmes because urban and rural schools are different. Learners in the rural areas are slow because they have to adapt to another language. The level of technology is advanced in urban schools, learners in urban areas normally perform better than those in the rural areas even though they are provided with almost the same material. English would not be a barrier if we had enough books or resources in South African schools, which means that English as a medium of instruction is a barrier within the South African context.
	Projector Coordinator 2	Trainers must never think that they have nothing to learn or know. Continuous interaction with educators is good for my profession. Top management is enthusiastic and encourages new ideas. They also provide other personal material to support educators and trainers. The social milieu has an impact on the implementation of READ's training programmes. Management was very supportive of the implementation of READ's training programmes We really have to reduce the work load for the trainers. The social factors have an impact on the implementation of language programmes in schools. We have to address these issues in South Africa, if we are to bridge the poverty gap. I believe in mother-tongue instruction, so we must realize the value and culture of our children. English, as a medium of instruction, can become a barrier to effective language teaching and learning. We are faced with the challenge of not having enough cars as trainers.
	Trainer 1	Top management is supportive of READ's training programmes. Yes, the social milieu has an impact on the implementation of READ's training programmes. English is not a barrier to effective language teaching and learning.
	Trainer 2	I wish READ would come back. Management in the Waterberg District supported us a lot, unlike in other districts. I do not think the social milieu has an impact on the implementation of READ's training programmes, but factors such as the management style of school managers and the educators' level of determination do. English as a medium of instruction is not a barrier to language teaching and learning. When comparing learners from the rural areas with those in the urban areas, there would not be any impact by the social factors. What matters is the teaching style and the usage of language in the classroom.
	Trainer 3	Funding is one of the challenges facing us. However, we manage to raise funds through the help of sponsors Top management is very much supportive. Yes, the social milieu has an impact on the implementation of READ's training programmes,

		<p>for example, lack of support from parents, the distance travelled by the learners from home to school, as well as adverse conditions in the informal settlements. All these social factors disrupt the teaching and learning process in the project schools.</p> <p>I do not think English as a medium of instruction is a barrier to effective language teaching and learning, because mother tongue instruction is only important at the foundation phase</p>
	Trainer 4	<p>Educators are different and need to be treated differently. So, we work with different educators and the approach is different.</p> <p>Top management is supportive.</p> <p>The social milieu does not have an impact on the implementation of READ's training programmes.</p> <p>English as a medium of instruction is not a barrier to the implementation of READ's training programmes and language teaching and learning in general</p> <p>It depends on the approach and how one starts the language programme</p>
	Trainer 5	<p>We meet different challenges everyday.</p> <p>Top management is supportive of the implementation of READ's training programmes.</p> <p>There is always on-going training and extra assistance.</p> <p>Social factors affect the implementation of READ's training programmes.</p> <p>READ trainers and educators support the learners in such a way that they would cope with social conditions in their environment.</p> <p>Usage of the learner's home language as a medium of instruction should be the starting point.</p> <p>Learners should, therefore, be proficient in their home language so that they can learn effectively in English.</p> <p>Therefore, English, as a medium of instruction, cannot be a barrier if it is taught in a systematic way</p>

Appendix H

Clearance Certificate