



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

**DEVELOPING WRITING COMPETENCIES: A CASE STUDY OF  
EDUCATORS' EXPERIENCES WITH A READ EDUCATIONAL  
TRUST TRAINING PROGRAMME IN PRIMARY SCHOOLS**

by

**KOENA JACOBETH RANKAPOLE**

**2008**



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BY

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SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF

**PHILOSOPHIAE DOCTOR (Ph.D.):  
ASSESSMENT AND QUALITY ASSURANCE IN EDUCATION AND TRAINING**

IN THE

**DEPARTMENT OF CURRICULUM STUDIES  
FACULTY OF EDUCATION**

**UNIVERSITY OF PRETORIA**

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OCTOBER 2008**



*DECLARATION*

I, Koena Jacobeth Rankapole, hereby declare that this thesis is my own work, and that all sources referred to or quoted have been indicated and acknowledged by means of complete references. This thesis has not been submitted in candidature for another degree at this or any other university or tertiary education institution.

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**RANKAPOLE K.J.**

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**DATE**



## **DEDICATION**

**This thesis is dedicated to my late son,  
LETAGO TLOU ALLAN RANKAPOLE,  
who passed away in 2005**



## ACKNOWLEDGEMENTS

### **My sincerest thanks to:**

- My supervisor, Prof W.J. Fraser, for his patience, encouragement, support and expert guidance throughout this study;
- Dr J. M. Kivilu, for assisting me with the interpretation of statistical data;
- Dr M.J. Themane, for his professional advice, insight and invaluable practical assistance;
- My colleague, Dr E. Greyling, for his encouragement and support;
- The Department of Statistics at the University of Pretoria, for their support and analysis of the quantitative data;
- The University of Pretoria (UP) and the University of South Africa (UNISA) for financial assistance;
- Mrs. D.R.M. Bopape, the Regional Director (UNISA) North Eastern Region, for being supportive of this investigation;
- My dear friend, Ms Khuli Mkhaba, former Head of Library Services (UNISA) Limpopo, for her encouragement and for making it possible for me to complete this research during the time when the tide was extremely high;
- Mrs R.M. Sibisi, the Curriculum Advisor: Department of Education, for expert advice on the development of the questionnaire;
- Mr B.G. Bell and Mr M..M. Mohlake, for editing my work;
- Ms Madevha Maleka and Mr Godfrey Marobela, for typing this thesis;
- Ms V. Thema, Head of Department for Languages at EDL Rampola High, for proof-reading my draft chapters;
- Mr M.P. Mashitisho, the principal of All Days Combined School, for his contribution to the investigation;
- Government officials, school principals, READ staff and Grade 4 language educators, for their cooperation, encouragement and support;
- My dearest husband, Dikeledi Marcus, for his support, cooperation and encouragement throughout the many months I spent working on this study, and my beloved children, Sheila Kgaugelo, Khutso and Kgothatso, who have always provided a relaxed and pleasant atmosphere.



They dearly missed the motherly love and care during the completion of this work. Thank you for being so patient and loving!

- My beloved parents for believing in me;
- My dear colleagues, friends and relatives for their words of encouragement;
- Ms Desireé Volschenk for the technical editing at the end; and
- Above all, I thank Almighty God for blessing me with good health, perseverance and patience, For me, this is a manifestation of His word that says, “He gives the power to the faint, and to them that have no might, he increased strength...but they that wait upon the Lord shall renew their strength, they shall mount up with wings as eagles, they shall run and not be weary and they shall walk and not faint”.

I thank you all!



## SUMMARY

Worldwide, the urgent need for educational reform led to the pressing need for educational transformation. Basically, educationalists, policy makers and business leaders of the world ascribe the educational transformation to various factors such as the global economy, technological inventions and the new organizations of work. Subsequently, pathways to improvement in schools have become less specific and more ambiguous than ever before. The dynamic interplay amongst internal factors, combined with the influence of external factors, does not lend itself well to one prescription for quality assurance and improvement in schools. In the past, traditional manufacturing sectors had their own interpretation of the concept of organizational improvement, whereby the worker was expected to be dependable and loyal, rather than develop thinking skills. Management was responsible for planning, creative thinking, leadership and control. Under the pressure of economic competition, however, many companies including schools are in the process of changing to so-called high performance work organizations.

As a result, the provision of quality education has become one of the challenges facing the entire African continent. Hence there has been a variety of strategies implemented by the South African National Department of Education (DoE) in order to improve the quality of teaching and learning in schools, for example the Tirisano campaign that aims to involve all the stakeholders in schools.

A large number of service providers were involved in the implementation of Tirisano, including the READ Educational Trust that offers outcomes-based language programmes to language educators, who in turn implement them in schools. The language programmes are aimed at equipping learners with basic language skills such as speaking, listening, reading, and writing. The ultimate goal for the initiative to encourage teamwork in the provision of education in South Africa is to ensure that people are able to comply with the high demands of the country's labour market. Undoubtedly, good communication skills are a basic requirement for anyone to perform well in a turbulent work environment. It is against this background that organizations such as READ Educational Trust are actively involved in the provision of support through language programmes.

This thesis reports on a case study of educators' experiences with a READ Educational Trust's language programme in primary schools.



## KEY WORDS

- Performance Assessment
- Training Programmes
- Impact Assessment
- Outcomes-based Education
- Training Models
- Writing Competencies
- Evaluation Research
- School Factors
- Learning Theories
- Whole School Effectiveness





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## CHAPTER ONE

### BACKGROUND TO THE STUDY

#### 1.1 INTRODUCTION

The teaching of English to non-mother tongue learners in developing countries has become a major problem that educators and learners have to cope with, not only in terms of achieving the outcomes specified by each curriculum, but also in terms of addressing the most appropriate learning interventions applicable to each grade or phase. In addressing such shortcomings in education, the South African educational landscape has witnessed the participation of various stakeholders, educational agencies and private enterprises meant to fix these problems. However, little is known about the value these agencies have been adding to classroom teaching in general, and this thesis investigates the participation of one such agency, viz. READ Educational Trust, with regard to its efforts to improve the teaching of English in South African schools.

This chapter contextualizes the study; covers the history and background of READ as a case study; and states the problem, aims of the research, and the research strategy.

More specifically, Chapter 1 comprises the following sections:

- Justification and scope of the study;
- Statement of the problem;
- Aims of the research;
- A theoretical framework;
- Clarification of concepts; and
- Research methodology.

#### 1.2 THE HISTORY OF READ AS AN ORGANIZATION

READ Educational Trust is an independent professional South African organization that is funded by both the private sector and foreign donors. It is a Section 18A Trust and is governed by a Board of Directors who report to a Board of Trustees (READ Educational Trust, 2006:8). The organization was established in 1979 in response to community

concerns over the lack of reading and library facilities in very remote and disadvantaged communities. READ is one of the professional organizations that was established to address the inequalities in education that resulted from the policies of the apartheid regime. As a non-governmental organization that was formed in the aftermath of the 1976 Soweto uprisings, and also in response to compelling community demands for improved access to library services, the organization works in collaboration with the national and provincial Departments of Education and is actively engaged in supporting the National Curriculum Statement, which requires a new approach to teaching and learning.

Since its inception, READ has focused its operations at the school level, particularly on schools that are situated in remote rural areas of South Africa. The school-based activities of the organization began in earnest in 1980, when READ developed and implemented a secondary school programme that was geared towards establishing effective central libraries. Since, then, the programme has been expanded to include a teacher development and resource provision programme for all levels of the formal education system.

The READ organization has 27 years of experience in pioneering outcomes-based teaching methodology in South Africa. Its experience in developing outcomes-based methodology in South Africa, together with far-reaching changes within the education system, which resulted in the introduction of the new National Curriculum Statement, have placed the organization at the forefront of whole school development, resource provision and in-service training provision in the learning area of Literacy, Language and Communication. READ provides these services through the following:

- The promotion of reading, writing and associated language and learning skills based on the principles of outcomes-based education (OBE), focusing on the implementation of the national curriculum at the pre-primary, primary and high school levels;
- A high school in-service training programme targeting the whole school culture of teaching and learning, in order to improve Grade 9 exit competences and Grade 12 pass rates;
- A pre-service training programme for student-teacher training;

- An induction management programme that provides support in generic management concepts for principals and school management teams; and
- National motivational campaigns like READATHON, which reaches over 27 000 schools nationwide, the Festival of Stories and the Festival of Books, which involve over 600 000 learners, as well as various other regional events.

The following is a discussion of the implementation of READ's language programmes.

**(a) The implementation of READ's language programmes**

The implementation of READ's programmes follows a systematic, in-service training and delivery plan, namely consultation with the national and provincial education departments; selection of clusters of schools; selection of study material; regular monitoring; continuous assessment; independent evaluation; motivational and recognition events; and parental involvement.

Participating schools should be prepared to include READ project methodology and materials fully in their time-tables; allow project staff to monitor and mentor programmes in the schools; and work cooperatively with the school staff to ensure effective implementation of its programmes. Of particular note is the Learning for Living Project that is currently drawing to an end. The project takes READ's methodology, classroom resources, educators' training and mentoring into nearly 1000 schools around the country.

READ uses a model that has been previously evaluated as successful in several projects, developed over many years in cooperation with the South African educators and influenced by international practices in these projects. All its courses have been revised so that they can be used by relatively inexperienced trainers. Reading Matters, a Section 21 Company, was formed in 1997. A Section 21 Company is independent and is managed by its own management. The purpose of this company is to ensure an income stream for READ's long-term operations in financially disadvantaged communities. Reading Matters is now made up of two units, namely, Resource Matters, a distribution agency, and Media Matters, a materials development unit, which develops educational material that is not available from other publishers. Classroom materials have been selected from a full

range of publishers by experienced education officials, mostly from the Department of Education. The materials have already been distributed to schools together with educators' handbooks and learner activity material to enable the educators to implement the curriculum more efficiently. Critical elements of the programme include the intensive training of all trainers by the National Training Centre staff; the guidance the trainers receive from mentors in the field on a daily basis; school-based training by trainers who continuously work with school staff in the classrooms at afternoon workshops; and the assessment system. This system consists of the assessment of learners' progress and peer assessment strategies, which are kept in READ's database and analyzed so that the organization can continuously take corrective action where necessary.

READ Educational Trust deals not only with the language skills of learners and their consequent general overall subject competence, but also with educator enthusiasm; school governance and management; and parent involvement. The organization's intervention programmes have already contributed to the improvement of teaching and learning and a subsequent considerable reduction in the failure rate in South African schools.

**(b) Evaluation**

The internal formative assessment system was designed in consultation with the Department of Education, and with the assistance of two international experts on assessment from the USA. This system is intended to enhance the external summative evaluation being conducted by Eric Schollar & Associates (ESA).

The external evaluation is a long-term investigation into the overall impact of READ's work to determine whether, on completion, the particular project has achieved its aims. The results of the data collected by ESA from project and control schools in each province are cross-referenced with the internal evaluation data. Through the use of standardized assessment tools, the learning environment can be more accurately monitored by the project trainers. The results of the assessment will be fed into a database and analyzed so that corrective and developmental action can be taken.

Selected trainers are trained in language assessment. Once the process has been fully tested in the sample of selected learners for the Living project schools, a separate set of tests for educators will be developed to benchmark learners' progress in reading, writing and comprehension. The computerized information system, which was developed for the Learning for Living project, has consolidated the information collected through the project, and is linked to the systems of the Department of Education. However, there is an urgent need for more experimental evaluations, preferably using random allocation of different pedagogical interventions (Brooks, 2005:87).

Finally, it is important to mention the fact that READ Educational Trust is only used as a case study in this investigation. For the purpose of this study, the researcher focuses on the skill of writing for Grade 4 learners, but with reference to teaching and learning in general. The researcher has decided to concentrate on the above-mentioned grade to depict problems in Grade 3, which is the last grade of the foundation phase, in order to make recommendations for proper implementation from Grade 5 to Grade 7 levels. Another reason for choosing Grade 4 learners as the target group is the fact that they have been receiving support for a period of four years, which will also impact on the validity and reliability of data in the investigation.

### **1.3 JUSTIFICATION AND SCOPE OF THE STUDY**

Evaluation is a method of inquiry that attempts to document the formation, implementation and outcome of a service or programme (Jackson *et al.*, 1996:1). Programme evaluation, on the other hand, focuses on the connections between evaluation ecology, methodology and stakeholders, especially if the programme being evaluated is educational in nature (Mello, 2005:235).

In the light of the above, one would say that this research seeks to determine Grade 4 educators' experiences with a READ Educational Trust training programme and its impact on their classroom practices and professional development. It also assesses the impact of a teaching and learning intervention programme offered by service providers such as READ Educational Trust on the writing performances of Grade 4 learners. The investigation is, therefore, geared towards establishing the merit and worth of READ's

training programmes, as it assesses the impact of teaching and learning programmes offered by external service providers like READ on the writing performances of Grade 4 learners and on the classroom practices of educators involved in the application of the programmes. According to Glatthorn *et al.*, (2006:302), the concept of “worth” refers to the value of an entity in reference to a particular context or a specific application. The worth of the programme determines whether or not the programme should be continued. Merit, on the other hand, is established without reference to a context. The ultimate goal of this research is to learn, adjust and improve similar programmes (Jackson *et al.*, 1996:2). Jackson *et al.* (2006:2) further stipulate that programme evaluation is aimed at increasing knowledge about a particular facet, reaffirm benefits, point to improvements, guide decision-making, bring programme staff together to reshape or reaffirm goals, and create a dialogue among community participants. Belzer (2005:34) supports this view when postulating that it is important to do evaluations that can promote programme improvement and ensure programme accountability.

The researcher used both quantitative and qualitative methods of data collection. Open-ended interviews and a questionnaire were used to determine Grade 4 language educators’ experiences with a READ Educational Trust training programme and its impact on their classroom practices and professional development. Open-ended interviews were used to assess the impact of a teaching and learning intervention programme offered by service providers such as READ on the writing performances of Grade 4 learners. On the other hand, a questionnaire was used to gauge the perceptions of Grade 4 language educators on READ’s training programmes. Current evaluation theory gives strong emphasis to such qualitative methods as interviews and observations in assessing curriculum impact (Glatthorn *et al.*, 2006:311). As a result, the impact of READ’s training programmes on school effectiveness was also evaluated in this study. The school is the context within which READ’s training programmes are implemented. The researcher used open-ended interviews as a qualitative method of data collection to achieve the above-mentioned goal as indicated in the preceding paragraphs. READ staff, school managers and Grade 4 educators were interviewed during the research process. To ensure applicability and relevance, educational programme evaluation was integrated within the socially constructed context as part of the teaching and learning relationship (Mello, 2005:2353).

It is important at this stage to point out that the underlying motive that actually prompted the researcher to assess the impact of READ's training programmes on language teaching and learning was to determine whether there is a linkage between education spending and learner performance and teacher training. Basically, the investigation was prompted by problems that emanated from the actual implementation of language programmes that are offered by service providers such as READ Educational Trust.

#### 1.4 PROBLEM STATEMENT

Nowadays, schools and other organizations function in a complex environment wherein school managers must cope with a dynamic world of increased learner population, ill-qualified educators, shortages of resources, a mismatch between the acquired qualifications and today's market place, and an alarming need to improve the quality of teaching and learning in schools.

Like all other organizations in the 21<sup>st</sup> century, READ Educational Trust is faced with the challenge of enhancing quality at a lower cost. Van Fleet and Peterson (1994:481) purport that there is a close relationship between the improvement of quality and cost-effectiveness. The aim of this study is to determine Grade 4 educators' experiences with a READ Educational Trust training programme and its impact on their classroom practices and professional development. It also assesses the impact of a teaching and learning programme offered by service providers such as READ Educational Trust on the writing performances of Grade 4 learners.

According to Dr Peter Drucker, a world-renowned academic and management expert, the demands of the 21<sup>st</sup> century workplace are escalating and knowledge is becoming more important than it has been in the past (READ Educational Trust, 2006:1). He further stipulates that the world economy demands a new type of worker or a "knowledge worker" who possesses a high level of literacy that incorporates elements of thinking. According to this report, formal employment of semi-skilled and unskilled workers was increased by 19% (700 000 jobs) while employment of highly skilled professionals and managers was increased by 12% (80 000 jobs) between 1990 and 1998. In the light of the above, one would say that the demand for highly skilled employees has a direct impact on the South African economy.



All these demands pose serious challenges for South African schools. As a matter of fact, schools need to prepare workers for lifelong learning. Current systems can no longer emphasize task-specific skills but must focus on developing decision-making and problem-solving skills and teaching learners how to learn on their own (READ Educational Trust, 2006:1).

In response to the above-mentioned problems, the national Department of Education in South Africa has established a number of campaigns that promote a collaborative approach towards the improvement of the quality of teaching and learning in schools. For example, the “Tirisano campaign” was initiated by the former Minister of Education and the discipline of giving support to schools through educational interventions developed very rapidly in the new dispensation (Russel & Cook, 1993: 5). Consequently, the involvement of a myriad of service providers such as READ Educational Trust is more important than ever as in many countries of the world. Education systems are undergoing reforms that seek to improve the effectiveness and the standards obtained by the learners whom they serve.

Concurrent with the national Department of Education’s continuous endeavour to enhance the quality of teaching and learning, there is an increasing involvement of many service providers at all levels of government, including schools. The failure of the education system to deliver equal access and educational success to the previously disadvantaged children remains a source of considerable tension in South Africa. The right to free education is not yet a reality to many South Africans, despite the fact that it is enshrined in the Bill of Rights of the South African Constitution. The high illiteracy rate in our country provides evidence to this fact.

Furthermore, educator expertise is regarded as one of the most important school factors influencing student achievement (Owings & Kaplan, 2003:263). Owings and Kaplan (2003) further recommend that, instead of attempting to address educator shortage with ill-conceived “emergency” licences for unprepared and under-prepared individuals, states, non-governmental organizations and schools can enact policies and practices to ensure more high-quality educators. The approaches include providing subsidies for high-quality educator preparation; competitive salaries; streamlining selection and proactive

recruitment; mentoring and induction for beginning educators; high-quality professional development; and redesigning schools to support teaching and learning.

Fortunately, organizations like READ are currently working in partnership with the national Department of Education to focus more attention on strengthening classroom practices and helping educators learn and use approaches that bring all learners to higher achievement levels (Owings & Kaplan, 2003:263). Owings and Kaplan (2003:263) further contend that the ongoing professional development designed to change and sustain best teaching practices must include immediate classroom-relevant educator choices within prescribed requirements; real-world practice and feedback; peer observations and mentoring; frequent classroom observations; and conferencing. Of paramount importance is the fact that the educators themselves should actually become professional learners, as well as facilitators of others' learning, if schools are to achieve the purpose for which they exist. Owings and Kaplan (2003:267) further stipulate that schools of the 21<sup>st</sup> century must be able to prepare all students for economic viability, advanced education, and well-paying careers. To this end, intervention programmes like those offered by organizations such as READ Educational Trust can be powerful engines that drive student learning with heightened relevance and meaning.

Coupled with that, it is important to point out that the underlying motive that actually prompted the researcher to conduct this research is to determine Grade 4 educators' experiences with a READ Educational Trust training programme and the extent to which it has impacted on their classroom practices and professional development as indicated earlier on. Basically, this particular study seeks to address the research problem which is: What is the impact of teaching and learning programmes offered by service providers such as READ Educational Trust on the writing performances of Grade 4 learners?

The question is, therefore, whether or not intervention programmes provided by service providers like READ Educational Trust, indeed advance both the strategic thrust of such organizations and schools, and in doing so, enhance their competitive advantage. These educational demands also compelled the Department of Education to rope in many service providers and yet there is still no guarantee that effective teaching and learning take place at classroom level. The issue of different environments and contexts in which the interventions are administered also encouraged the researcher to pursue this study. This goes hand in hand with a high expectancy of more or less the same outcomes of the

said interventions (Kearsley & Compton, 1981:467, in Van Dyk 2001:452). All these problems prompted the researcher to assess the impact of a teaching and learning intervention programme offered by service providers such as READ Educational Trust on the writing performances of Grade 4 learners, with the view to detect problems and make recommendations for areas that need to be improved. In a nutshell, the investigation seeks to determine the impact of training programmes offered by external service providers such as READ Educational Trust on classroom teaching and learning in general. It is anticipated that the results of this investigation will lead to the success of the same organizations in terms of the quality of the product or service they provide.

Having said that, the study problem may be formally stated as follows:

- The South African literacy level is high, at 85% according to UNESCO statistics, but the functional literacy in reading and writing skills of a nine year old is not enough for today's job market (READ Educational Trust, 2007:2). When one considers the fact that primary school education is expected to prepare the learners in such a way that they will cope with the demands of secondary education, where writing forms the basis of their examination performance, the implications are very serious;
- The results of an external summative evaluation conducted by Eric Schollar & Associates (ESA) in 2002, confirmed that the level of writing in nearly all project schools is still a problem area (READ Educational Trust, 2002:5). Moreover, the results of an evaluation of the Business Trust Learning for Living Project, show that from the baseline assessment project, learners in project schools have shown an increase in literacy and writing skills, far above that of learners in control schools. However, a worrying factor is that the level of writing for learners in READ's project schools only increased by 5%, which is not higher than the learners of the same grades at the control schools. More disturbing is the fact that the results are the same in nearly all the provinces. Primary school learners in the control schools write an average of over 15% of unintelligible sentences, while the corresponding figure for READ's project schools is just under 5%. Regrettably, the problem is still prevalent in almost all the READ project schools;
- Reports from the quality check committee, of which the author was a member, indicate that, in general, learners do not do enough writing. Writing skills are seriously below an acceptable level despite the fact that READ Educational Trust emphasizes the idea that the learners must write everyday for real and different

purposes. The findings of the quality check committee showed that learners perform well in multiple-choice tasks, but performed poorly in tasks that required them to produce responses. According to the educators, writing scores were influenced by shortage of teaching and learning material. Indeed, it became evident that schools that had less learning material scored lower than learners in institutions that were adequately resourced (READ Educational Trust, 2007:2). Educators were, therefore, encouraged to display on classroom walls the texts the learners produce, so that classrooms become print-rich sites for learning. Unfortunately, all these strategies do not impact significantly on the development of writing as an important aspect of learning. This discrepancy was also detected by the management of READ Educational Trust and a strong stance was taken that the organization should actually work collaboratively with the Department of Education in 2001 and 2002, wherein greater emphasis was specifically placed on writing;

- The findings of a systematic evaluation that was conducted by the Department of Education on Grade 3 learners in 2003, clearly show that average scores achieved by the random 5% sample, from 54 000 learners, were as follows: Life Skills-54%, Listening and Comprehension- 68%, Reading and Writing-39%, Numeracy-30%. The scores indicate that Grade 3 learners had the greatest difficulty with numeracy. Nevertheless, literacy scores were higher and this was primarily due to higher scores obtained in the listening comprehension, rather than in reading and writing (READ Educational Trust, 2007:2). According to the findings of this study, literacy scores were influenced by aspects such as shortage of teaching and learning material where learners in schools that had less learning material scored lower than learners in schools that had adequate resources. Learners' involvement in classroom activities was found to be low, despite OBE's emphasis on learner participation. Other findings of the evaluation are that the national indicator for the availability of resources at home is about 31%. Fifty-seven comma one percent of households in the survey had access to television sets, 45,9% had access to a telephone, 23% had access to newspapers and magazines, 53% had fewer than ten books, 67.2% had access to a radio, 53% of pupils' families did not have any books in the home and that 27% of schools had libraries. It therefore became evident that learners attending schools that did not have adequate resources actually came from homes without education resources (READ Educational Trust, 2007:3);
- One of the problem indicators for poor writing skills that emerged from numerous formal and informal interviews with principals and educators is educator proficiency.

Most educators confessed to a lack of confidence in their own English language proficiency, including those who teach English at Grade 4 level. They readily admit to trepidation when they are expected to mark/correct their learners' written work. During regular classroom support visits, the author personally came across many examples of learners' work that had not been marked at all, or which had been marked incorrectly. As a matter of fact, regular monitoring visits had always highlighted a desperate need for new strategies, methodologies and materials to improve the learners' written English;

- The problem also became evident in 2003, when the author was conducting an internal assessment in READ's project schools (Banyan Tree Project). The researcher came to realize that Grade 4 learners were still battling to construct meaningful phrases whenever they were asked to write short sentences. Another worrying factor is the fact that READ's book-based methods have been implemented in those schools as from 1998, when the project was kick-started. However, READ Educational Trust has been trying very hard to solve the problem and the following steps and strategies have been put in place:
- A considerable amount of time and money has been spent on retraining workshops for trainers, with a view to equipping them with writing skills. International experts were also involved in the retraining campaign to ensure that the trainers are in a position to impart effective writing skills to primary school educators, who will in turn impart the acquired knowledge to the learners at school level. Topics such as Teaching Writing, Shared Reading and Writing and Outcomes-based Writing Assessment were covered;
- Selected trainers were also trained in language assessment. These trainers were expected to work closely with language educators so as to benchmark learners' progress in reading, writing and comprehension;
- The USAID DDSP Box Library Project was implemented from 2001 to 2002 to address the problem of shortages of materials in schools. A total number of 345 970 books were delivered to all the project schools;
- A high school and youth programme was developed in 2002 to ensure continuity from Grade 7 to secondary school level. Word cards have been developed for the books in high school accelerated packs to aid learners in their reading and to build vital language skills such as writing. The focus is on language learning and life skills young people might need for life and work in a modern technological society;
- A leader-teacher programme has been developed and field-tested over a number of years. The main idea was that the leader teachers would be able to offer classroom-

based support, afternoon workshops, and lesson demonstrations that are provided during the READ workshops;

- Developmental subject advisors (North West Province) have been trained in courses such as Teaching Writing, Independent Writing, Group Reading and Reading Assessment;
- Training of school managers was undertaken in courses such as Management of the Delivery of the Curriculum; School Administration; Financial Management; Human Resource Management; Communication and Conflict Management; and Management of the Delivery of the READ Curriculum. The majority of school managers reported that their enhanced management styles have already resulted in improved performance; and
- In order to ensure the quality of delivery to schools, structures that are meant for the implementation of the quality control process have been instituted and teams that will conduct the audits have already been selected. READ Educational Trust has always been assisted in the establishment of the assessment systems used for the evaluation of pupils' progress by Professor Hoffman of the University of Texas, Professor Pearson of the University of California and Professor Pat Smith of the University of Melbourne. The organization has also been involving experts such as Eric Schollar and Associates in the evaluation of its language programmes as was indicated earlier on.. In addition, more attention has been given to the mentoring of trainers during support visits, to ensure that the correct implementation skills were acquired during training.

Although READ Educational Trust has taken the above steps to improve the performance of learners, in terms of language development the external evaluation report and graphs show that the increase of Grade 4 learners' literacy, numeracy and writing skills is low as compared to that of other grades (Eric Schollar & Associates, 2002:2). According to the conclusions of the survey, there is a very high correlation between the learners' reading skills and their ability to write good English. The lesson is quite obvious, viz.that children who read well also write well. This is a good thing in the sense that the increase in literacy and writing skills normally leads to good mastery of numeracy skills as learners will be in a position to understand mathematical concepts and instructions. In other words, to improve writing skills, we need to improve reading skills as well (Eric Schollar & Associates, 2002:2).

The above-mentioned findings, as highlighted in the problem statement, provide compelling evidence in support of the researcher's focus on Grade 4 learners' writing skills as a problem area in this study. The results of an evaluation that was conducted by the Department of Education in 2003, show that Grade 3 learners had difficulty with writing (READ Educational Trust, 2007:2). This particular research will, therefore, be limited to an investigation of Grade 4 educators' experiences with a READ Educational Trust training programme and its impact on their classroom practices and professional development. It also assesses the impact of a teaching and learning intervention programme offered by service providers such as READ Educational Trust on the writing performances of Grade 4 learners.

## **1.5 AIMS OF THE RESEARCH**

### **1.5.1 General Aim**

The general aim of this study is twofold. It attempts to give a better understanding of educators' experiences with and opinions of an intervention programme that has impacted on their daily classroom practices and it also assesses the impact of a teaching and learning intervention programme offered by external service providers such as READ Educational Trust on the writing performances of Grade 4 learners. In a nutshell, the study aims at determining the impact of intervention programmes offered by service providers like READ Educational Trust on staff development and classroom teaching and learning.

### **1.5.2 Specific Objectives**

In order to achieve the above aim, the specific objectives of this study are to:

- (a) Determine the nature of intervention programmes offered by service providers such as READ Educational Trust;
- (b) Investigate the perceptions of educators towards intervention programmes such as those offered by organizations like READ Educational Trust;
- (c) Determine how language programmes such as those offered by READ Educational Trust contribute to effective language teaching;
- (d) Establish how methodologies employed by service providers such as READ Educational Trust advance staff development;

- (e) Gauge the extent to which intervention programmes offered by organizations such as READ impact on Grade 4 learners' writing skills;
- (f) Determine how intervention programmes offered by organizations such as READ impact on the level at which Grade 4 learners develop their language skills;
- (g) Establish how intervention programmes offered by service providers such as READ Educational Trust contribute to effective language teaching; and study the issues involved in productivity management with a view to ensuring that organizations like READ Educational Trust are capable of improving their productivity strategies in such a way that they adequately meet the needs of the target groups and the entire corporate market.

The above-mentioned objectives will be realized by means of a literature study and an empirical investigation.

### **1.5.3 Literature Study**

A literature study was undertaken in three parts. The first one focuses on the concept of learning, and how intervention programmes offered by organizations such as READ Educational Trust can impact on the learners' writing skills. In order to arrive at valid conclusions, the various concepts, models and theories of learning were considered.

The second part attempts to establish which factors contribute to the type of outcomes that result from the roll-out of intervention programmes that are offered by service providers such as READ Educational Trust. In order to do this, the general issues, such as organizational factors, human factors and motivation, as well as the effect of new trends on education, were reviewed.

The third part examines a variety of evaluation techniques in order to develop a measuring instrument that would be used to measure the impact of intervention programmes on learning experiences in general.



#### **1.5.4 Empirical Investigation**

The aim of the empirical investigation is as follows:

- To look at the relevance of theories and models to the whole concept of language teaching and learning;
- To determine the linkages between educational theories and models and READ's training model; and
- To establish which factors have an effect on the teaching and learning process in schools.

In a nutshell, this investigation is aimed at determining Grade 4 language educators' experiences with a READ Educational Trust training programme and the extent to which it has impacted on their classroom practices and professional development. It also seeks to assess the impact of a teaching and learning intervention programme offered by service providers such as READ Educational Trust on the writing performances of Grade 4 learners. It is anticipated that the research findings will empower the following stakeholders who have a pivotal role to play in the improvement of the quality of education in South Africa:

- Educators who are involved in the implementation of the programmes to develop language competencies of the learners; and
- Management of organizations such as READ Educational Trust to formulate a human resource development strategy and to review the curriculum and the mode of delivery as well as enabling trainers to detect their weaknesses and problems in terms of service delivery.

### **1.6 HYPOTHESES**

#### **1.6.1 Purpose of the Hypotheses**

A hypothesis is a tentative explanation for certain behaviours, phenomena, or events that have occurred or will occur (Gay, 1992:66). The main purpose of a hypothesis is to state a researcher's expectations concerning the relationship between the variables in the research problem, which indicates what the researcher thinks the outcome of the study

will be. According to Hoy and Miskel (1996: 6), hypotheses bridge the gap between theory and research and provide a means to test theory against observed reality. Kerlinger (1986: 23), in De Vos (1998: 117), views a hypothesis as one of the most powerful tools yet invented to achieve dependable knowledge. Basically, the researcher uses a hypothesis to observe a phenomenon and speculates on possible causes. Kerlinger (1986:23), in De Vos (1998:117), further postulates that hypotheses have power even when they are not confirmed. The power of a hypothesis lies in the fact that negative findings are sometimes as important as positive ones, since they cut down the total universe of ignorance and sometimes highlight fruitful hypotheses and lines of investigation (De Vos, 1998: 117). Borg and Gall (1989: 66) reiterate the purpose of a hypothesis when stipulating that a well-thought out set of hypotheses place clear and specific goals before the researcher and provide a basis for selecting relevant samples, dependent variables, and research procedures to meet those goals. Nonetheless, it is possible to conduct research without hypotheses, particularly in exploratory and qualitative investigations (De Vos, 1998).

However, for the purpose of this study, a set of hypotheses will be used as a framework within which to gather information, and seek answers for problems relating to intervention programmes, such as those offered by organizations like READ Educational Trust. Borg and Gall (1989: 67) support this view when purporting that the investigators need to focus their studies on solutions to or explanations of their problem, and then gather the information needed to see if a given explanation is correct or not. Of note is the fact that the researcher will hypothesize a relationship between different variables outlined below.

The following hypotheses based on the findings of the quantitative investigation were formulated:

- Hypothesis 1: READ's language programme impacts on language teaching with expected correlations between its training method and the improvement of learners' language skills.
- Hypothesis 2: There is a correlation between READ's training programme, staff development and their professional growth. The classroom interventions therefore contribute significantly to educators' performance measured in terms of the

development of their language teaching competences, classroom practices and professional skills.

- Hypothesis 3: Educators positively regard READ's language programme contributory to Grade 4 learners' language development in general and their ability to write and design text (writing skills).
- Hypothesis 4: Female and male educators have different opinions regarding the value of READ's training programme on the performance of primary school children with specific reference to the impact of the programme on children's writing competences.
- Hypothesis 5: READ Educational Trust's training programme have more significant impacts on language teaching and learning in rural schools than urban schools.

### **1.6.2 Locating a Theoretical Framework**

This research is informed by the Return on Investment Model. The ROI model consists of various steps that are closely intertwined, namely planning, data collection, data analysis and reporting. The model provides a systematic approach to programme evaluation (Phillips, 2003:32). The author postulates that the ROI model suggests a step-by-step approach that keeps the evaluation process manageable so that users can address one aspect at a time. The four levels of evaluation, developed by Kirkpatrick (1975), offer the starting point of the ROI model. In fact, the conceptual framework selected for this study is a modification of Kirkpatrick's four levels and includes a fifth level, namely Return on Investment (ROI). The rationale behind the selection of this conceptual framework is that it shows clearly how data are collected, processed, analyzed, and reported to various stakeholders. According to Phillips (2003:33), the ROI model emphasizes adherence to operating standards and philosophy. A detailed discussion of the ROI model will be presented in the fifth chapter.

This study focuses on the impact of a teaching and learning programme intervention offered by external service providers such as READ Educational Trust on the writing performances of Grade 4 learners and the influence it has had on the classroom practices and professional development of educators who were involved in the implementation of such programmes.. Therefore, when evaluating the effect of the above programmes,

issues such as customer satisfaction, learning, behaviour, application skills and the results or business impact, are to be taken into consideration. All these aspects are discussed in an integrated manner due to the holistic nature of teaching and learning. For instance, the real measure of success during the implementation phase is largely determined by the quality of planning, data collection strategies, application/implementation skills and business impact.

To promote efficient learning, long-term retention and application of skills or actual information learned from the job situation, training programmes should incorporate principles of learning such as goal setting, meaningfulness of material, practice and feedback, especially when the focus is on learning facts (Casio, 1995:271). The whole process comprises not only aspects such as the involvement of all consumers, credibility, acceptable pupil responses and completeness, but also the accentuation of the following four factors:

- Continued contact with the learners and educators to give advice and help, as well as effecting contact with parents;
- Clear communication to illustrate roles, to explain terminology, to illustrate possible means of evaluation, and to supply answers to the well-known queries, i.e., Who, What, When, Where, How, and Why?
- Provision of a support service, for example, spelling out time scheduling, support by supplying material, setting one's own example, creating a climate of trust and security and encouragement of language educators; and
- Compensation, both external, such as financial, praise, acknowledgement, and also intrinsic aspects of compensation, including persons who regard successful application as sufficient compensation (Casio, 1995:271).

To determine the impact of intervention programmes such as those offered by organizations such as READ Educational Trust on Grade 4 learners' writing competencies as well as educators' experiences with and opinions of the intervention programmes, this study uses the ROI model as developed by Kirkpatrick (1975).



## 1.7 DEFINITION OF CONCEPTS

### 1.7.1 Assessment

“Assessment” is defined by Anthony (1999:526) as a process whereby the employee’s performance and productivity are measured. According to Kreitner (1995:109), assessment of a commercial service entails watching a process unfold and measuring it against the consumer’s judgement. In this case, the only completely valid standard of comparison is the customer’s level of satisfaction. This is a perception, something more slippery to measure than the physical dimension of a product. For the purpose of this investigation, assessment can be perceived as a means of obtaining information that allows educators, learners and parents to make professional judgements about learners’ progress (Pretorius, 1998:82-83). Basically, assessment is used in the sense of deciding to what extent outcomes have been achieved. It occurs when an educator weighs the final outcomes of the teaching and learning process, and judges the quality of the end product.

Assessment is an integral part of teaching and learning, not just a means of monitoring or auditing learners’ performance (although it does serve this purpose as well). However, the ultimate purpose of assessment is to measure learning outcomes. The additional purposes are to improve the quality of teaching and learning, the curriculum and conditions for learners’ learning, and measuring knowledge, performance and attitudes as a data-gathering strategy. Within the context of this study, assessment would mean evaluating the impact of a teaching and learning intervention programme offered by service providers such as READ Educational Trust on the writing performances of Grade 4 learners. Ultimately, the data obtained through assessment would enable the researcher to determine the extent to which the above-mentioned programme impacts on Grade 4 learners’ writing skills.

### 1.7.2 Impact

The word “impact” can also be understood as a force that brings about change or determines a course of action or behaviour (*Oxford Dictionary*). “Impact” is the ability to make someone or something change. It is the power indirectly affecting a person or a course of events. The word “impact” simply means to affect or alter (as behaviour) by indirect or intangible means or to have an effect on the condition or development with a

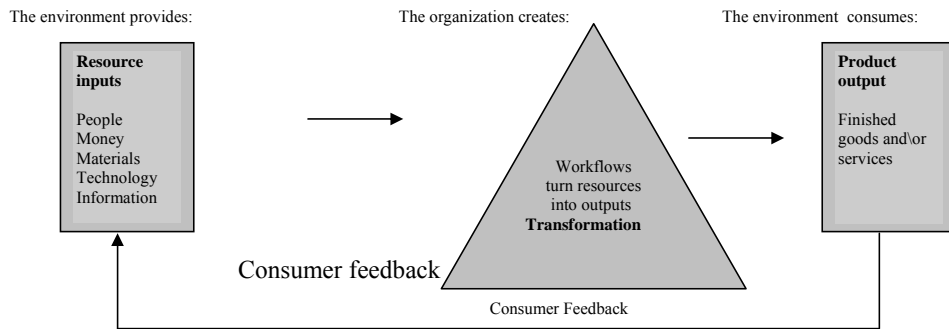
view to modifying something. Surprisingly, the word “impact” is very often used interchangeably with the word “influence” in the various texts. Some scholars purport that the word “impact” can be regarded as the ability to make someone or something change. For the purpose of this study, the word “impact” means the extent to which a teaching and learning intervention programme offered by service providers such as READ Educational Trust affects Grade 4 learners’ writing competencies. It also refers to the extent to which the above programme influences the level of productivity and professional development of both the educators and trainers in this study.

### **1.7.3 Productivity**

Many scholars view the concept of productivity as a very complex and slippery issue to define. For example, Van Niekerk (1992:5) maintains that before the concept of productivity itself is defined, a clear understanding should first be gained of the concept of output and input. However, more emphasis should be on the educational setting. According to Shafritz (1992:407), productivity is the input-output ratio with a time period and due consideration for quality. He further defines it as an effort to get improved performance out of allocated resources, which is achieved by means of efficiency and effectiveness controls. In simple terms, productivity can be defined as output per hour (Anthony *et al.*, 1999:450). Saunders (1997:407) perceives productivity as the extent to which improvements have been made by processes within their own contexts. It is also used to determine whether the firm or organisation has been successful or not.

In management terms, productivity is the ratio between output (what has been produced) and the input required to attain the results. For the purpose of this study, productivity is viewed by the researcher as one of the fundamental issues of organizational development. It is the ability of the individual employee, group and the organization as a whole to work at an expected pace and within the given time frame in order to achieve organizational goals.

**Figure 1.1 Organizations as open systems.**



(Adapted from Osborn *et al.*, 2000: 23)

Furthermore, productivity of the educators and trainers is determined by matching their outputs with standards or goals set by organizations such as READ Educational Trust. Similarly, Figure 1.1 clearly indicates the interaction between the environment and organizations as open systems. Logically, the environment provides resource inputs which are then transformed into product output as shown in Figure 1.1.

Having said that, it can be deduced that the success of any undertaking depends to a large extent on the quality of its management and its ability to meet market needs, i.e., its ability to do certain things customers value more than those of the competitors (Saunders, 1997: 407). It is against this background that the researcher perceives productivity as an important aspect that determines the success and growth of organizations, and that it may therefore be regarded as their cornerstone.

#### **1.7.4 Training**

Training is defined by Rothwell and Kazanas (1994:296) as an aspect of management that consists of organized learning activities capable of improving individual performance through changes in knowledge, skills, attitudes and experiences. It includes an intention to evoke new insights, update skills, and prepares people for career movement of any kind and to rectify knowledge or skill deficiencies. Traditionally, of all major functions of personnel, training has been the most neglected. It is, therefore, not surprising that scholars like Shafritz (1992:415) posit that it has always been perceived as a stepchild in

the personnel and human resource management family, and that has usually been one of the first areas to be sacrificed in terms of budget.

On the other hand, the concept of training is positively defined by Kroon (1995:316) as a methodical process that is aimed at attaining greater productivity of employees in their present positions and developing employees towards accepting more responsibilities. Lussies (1999:323) supports this view when defining training as a process which typically involves specific job skills and which applies more to operating employees. Training generally means teaching job skills, whereas development involves more general abilities. According to Robbins and Decenzo (1994:255), in Van Dyk *et al.*, (2001:467), training is a learning experience that seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Similarly, Saunders (1997:268) views training as a management function that is geared towards cultivating people with desired capabilities through development programmes. Moreover, training is presented as an important weapon that is used to gain a competitive advantage (Casio, 1995:267). Logically, a key objective of any training programme, therefore, is to tie workforce training to business targets.

In the light of the above, one would conclude that training involves, amongst other things, the usage of corrective measures when current work standards drop, and this drop may be ascribed to a lack of knowledge, skills or poor attitudes amongst individual employees or groups within an organization. In this investigation, training refers to a tool for equipping educators and trainers with the knowledge, skills and attitudes they need in the implementation of READ methodologies and strategies. In this sense, it is a short-term instrument for change, geared to existing jobs and problems faced in the implementation of such methodologies.

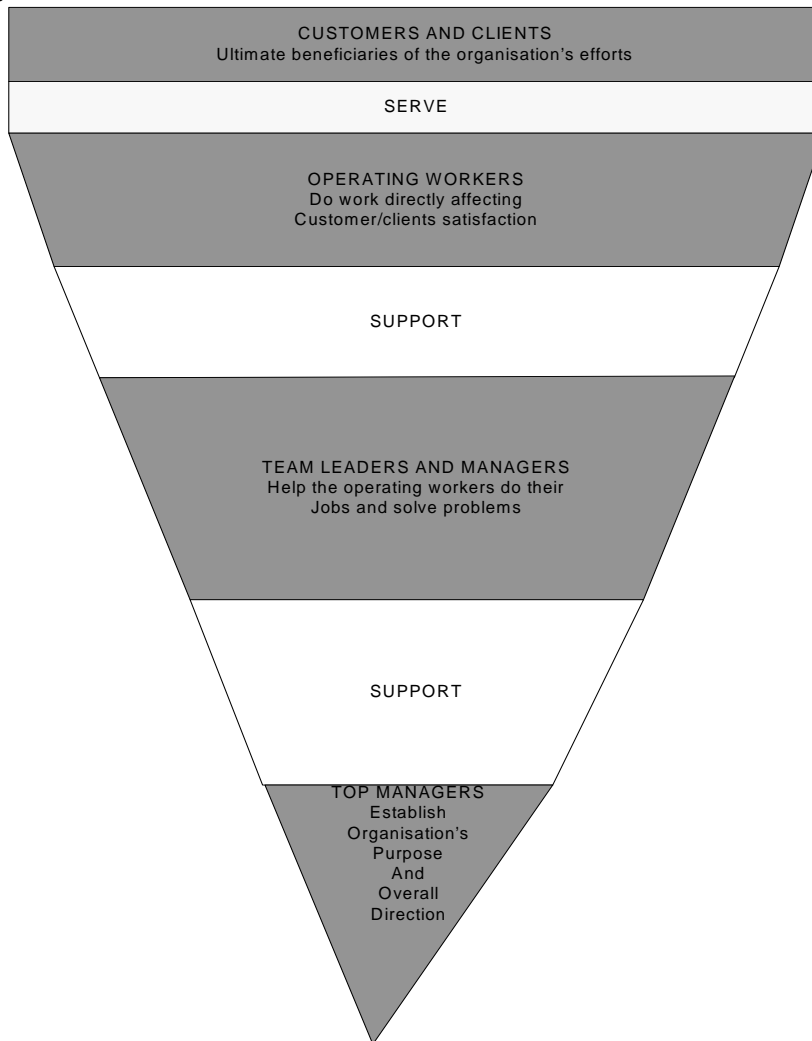
#### **1.7.5 READ Educational Trust**

The READ Educational Trust is an independent, professional South African organization that is currently funded by the private sector and foreign donors. It was established in 1979 in response to community concerns over lack of reading and library facilities in disadvantaged communities. Thus, the underlying objective of READ as an organization is to eradicate the alarmingly high level of illiteracy found mainly in remote rural areas. The background of READ Educational Trust has been highlighted in Section 1.2. above.



Figure 1.2 below illustrates the upside-down pyramid view of the organization and its management.

**Figure 1.2: The “upside-down pyramid/inverted” view of the organization and its management**



(Adapted from Osborn *et al.*, 2000: 23)

Finally, it is important to point out that the nature of the organization as well as its management determines, to a large extent, the success and sustainability of language programmes that are implemented in READ's project schools. Of note is the fact that

organizations such as READ Educational Trust have already developed various strategies in support of project delivery and sustainability. From the preceding discussion, READ Educational Trust can be understood to be a service provider that is committed to the improvement of the quality of teaching and learning, through the implementation of intervention programmes in selected schools.

#### **1.7.6 Grade 4 Learners**

Grade 4 learners are Intermediate Phase learners. The Intermediate Phase is the phase after the Foundation Phase with three learning programmes, namely, literacy, numeracy, and communication (Pretorius, 1998:57). Grade 4 learners fall within the “11 to 12” years age category. Grade 4 learners have been chosen as the main focus area as they have been receiving support throughout the Foundation Phase level. It was also anticipated that the researcher would be able to make recommendations based on the findings of the study. The said recommendations could be used to improve the quality of intervention programmes for Grade 5, 6 and 7 learners. Problem areas could also be addressed, especially in the lower grades, namely Grade 1-3 learners.

### **1.8 RESEARCH QUESTIONS**

According to Mouton (2002:160), most studies on outcomes or the impact of programmes are categorized under evaluation research, namely, experimental and quasi-experimental outcome studies that are quantitative in nature. The main aim of outcome or product evaluation studies is to establish whether or not the intended (and unintended) outcomes of the programmes have materialized. Therefore, this study suggests a theoretical (so-called “black box” evaluation) that is aimed at assessing whether the outcome has materialized or not (Mouton, 2002:159).

The following research questions have been formulated:

1. What is the impact of a teaching and learning programme interventions offered by external service providers such as READ Educational Trust on the performances of Grade 4 learners and what influence does it have on the classroom practices and professional development of educators involved in the application of such programmes?

- 1.1 How are supplemental language programmes structured in order to support and complement formal classroom teaching and learning environment?
- 1.2. What are the perceptions of Grade 4 language educators towards language programmes offered by organizations such as READ Educational Trust on the achievement of the curriculum outcomes?
- 1.3 How do language programmes such as those offered by READ Educational Trust contribute to effective language teaching?
- 1.4 How do the methodologies of service providers such as READ Educational Trust advance staff development?
- 1.5 To what extent does the READ Educational Trust's intervention programmes impact on Grade 4 learners' writing competencies?
- 1.6 How do intervention programmes offered by organizations such as READ Educational Trust impact on the level at which Grade 4 learners develop their language competencies?
- 1.7 How do intervention programmes offered by service providers such as READ Educational Trust contribute to effective language teaching?

## **1.9 RESEARCH METHODOLOGY**

The Department of Education in Limpopo has signed a contract with READ Educational Trust as a service provider responsible for, amongst others, the assessment and implementation of language development programmes at primary school level.

The researcher has conducted a literature review in order to familiarize herself with the topic and to generate important ideas and themes that can be explored later in the research process. A literature review is an important step in the research process which aims at providing the researcher with a good understanding of the selected problem and help places the results in a historical perspective (McMillan and Schumacher, 1993:112). De Vos (1998: 65) concurs with this view and asserts that a literature study is of paramount importance in the sense that it provides the researcher with a substantially better insight into the dimensions and complexities of the problem, equips him/her with a complete justification for the subsequent steps, and also affords him/her the opportunity to choose whether to replicate a study or not.

The research suggests a quantitative-qualitative approach as it determines the impact of a teaching and learning intervention programmes offered by organizations such as READ Educational Trust on the writing performances of Grade 4 learners and the extent to which the programme has influenced the classroom practices and professional development of educators who were involved in the application or implementation of such programmes. Empirical research has been conducted using a structured questionnaire and open-ended interviews. The ultimate goal of the investigation is to give us a better understanding of educators' experiences with and opinions of an intervention programme that has impacted on their daily classroom practices and to assess the impact of training programmes offered by organizations such as READ Educational Trust on classroom teaching and learning in general.

Permission has been obtained from the Department of Education in Limpopo to conduct research in identified schools with Grade 4 classes. A variety of research strategies was used in this investigation. For instance, the researcher used a five-point scale to gauge the perceptions of educators who are involved in the implementation of intervention programmes offered by organizations such as READ Educational Trust as the service provider.

#### **1.10 LIMITATIONS OF THE INVESTIGATION**

The main focus of the study is to determine Grade 4 educators' experiences with a READ Educational Trust training programme and its impact on their classroom practices and professional development. It also assesses the impact of a teaching and learning programme offered by external service providers such as READ Educational Trust on the writing performances of Grade 4 learners. However, the researcher could not have access to confidential reports on the rolling out of language intervention projects, as well as original agreements that were signed by READ Educational Trust and the national Department of Education. Other limitations of the investigation are highlighted in the last chapter.

## 1.11 PROGRAMME OF STUDY

This thesis is structured as follows:

Chapter 1 contains the research problem, the aims of the investigation, the research methodology and the research programme. The problem is stated. The aims and objectives of the study are also stated, the methods of research are explained, the field of study is demarcated and, lastly, a description and definition of terms is provided.

Chapter 2 investigates the concept of learning in its totality. Theories and models that are related to this study are defined and their implications are considered. The relevance of educational theories to READ's training model and language teaching and learning is highlighted in the second chapter. Aspects such as second language acquisition and barriers that are caused by English as a medium of instruction are looked into.

Chapter 3 examines factors that may have an impact on the implementation of language programmes offered by service providers such as READ Educational Trust.

Chapter 4 presents the research background to READ's training model. The concept of writing is clearly defined. READ's approach to the teaching of writing is discussed. Educational implications of the READ model are considered and, lastly, the role of language in formal education is highlighted.

Chapter 5 is devoted to the empirical part of the study. Relevant research methodology is examined before describing the research methods applied in this study. Each method is discussed in terms of the data obtained.

Chapter 6 presents data analysis and a discussion of the findings from Grade 4 language educators' responses to a questionnaire survey. The findings of the qualitative research are also presented in the sixth chapter.

The final chapter of the thesis, Chapter 7, contains a summary and discussion of the main research findings and recommendations for action and further research.

## 1.12 CONCLUSION

This chapter introduced the research study. It gives a background to the study by noting the disturbing problems in the implementation of language programmes, such as those offered by READ Educational Trust, which forms the case study for this investigation. The need to improve the quality of learning experiences is currently topical in South Africa, and needs to be pursued as a matter of great urgency, as the government is funding non-governmental organizations involved in the provision of intervention programmes in schools. Basically, the search for quality in education has been described as a global phenomenon and a matter of urgency, particularly in developing countries like South Africa, as indicated above (Vedder, 1992:133).

This chapter also highlights the aims of the investigation. It provides an outline of chapters and offers basic clarification of the terms that form the cornerstone of the study. In the light of the foregoing, one would conclude that educational development is more and more determined by international trends and problems; the responses to these problems need also be conceived within an international and even global framework. Educational systems are also required to identify levels of success, both for individual learners and, increasingly, for the system as a whole.

In the next chapter, a literature review is conducted, with special emphasis on the concept of learning. For that reason, the various concepts, models and theories of learning are looked into.

## CHAPTER TWO

### THEORIES AND MODELS OF LEARNING THAT UNDERPIN THE STUDY

#### 2.1 INTRODUCTION

In Chapter Two, theories and models that are relevant to the investigation are discussed with a view to showing how they informed and guided the study. According to Hergenhahn and Olson (2005:23), a model can be used to understand what is less known. Unlike a theory, a model is typically not used to explain a complicated process; rather it is used to simplify the process and make it more understandable. Hergenhahn and Olson (2005:23) further postulate that the use of models involves showing how something is like something else. A theory, however, attempts to describe the process underlying a complex phenomenon (Hergenhahn & Olson, 2005:23). Reinforcement theory, for example, is an attempt to explain why learning occurs. It is not an attempt to show what learning is like, as would be the case with a model. Another practical example is the concept of motivation, where one might say that an organism acts like a mule with a carrot dangling before it, or might say that the physiological state of hunger is interacting with previously learned habits, causing the organism to run (Hergenhahn & Olson, 2005:23). In the former case, a model is being used to describe behaviour; in the latter case, a theory is being used in an attempt to explain behaviour.

For the purpose of this study, models are investigated to determine how they are similar to the principles underlying READ's training model. The main aim is to use these models in an attempt to understand the phenomenon under study. In a similar line of thought, theories of learning are investigated to explain the phenomenon under study, namely the impact of READ's training programmes on Grade 4 learners' writing competencies. Programme evaluation suggests that the behaviour of the participants be studied so that one can make inferences concerning the process believed to be the cause of the behavioural changes (Hergenhahn & Olson, 2005:5).

For hundreds of years, man has been concerned about what distinguishes him from animals and other living organisms. The possession of a sound mind and the ability to learn has always been recognized as a major characteristic of human beings. During the

last century, many psychologists and researchers in the field of cognitive development sought to understand the concept of learning and the cognitive processes of the human brain.

Resultantly, the current reconstruction of the South African Education System has entailed a variety of government policy statements (White Papers), task team reports, national and provincial laws, and developments in the field of curriculum studies in order to improve the quality of learning in schools.

Psychologists have also been interested in answering when and how learning begins and develops. How does the learning of the infant differ from that of the older child? Are there universal principles of human and animal learning? What processes are involved in the acquisition of new habits and new knowledge? How can these processes be studied? What are the most effective strategies for learning or remembering? These questions prompted many psychologists both here and abroad to isolate and describe the processes and laws of learning (Clarke-Stewart, 1985:344).

Early in the last century, psychologists started filling their laboratories with dogs, rats, birds and cats, pigeons playing ping-pong, and horses that could count, all with a view to achieving the above goal. In addition to that, it has in recent years increasingly come to be realized that, for the implementation of improved strategies in education, the effective unit is the individual school where the process of teaching and learning occurs. Co-operation amongst service providers and the Department of Education is, therefore, very valuable, but on a day-to-day basis it is the uniqueness and the culture of the individual school “that has the most impact on the quality of learning” (Davidoff & Lazarus, 1997:2). Although research findings and recommendations by various psychologists and prominent educational scholars revealed a great deal about how the mind works, there is still very little consensus concerning a clear definition of the “learning” process or its components.

The first section of this chapter thus consists of an analysis of learning from both historical and modern perspectives.





## 2.2 THE CONCEPT OF LEARNING

Educational literature provides various definitions of the concept of learning. According to Nieman and Monyai (2006:72), learning is regarded as an active, lifelong process of experience and attaching meaning to experiences that eventually change the individual. In other words, learning is not seen as a product or result of the individual's genetic predisposition. Rather it entails change in the learners' insight, comprehension, behaviour, perception or motivation and this change leads to added knowledge or the ability to do something that the learner could not do before (Nieman & Monyai, 2006:72). They further stipulate that learning is always regarded as the acquisition of new knowledge, skills and attitudes. This understanding of learning is important for this study because it helps in unpacking the concept of READ programmes as seen by Grade 4 educators. Learning forms an integral part of the conceptual framework which underpins this investigation. This study seeks to gauge the perceptions of Grade 4 educators on READ's training programmes. It is also aimed at assessing the impact of READ's training programmes on Grade 4 learners' writing competencies. In order to address the above research problems, one would have to determine the extent to which change in performance through conditions of activity, practice and experience has occurred (Nieman & Monyai, 2006:4). According to Hergenhahn and Olson (2005:6), learning refers to a change in behaviour potentiality, and performance refers to the translation of this potentiality into behaviour.

Broadly speaking, one can deduce that learning has taken place when a person has acquired knowledge of something that was previously unknown to him/her, or when he/she can do something he/she previously could not do. On a less superficial level, to learn means more than just the acquisition of knowledge and skills as described above. Almost everything people do is influenced by previous experience (Jordaan & Jordaan, 1995:498). Previous experience, in the form of education, training, practice, and life experience, usually leads to behavioural changes, and such changes are attributed to learning which has occurred in one way or another. Jordaan and Jordaan (1995:498) further stipulate that the study of learning comprises the study of the behavioural changes initiated both by formal learning situations and by life experiences.

As previously mentioned, the complexity of the concept of learning suggests a holistic analysis of both historical and modern views on the matter because it relates to a different

set of circumstances in the life of the individual. For instance, human skills, appreciations and reasoning, in all their great variety, as well as human hopes, aspirations, attitudes, and values, are generally recognized to depend for their development largely on the events called learning (Gagne', 1985:1). Anderson (1999:6) supports this view when contending that, late in human history, learning has been an important area of research and that the main reason for the early interest in learning was Charles Darwin's theory of evolution which captured the imagination of the intellectual world with its emphasis on how natural selection had changed species so that they were better adapted to their environment. Gagne' (1985:2), for instance, states that learning is a change in human disposition or capability that persists over a period of time and that it is not simply ascribable to processes of growth. According to Carson *et al.*, (1995:83), learning is the modification of behaviour as a consequence of experience and it is also the central theme of the behavioural approaches which are in turn organized around a central theme, namely the role of learning in human behaviour.

Seemingly, there are many definitions of the concept of learning. For example, Kimble (1967), in Houston, (1991:4) developed a definition that says learning is a relatively permanent change in behaviour that occurs as a result of reinforced practice. Standton and Ettinger 1989, in Houston, (1991:6) define learning as a specific and relatively permanent change in an animal's potential produced by the environment. Hall (1989), also in Houston (1991:6), on the other hand, defines learning as a neurological process that arises from experience and is inferred from changes in the organism's behaviour. Crider *et al.*, (1989), in Houston (1991:6), characterize learning as a relatively permanent change in immediate or potential behaviour which results from experience. Contrary to Crider's view of the concept of learning, Anderson (1999:4) presents learning as a process by which long-lasting changes occur in behavioural potential as a result of experience.

Surprisingly, contemporary writers such as Peel and McGarry (1997:699) present a totally different view of the concept of learning as their premise is based on the metaphor that perceives the student as a worker who helps produce knowledge. They regard learning as the results of what schools produce. According to Peel and McGarry (1997:699), schools cannot by themselves totally control whether students learn or not, just as companies cannot totally control their results (i.e. profits), which depend on customer responses and many other factors. However, schools can control the quality of the work that educators give learners in order to facilitate their learning. The researcher tends to agree with this

view of learning because it sees learning as a social construct. This is the view that underpins READ programmes.

At first glance, readers might easily assume that learning is what schools, or more specifically educators, directly produce. But this factory/manufacturing metaphor begins to break down when one considers that unlike factories, schools cannot control their inputs (i.e. the characteristics of the learners they accept). As a result, the learning processes are not the actual outputs since many factors other than educators' efforts determine the outcomes of the process. For example, scholars such as Hughes (1990:22) define learning as a process that needs to be action based. According to him, learning is most effective through actually doing things, rather than simply reading or hearing about them. He further posits that activity methods of various kinds play an increasingly important part in educational institutions whether the action is simulated or real.

On the other hand, Plug *et al.*, (1987), in Kruger (1989:129) perceive the term "learning" as an aspect with a wide meaning and which also refers to relatively permanent changes that are the results of experience due to processes underlying or causing these changes. Jordaan and Jordaan (1995:498) further highlight important characteristics of the learning process or processes that presumably underlie or give rise to perceivable changes in behaviour in situations involving practice, teaching and life experience. They also perceive the concept of learning as a process that is influenced by a multiplicity of principles and factors such as goal-setting, distribution of learning time and knowledge of results (feedback). An awareness and knowledge of those factors will give us a clearer perspective of the learning process. A discussion of early philosophical ideas on learning is presented in the next sub-section.

### **2.2.1 Early Philosophical Ideas on Learning**

For many decades, a great deal of attention has been given to an understanding of the concept of learning. Worldwide, many scholars and psychologists came up with varying viewpoints and ideas on learning. Since the quality of learning has always been an important concern in education and training, it is necessary to discuss a number of philosophical ideas on learning.

### 2.2.1.1 Behaviourism

In the past, learning was mostly regarded as the reactions of individuals to their environment. The consequences of their actions shaped their behaviour, and learning was regarded as a conditioned response to stimuli (Nieman & Monyai, 2006:73). This “behaviouristic” view of learning was the greatest influence on education in the previous century and still continues to influence education as is evident from the role that drill and practice, rewards, reinforcement and the breaking of negative behaviours in the classroom plays (Nieman & Monyai, 2006:73). They further state that educators use these techniques in the classroom because behaviourists believe that human behaviour is orderly, predictable and, in particular, controllable.

Behaviourism is an approach to psychology that started in the United States at the beginning of the twentieth century when behaviourists sought to develop theories about the behaviour of an organism with no reference to what might be happening in the mind of the organism (Anderson, 1999:3). Behaviourism as a school of psychology was founded in 1913 by the American psychologist John Watson. Although the days of psychology “schools” are distinctly over, its pervasive influences are still quite evident today. Watson’s emphasis on conditioning, within the behaviourist framework, was also instrumental in stimulating enormous interest amongst American psychologists in the scientific study of learning.

According to Watson (1958), in Weiten (1992:7), behaviourism is a theoretical orientation based on the premise that scientific psychology should study only observable behavior. Watson simply implied that psychologists should abandon the study of consciousness altogether and focus exclusively on the behaviours that they could observe directly. Hamacheck (1995:243) supports this view when positing that behaviouristic psychology is a theoretical position that focuses attention on behavioural action and reaction including the use of reinforcement. Similarly, Hjelle and Ziegler (1987:10) maintain that learning became the central focus of interest for those of behaviourist persuasion and, in large part, it remains so today. READ’s training programmes are underpinned by the behaviourist’s assumptions. For instance, READ trainers made use of various incentives during the implementation of READ’s language programmes. For example, learners were provided with silver or gold stars for average and excellent performance. They also received incentives such as mugs, caps, t-shirts and rulers for

participating in the READATHON competitions. Similarly, the educators were provided with awards and certificates as a token of appreciation for their ability to implement READ's training programmes in schools.

Interesting though, is the fact that contemporary behaviourists also view the study of personality as a branch of the general field of learning and their imprint upon personality theory, therapy and research has been great (Hjelle & Ziegler, 1987:1). Behaviourism has profoundly influenced the study of personality because of its emphasis upon the centrality of learning in personality development, the necessity of rigorous scientific research in the personality field, and the relevance of animal investigations for understanding aspects of the human personality.

According to Anderson (1999:3), learning was central to the behaviourists. They thought that most human and animal behaviour could be understood as the result of basic learning mechanisms operating on the experience provided by the environment. Of note is the fact that much of the behaviourist research on learning took place with non-human animals for ethical reasons (Anderson, 1999:3). Compared to psychoanalysis and central state materialism, behaviourism attempts to move away from an intra-psychic theory of man. Behaviourism does not try to localize behaviour in the central nervous system, but it tries to locate it between the individual and the environment (Kruger, 1989:25).

Halgin and Whitbourne (1997:142) purport that behaviourists actually attempt to determine the functional relationships between events in the environment and the behaviour of the individual. Consistent with this emphasis on observable phenomena, behaviourists consider psychological disorders as behavioural responses that the environment controls, rather than conditions whose origin lie within the person. Because most human behaviour is learned, the behaviourists addressed themselves to the question of how learning occurs. Carson *et al.*, (1995:83), note that they focused mainly on the effects of environmental conditions (stimuli), on the acquisition, modification and possible elimination of various types of response patterns, both adaptive and maladaptive.

However, radical behaviourists go even further by maintaining that the individual is under the control of the environment of which an important component is the verbal community. It is not surprising that READ Educational Trust also applies a holistic approach to language development where four basic language skills, namely reading,

writing, speaking and listening are over-emphasised in the implementation of its training programmes. READ's model is also based on the premise that language learning occurs through the mimicking of language concepts that are articulated by adults. For READ Educational Trust, the learner's environment is of vital importance to the whole concept of language development. It is therefore imperative for language educators to ensure that they impart accurate language concepts to children. Moreover, since radical behaviourists such as Skinner support this viewpoint when postulating that the real world is, indeed, scrambled in transmission, but later reconstructed in the brain, one must therefore start all over again and explain how the organism sees reconstruction (Skinner, 1964:87, in Kruger, 1989:25).

From the behaviourist's perspective, learning involves a very wide range of human behaviour and should be related to corresponding laws and principles that apply to those situations. Thus learning may include such activities as acquiring vocabulary, memorizing a poem, grasping a scientific principle or solving a mathematical problem, as much as it may involve such skills as operating a typewriter, driving a car, swimming, and so on. Similarly, READ's training programmes are structured in such a way that they afford learners the opportunity to be involved in role play and independent learning. READ's materials are designed in such a way that they encourage primary school learners to do independent writing which is in accordance with behaviourism as a theory of learning. Primary school learners are also afforded the opportunity to do individual projects in the classroom. Basically, READ's language programmes are activity-based in the sense that more time is allocated to learner activities. This aspect is reflected in the Balanced Literacy Programme as indicated in the fourth chapter.

For learning to be effective, it must be ego-involved, consciously or otherwise, the individual primarily concerned with making the best possible adjustment to his/her environment, and thus securing for himself the maximum amount of pleasure and satisfaction. The most significant thing about human learning is that successful learning is its own reward because of the feeling of satisfaction and well-being that it produces.

If this view of learning is accepted, then it would seem that teaching is not as important as it was once thought to be. In this context, the educator's role is quite obvious. His/her main task is to pose a problem, to set the stage, so to speak, to stimulate the child by making him/her see his/her possible involvement, and then to leave it to the learner. The

educator's assistance and support, external rewards and other incentives are mere aids to learning. The driving force for the process of learning must actually come from within.

Finally, it is imperative to point out that emotions are also inherent in the learning process. According to Anderson (1999:16), the three most important prerequisites for effective learning are now considered to be:

- Ego-involvement, that is, what the learner is required to learn must matter to him/her. He/she must really want to learn the material, preferably because he/she is interested in it;
- The learning must satisfy some need; and
- He/she must, sooner or later, feel happy and relaxed as a result of that particular learning experience.

According to Kruger (1989:26), behaviourism does not try to develop a method that is adequate to its subject matter, which means that behaviourism simply says that there is already in existence a pre-existent body of methodology namely that of the natural sciences, which should be applied to the human object as well. Thus, although behaviourism takes man out of the skull, the psychic aspect views him as being in relation to the world. It attempts to describe the phenomenon of being human in terms of a purely objective observation of the behaviourist expression of such phenomena. For example, the behavioural expression of being angry is not studied directly, but instead an attempt is made to define anger operationally in terms of anger-expressing behaviour such as balling the fist, getting involved in fighting, shouting etc. A behavioural description will therefore specify the observable contingencies of what is usually described by being angry, but it will at the same time, not give us a good description of what the term anger means experientially and in action.

In a nutshell, Watson, the proponent and father of behaviourism, puts external observable behaviour as the central point of his view of learning. He, therefore, advocates abandoning such concepts as consciousness and introspection which are regarded as vague and meaningless (Louw & Edwards, 1995:225). He dramatically shifted the focus of psychology from inner psychic processes to outer behaviour that is outwardly observable. Watson postulated that the proper starting point for understanding people is through the study of their behaviour, i.e. what they do, not what they think or feel

(Hammacheck, 1995:17). A summary of the behaviourist tradition is presented in Table 2.1 below.

**Table 2.1 Behaviourist tradition: Summary**

Theoretical Field	Theorist	Theory of expertise	Theory of acquisition	Theory of instruction	Theory of assessment
Educational Psychology	James		Principle of contiguity		
	Pavlov		Classical conditioning		
	Thorndike		Law of effect	Teach bonds that “go together”	
	Watson		Conditioned Reflexes		
Educational Psychology	Skinner		Operant conditioning	Teaching machines	Continuous assessment (implied)
Curriculum Development	Carroll			Model of school learning	Prior assessment of “aptitude” (implied)
	Bloom	Mastery level. Taxonomy of instructional objectives. <ul style="list-style-type: none"> <li>• cognitive</li> <li>• affective</li> </ul>		Mastery learning	Formative assessment for <ul style="list-style-type: none"> <li>• certification</li> <li>• flexible learning at course level</li> </ul>
	Keller			Personalized system of instruction	Formative assessment <ul style="list-style-type: none"> <li>• certification</li> <li>• flexible learning at unit level</li> </ul>

*(Adapted from Hodgkinson, 1998:52)*

The bottom line here is that, according to behaviourism, behaviour can be dramatically altered, shaped, controlled and manipulated through the use of reinforcements. Of note though is the fact that behaviourist literature is silent in as far as a consistent explanation of what a stimulus and a response is, and how these two are to be clearly distinguished under all circumstances. Kruger (1989:26) states that only a circular definition seems mostly to be used, in terms of which a stimulus is something that elicits a response, whereas a response is something elicited by a stimulus. There is, therefore, some work to do for the researchers to be able to come up with convincing definitions of these two concepts.

The next sub-section deals with classical conditioning as another form of learning.



### 2.2.1.2 Classical conditioning

Classical conditioning was discovered by the Russian psychologist, Ivan, Pavlov, who conducted a study on dogs. Conditioning as a form of learning also occurs in human beings. According to Van Aarde and Watson (1993:72), conditioning simply implies that change in response or behaviour has taken place which means that some form of learning has taken place.

From a psychological perspective, conditioning is a specific, simple form of learning. But there are two different types of conditioning, namely classical conditioning and operant conditioning. This section deals with classical conditioning. Weiten (1992:192) postulates that classical conditioning is a type of learning in which a stimulus acquires the capacity to evoke a response that was evoked by a similar previous stimulus. The term 'conditioning' comes from Pavlov's determination to discover the conditions that produce this kind of learning. In general, classical conditioning occurs when a stimulus elicits a particular response which is consistently paired with a neutral stimulus that does not elicit the response (Holmes, 1994:24). Van Aarde and Watson (1993:76) stipulate that classical conditioning is a passive form of learning whereby a person is exposed to two stimuli at the same time, and then learn to respond to the neutral stimulus in the same way as the natural stimulus. From a Pavlovian perspective, the stimulus that originally elicited the response in his experiment is called the 'unconditioned stimulus', and the neutral stimulus that takes on the ability to elicit the response, is called the 'conditioned stimulus' (Holmes, 1994:24).

Over the years, this form of learning became known as respondent conditioning. Higher-order conditioning appears to be another important aspect of classical conditioning, which entails the conditioning of stimulus functions as though it was unconditioned. Classical conditioning is very relevant to our understanding of the learning process because it provides the basis for many inappropriate, emotional, physiological, and cognitive responses. It also occurs in different ways, namely acquisition or forming new responses, generalization of responses and extinction of responses. Processes of classical conditioning are discussed in the following sections.

**(a) Acquisition: Forming new responses**

Acquisition is the formation of a new conditioned response tendency (Weiten, 1992:196). According to Pavlov, the acquisition of a conditioned response depends on stimulus contiguity, which literally means two events at the same time. Therefore, Pavlov thought that the key to classical conditioning is the pairing of stimuli in time. According to Weiten (1992:196), stimulus contiguity is very important to the process of learning in classical conditioning. However, some learning theorists argue that contiguity alone does not automatically produce conditioning through the formation of new responses. Very often, people are bombarded with many stimuli that are perceived as being paired, yet only some of those pairings actually produce classical conditioning. Weiten (1992:196) further notes that evidence suggests that stimuli that are novel, unusual, or especially intense have more potential to become conditioning stimuli than routine stimuli, probably because they are more likely to stand out amongst other stimuli.

The literature further suggests that many factors are involved in the acquisition of classically conditioned responses. For example, the timing of the stimulus presented is also of crucial importance. Other approaches that maximize stimulus contiguity, such as simultaneous conditioning, have a minimal effect in establishing a new conditioned response. The generalization of responses is discussed in the next section.

**(b) Generalization of responses**

According to Holmes (1994:24), generalization can be defined as a process whereby the classically conditioned response is elicited by both the conditioned stimuli and new stimuli that are quite similar to the conditioned stimuli. Weiten (1992:198) supports this view when maintaining that generalization occurs when an organism that has learned a response to a specific stimulus responds in the same way to new stimuli that are similar to the original stimulus. Seemingly, the extent to which generalization occurs is a function of the similarity between the conditioned stimulus and the new stimulus. The greater the similarity between a conditioned stimulus and a new stimulus, the more likely it is that the new stimulus will elicit the conditioned response (Holmes, 1994:24).

Generalization greatly increases the number of stimuli that can elicit a particular conditioned response. At the same time, it can also make it very difficult to understand someone's responses. However, stimulus generalization is commonplace. A good example of generalization is a case where children have fear of women in fur coats that stemmed from their original problem with rats, cats, etc. Basically, their response to women in fur coats would be quite perplexing especially if their history of conditioning and the process of generalization is not known. Generalization is seldom used in the learning process. Following is a discussion of extinction and endurance as an important aspect of classical conditioning.

**(c) Extinction and endurance of responses**

Holmes (1994:245) defines extinction as a process whereby classically conditioned responses are eliminated especially when the conditioned stimulus is presented repeatedly without being paired with the unconditioned stimulus. It is the gradual weakening of a conditioned response tendency. Gagne (1985:28) further maintains that extinction is a kind of learning that results in the disappearance of the previously learned association. For example, the dogs automatically stopped salivating in response to the bell after they repeatedly heard the bell without getting any meat.

Extinction may occur over a long period of time and sometimes the conditioned response may reappear even after it was supposedly extinguished (Rackman, 1989, in Holmes, 1994:25). Weiten (1992:192) posits that spontaneous recovery has to do with the reappearance of an extinguished response after a period of non-exposure to the conditional stimulus. This is known as spontaneous recovery of the extinguished response. However, the recovered response is usually weaker than the original response, so it can possibly be extinguished again. It normally becomes a cycle where the process of extinction, spontaneous recovery and extinction may recur. Once a conditioned response is established, it may last indefinitely unless effective extinction procedures are introduced (Holmes, 1994:25).

One final and important point to mention is the fact that classically conditioned responses do not occur voluntarily once the conditioning process has been

completed. The response occurs whenever the stimulus is presented, and the subject will not fail to perform the response. For example, Pavlov's dogs were compelled to salivate whenever the bell rang. A discussion of operant conditioning is presented in the following section.

### 2.2.1.3 Operant conditioning

At approximately the same time that the Russian, Pavlov, was experimenting with dogs, an American educational psychologist, Edward Lee Thorndike, was undertaking experiments to determine whether cats could think, and how they learned (Louw & Edwards, 1997:236). Thorndike's conclusion was that behaviour which often leads to a satisfactory result is learned and vice versa. He therefore ascribed the learning process to the law of effect. Thorndike viewed learning as a mechanical process by means of which successful responses are learned gradually as a result of a favourable outcome being obtained. Thorndike's law of effect formed the basis of Skinner's investigation into operant conditioning. Louw and Edwards (1997:233) purport that higher-order conditioning proves that classical conditioning is not entirely dependent on the presence of an original stimuli as established conditioned stimuli can fulfil the same function. A good example is a person's conditioned response of fright when seeing an empty police vehicle which is the result of higher-order conditioning. The mere sight of the police van will not cause any fear unless it has previously been paired with another anxiety-provoking stimulus, possibly an unpleasant experience with a police man. In the light of this, the whole phenomenon of higher-order conditioning makes the processes of classical conditioning much more complex. This prompted many psychologists to conduct research into this type of learning (Louw & Edwards, 1997:233).

Weiten (1992:200) posits that operant conditioning is a form of learning in which voluntary responses come to be controlled by their consequences. Operant conditioning occurs when a response is followed by a reward or any form of reinforcement. For instance, the stimuli that govern the exams and grades do not actually precede it. Instead the process of studying is mainly influenced by stimulus events that follow the response especially its consequences. Skinner is the proponent of operant learning and the term was derived from his belief that in this process, an organism operates on the environmental rather than simply reacting to stimuli (Weiten, 1992: 200). Logically,

learning occurs because responses happen to be influenced by the consequences that follow them.

According to Weiten (1992:200), operant conditioning governs a larger share of human behaviour than classical conditioning, as most human responses are voluntarily conditioned rather than reflexive. People engage themselves in many activities simply because they need some form of reward or reinforcement. Holmes (1994:25) supports this view when purporting that operant conditioning occurs when a response is followed by a reward so that in the near future the organism is more likely to use the response in order to get the same reward. Operant conditioning is different from classical conditioning in the sense that the response is followed by a reward whereas classical conditioning is due to the simultaneous pairing of two stimuli.

Skinner, who ultimately became known as the father of operant conditioning, persistently advocated his viewpoint, namely that external influences, and not internal thoughts and feelings, control human behaviour, and that operant conditioning principles should be used to control people's behaviour at home, at school, in the work situation, and in society (Louw, 1995:258). Critics of Skinner and behaviourism maintain that people will be robbed of their personal freedom if their behaviour is controlled to such an extent. Other psychologists also criticized him so because he ignored the role of cognitive processes in human learning behaviour and because he did not emphasize the constraints of biological predispositions (Meyer, 1989, in Louw & Edwards, 1995:258). Operant conditioning involves a number of processes such as acquisition and shaping, extinction and stimulus control and generation and discrimination. For the purpose of this investigation, only acquisition and shaping are discussed. Acquisition and shaping are relevant to the study as they involve the acquisition of knowledge during the teaching and learning process.

#### **(a) Acquisition and Shaping**

As in classical conditioning, acquisition in operant conditioning is the formation of a new response tendency (Weiten, 1992:203). According to Weiten (1992:203), operant conditioning responses are normally established through a gradual process called shaping, which is in simple terms the reinforcement of closer approximations of a desired response. He further stipulates that shaping is quite necessary when

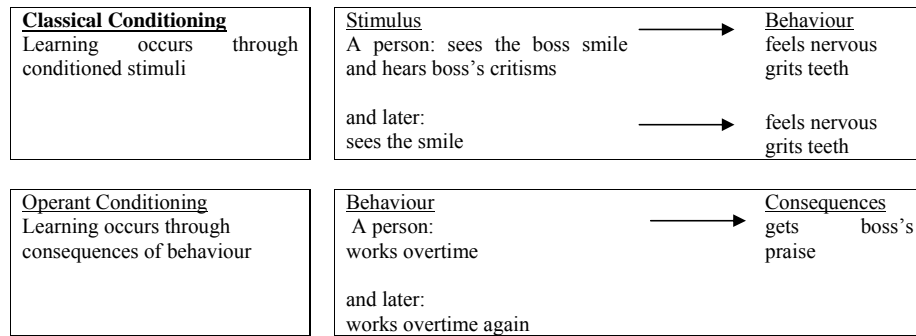
organizations are not in a position to emit the desired response themselves. Shaping is mostly used to train animals to perform impressive tricks and the results thereof are evident in zoos where animals are capable of riding bicycles, playing the piano, etc. Shaping can also be used to mould very complex human behaviour, such as programmed learning, which is an application of the shaping principle to educational effort (Keller, 1968, in Weiten, 1992:204). Programmed learning is nothing else but an approach to self-instruction in which information and questions are arranged in a sequence of small steps to allow active responding by the learner. He goes on to say that programmed learning also makes provision for rapid and regular reinforcement of learning efforts by giving the learners immediate feedback where the correct answering of questions lead to positive reinforcement. The whole process does involve shaping in the sense that it helps the learner acquire more complicated and complex responses through gradual and orderly reinforcement of smaller component responses.

From the above discussion, one can say that the processes of acquisition, extinction, generalization and discrimination in operant conditioning clearly parallel the same basic processes in classical conditioning.

Language educators should be knowledgeable about distinguishable commonalities in the behavioural manifestations of learning (Anderson, 2000:37). Language educators must also be aware of the need to create a tranquil classroom environment if primary school learners are to form associations during the learning process. Finally, the relationship between learning and motivation should also be taken into account. Of vital importance is the integration and application of the above elements of classical conditioning and operant conditioning as theories of learning. Reinforcement of good behaviour and rewards should always form part of the learning process.

Figure 2.1 highlights differences between classical and operant conditioning approaches.

**Figure 2.1 Differences between classical and operant conditioning approaches**



(Adapted from Osborn *et al.*, 2000:253)

The next section deals with the Social Learning theory.

### 2.3 THE SOCIAL LEARNING THEORY

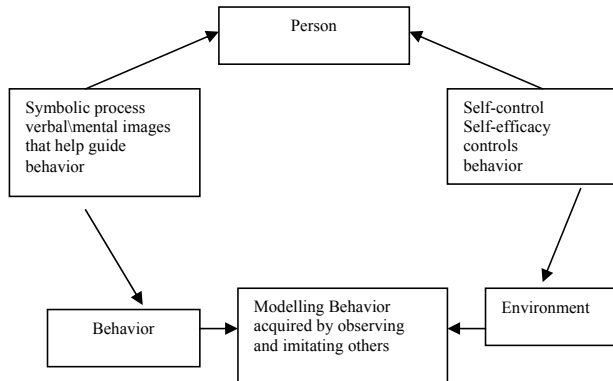
In the last few decades, a group of psychologists has begun to vehemently oppose the idea that most human learning processes are based on classical or operant conditioning (Louv & Edwards, 1995:273). They further argue that if all learning had been the result of rewards or punishment, and that if learning processes were mainly based on advanced individual cognitive processes, people's ability to learn would be drastically limited.

The most important advocate of the theory of observational learning is Albert Bandura. Bandura's work has had widespread influence among learning theorists, social psychologists, and cognitive psychologists (Hergenhahn & Olson, 2005:367). They further postulate that Bandura's work combines behaviourism and cognitive theory and continues to generate research. According to Hergenhahn and Olson (2005:367), Bandura's theory is the best integrative summary of what modern learning theory has to contribute to the solution of practical problems...a compatible framework within which to place information-processing theories of language comprehension, memory, imagery, and problem-solving. Bandura's learning theory proposes that the things people learn through observation usually result in changes in human development. According to Bandura's social learning theory, psychological functioning is best understood in terms of a continuous reciprocal interaction amongst behavioural, cognitive, and environmental influences (Hjelle & Ziegler, 1987:237). Bandura identified the following three elements

of the social learning process as put forward by (Louw & Edwards, 1995:274), namely attention to and observation of the relevant aspects of others' behaviour, memories of the behaviour in words and/or visual images, and translating the behaviour from the memory into action.

The Social Learning Theory is presented in Figure 2.2.

**Figure 2.2 The Social Learning Theory**



(Adapted from Osborn *et al.*, 2000:253)

Bandura studied the role of observation in learning through a series of experiments. He went on to compare the influence of observation alone with the impact of positive reinforcement and punishment on imitative behaviour. A group of children were shown the video of an adult aggressively attacking a doll, with one group seeing the adult later being rewarded for his aggressive behaviour (Louw & Edwards, 1995:274). It became evident that children who had seen the model being rewarded were more aggressive towards the doll afterwards and that those who had seen the adult being punished were less aggressive.

The findings of this experiment enable us to have a deeper understanding of how anti-social models can impact negatively on people's behaviour. For example, we learn that a child's environment, family, and television programmes, videos, and films which children watch can lead to anti-social behaviour. We therefore, tend to understand why parents who abuse their children often have aggressive children. It also became very clear that positive reinforcement and punishment, not only of children but also of their models, help to determine whether people will carry out behaviour which they have observed.



Although much social learning is fostered through observation and real life models, people tend to mimick models' behaviour after they have been presented in verbal or pictorial form (Bandura, 2006:3).

Louw and Edwards (1995:275) contend that Bandura views social learning and conditioned learning as an integrated whole. According to Bandura, positive reinforcement assists to determine whether people will continue to carry out observed behaviour or not. For instance, students often work hard for a lecturer who sets very fair and sensible tests, simply because they expect that their study efforts will be rewarded by a good mark at the end of the day and vice versa.

Bandura does not differ with Skinner about the importance of reinforcement. However, he does not view it as a mechanical process. In his opinion, people are very active beings by nature, who are looking for positive reinforcement on the basis of their own expectations. In addition, Bandura puts emphasis on the premise that people are capable of setting their own standards (which they often do through observing models) and thereafter reward themselves if they achieve this, or punish themselves in case they fail to do so.

Finally, it is imperative to point out that the social learning theory has very important educational implications. It appears to represent a synthesis of the most valuable elements of the different forms of learning and therefore seems to be the culmination thereof. It is based on cognitive principles, includes the basic principles of operant conditioning, and is applied to people as social beings which can think, act, feel and communicate in relation to other people.

Louw and Edwards (1995:277) further maintain that social learning has very powerful implications for our personal lives, for the entire education sector, for society and for handling inter group conflict in society. Observational learning can make people do things that they would otherwise not have done at all and it can also influence people's behaviour either positively or negatively.

There is an alarming need for knowledge and application of social learning principles as they are gradually becoming more and more appealing to leaders and public figures in our country. The main reason for this is that public figures have a tremendous role to play,

with regard to the modelling of positive and constructive behaviour. The key assumption of social learning is that modelling influences learning chiefly through their informative function (Hjelle & Ziegler, 1987:196), which means that, during exposure, observers acquire mainly symbolic representation of the modelled activities which serve as prototypes for both appropriate and inappropriate behaviour. A discussion of the above-mentioned processes follows.

### **2.3.1 Attention Processes: Perceiving the Model**

According to Bandura, people cannot learn effectively by observation unless they attend to or accurately perceive the salient and distinctive features of the model's behaviour (Hjelle & Ziegler, 1987:243). It appears that it is not enough for a person to merely see the model and what it is engaged in. Rather, the individual must attend to the model with sufficient perceptual accuracy to extract the relevant information to use in imitating the model. Attentional processes therefore, impact on what is selectively perceived in the models to which one is exposed and what is acquired from that type of exposure.

Seemingly, there are several factors that influence the whole attention process. Some involve observations; others involve the modelled activities, while others involve the structural arrangement of human interactions. But the likelihood is that exemplary behaviour will be attended to by the observer in the whole process. Bandura (1977, in Hjelle and Ziegler, 1987:244) posits that, amongst the attention determinants, fluency modelling and associational patterns are of the utmost importance, simply because the people with whom they associate themselves interact, either by preference or imposition, restrict the type of behaviour that will be observed and hence learn most thoroughly.

Attention to models is also governed by their interpersonal attractiveness, and some models appear high in competence, especially those that are alleged experts, or who are celebrities who command greater attention than models who lack these attributes (Hjelle & Ziegler, 1987:244). Basically, any set of characteristics that causes a model to be perceived as intrinsically rewarding for prolonged periods of time increases the probability of more careful attention to the model, and, consequently the probability of modelling. It is, therefore, very important for language educators to model good writing skills, if primary school learners are to pay attention to such skills.

### **2.3.2 Retention Processes: Remembering the Model**

The second process involved in social learning is the long-term retention of activities that have been modelled at one time or another. The bottom line is that people cannot be affected by their observation of a model's behaviour if they do not have a good memory of it. Indeed, without the capacity to remember exactly what the model did, the observer is unlikely to demonstrate any enduring behavioural change.

Bandura proposes two main internal representational systems as the means by which the model's behaviour is retained and converted into later action. The first one is imagery where mental images are formed so that references to events previously observed immediately calls forth a vivid image or picture of the physical stimuli involved. The second representational system involves the verbal coding of previously observed events in which people normally recite to themselves what the model is doing. Bandura further stipulates that social learning is greatly facilitated by such verbal codes as they carry considerable information in an easily stored form (Hjelle & Ziegler, 1987:245).

### **2.3.3 Motor Production Processes: Translating Memories into Behaviour**

The third basic component involved in social learning consists mainly of translating symbolically coded memories into appropriate action. Despite the fact that a person may have carefully formed and retained symbolic representations of a model's behaviour and rehearsed that behaviour many times, he/she may still not be in a position to enact the behaviour correctly. Experience also taught us that the observation of models is not enough to ensure a smooth and coordinated performance of the act. Persistent practice in performing the skills on the basis of informative feedback is essential if one is to manifest that kind of behaviour to perfection.

Additionally, observing and intentionally rehearsing certain behaviours may also facilitate the learning process, especially if one is capable of performing the necessary movements based on what had been observed earlier on. This type of silent rehearsal is very helpful with skills such as driving but may not be as useful with more complicated skills, such as diving from a ten-meter springboard (Hjelle & Ziegler, 1985:245). Similarly, Grade 4 learners should have well- developed motor skills if they are to write well.

#### 2.3.4 Motivational Processes: From Observation to Action

The fourth and final component involved in modelling concerns reinforcement variables. Hjelle and Ziegler (1985:246) postulate that these type of variables influence observational learning by exerting selective control over the types of modelling cues to which a person is most likely to attend, and they also affect the degree to which a person tries to translate such learning into overt performance.

According to Bandura, people will not perform any type of behaviour without sufficient motivation to do so. Generally, if positive incentives are provided, modelling and observational learning is promptly translated into action (Hjelle & Ziegler, 1987:246). Moreover, not only does positive reinforcement enhance the likelihood of overt expression or actual performance of the behaviour in question, it also influences the person's attentional and retentional processes. Coupled with that, a person's burning desire to attend, to retain, and to perform a modelled behaviour may be influenced by the anticipation of reinforcement or punishment for doing so. On the other hand, the observation that another's behaviour brings about positive rewards, or prevents some aversive condition, can be a compelling incentive to attend to, retain and later to perform that kind of behaviour.

The role of incentives should not be underestimated if the learning process is to be effective and successful. Human cognitive processes are present in the above four elements. According to the social learning theory, learning through observation usually leads to human cognitive development. This theory of learning would therefore imply that language educators and parents should model good linguistic behaviour to the learners. Central to this theory is the fact that psychological language is best understood where there is continuous reciprocal interaction amongst behavioural, cognitive and environmental influences (Hjelle & Ziegler, 1987:237). It appears that there is a close connection between Bandura's theory of learning and READ's training programmes in the sense that READ's approach to language teaching and learning promotes an understanding of the relationship between behavioural, cognitive and environmental influences.

Bandura's theory has many implications for education. Bandura believes that anything can be learned by direct experience and observation (Hergenhahn & Olson, 2005:364).

Bandura's theory also emphasises the importance of models which can be effective if they have respect, competence, high status and power. Thus, in most cases, educators can be more influential models (Hergenhahn & Olson, 2005:364). For instance, they can model skills, problem-solving strategies, moral codes, performance standards, general rules and principles, and creativity. Central to Bandura's theory is the concept of observation, which makes it relevant to the teaching of writing as the crux of this investigation. In the light of the above, one would say that it is vital for language educators to consider the attentional, retentional, motor, and motivational processes of each learner. Coupled with that, one would also argue that there are similarities between Bandura's theory and READ's training model, which also emphasizes modeling and reinforcement of positive behaviour or performance. READ materials are the same as those proposed by Bandura because they have been designed in such a way that they enable language educators to model writing skills to the learners. For instance, language educators are able to model the writing skills to the learners, when teaching Shared Writing as a course. This particular course is aimed at improving primary school learners' writing competencies such as hand-writing, sentence construction, spelling etc. In the light of the above, one would argue that Bandura's theory of learning is still relevant to the teaching of writing as the crux of this study.

Very interesting to note though is the fact that, Bandura's contributions are regarded as commonsense observations by contemporary readers (Hergenhahn & Olson, 2005:367). It should also be remembered that the foundations of Bandura's theory were developed at a time when most, if not all, learning theorists insisted that learning had its foundations in direct experience with the environment. Even Piaget (1973) denied the role of observational learning in young children. Even though Bandura's theory addresses problems in learning, memory, language, motivation, personality, moral conduct, psychological dysfunctions, and societal issues such as media influences on behaviour, it does not serve as a panacea for all the problems related to the teaching of writing as the focus of this investigation. Following is a discussion of Neo-behaviourism as a movement.

### 2.3.5 Neo-behaviourism

Behaviourists such as Hull, Maltzman and Berlyne introduced the notion of a “mediating response”. These mediating responses were seen as implicit covert responses that generate “mediating stimuli” which can elicit further mediating responses or overt behaviour (Gilhooly, 1996:8). Chains of mediating stimuli and responses are taken to represent thought sequences (Pienaar, 1998:16). Many of these neobehaviourist ideas were overshadowed by the information-processing approach which began in the early 1960s. A discussion of the Gestalt theory is presented in the next sub-section.

## 2.4 GESTALT THEORY OF LEARNING

The German noun “gestalt” cannot precisely be translated into English. The closest approximations of its meanings are the words “form”, “figure”, “shape”, “configuration” or “structure”. Gestalt psychology as a distinct school was founded in 1912 by the German psychologist Max Werthimer (1880-1943). It emerged in reaction to the older association theories. Gestalt psychologists’ view of learning differs from that of behaviourists in the sense that behaviourists discussed learning in terms of conditioning whereas the Gestaltists conceived of learning in terms of insight. Where the behaviourists investigated learned specific responses to simple stimuli, the Gestaltists studied learned and patterned responses to complex stimulus fields. Where the behaviourists emphasized elements, the Gestaltists stressed whole entities (Hjelle & Ziegler, 1987:11).

The Gestalt psychologists objected to the different forms of “elementarism” represented by the classical introspectionists and early behaviourists (Gilhooly, 1996:6). Their theory focused on perception rather than on thinking or learning, and the importance of perceptual organization was stressed. They argued that psychological experience is not composed of static, discrete representational elements, but rather of an organized, dynamic field of events that interact with one another (Dominowski & Bourne, 1994:17). The Gestalt school felt that properties of the whole psychological field are different from the sum of its individual parts, and therefore no analysis of individual parts can be entirely successful. They stated that to understand psychological phenomena such as learning, thinking and motivation, one must consider a system where an alteration to any part could affect other parts.

Having said that, one can say that Gestalt psychology emphasizes the impossibility of understanding complex psychological processes, but at the same time attempts to break them down into their component parts. According to the Gestaltists, the whole is greater than, and different from, the sum of its parts. While this general idea is found in the writings of many philosophers and psychologists of the nineteenth century, it was the Gestalt psychologists who crystallized this notion and applied it to twentieth-century psychology (Hjelle & Ziegler, 1987:11). In the light of this, one can say that their influence on contemporary personality theories can best be seen in the various attempts to conceptualize and access personality in a holistic manner. Whether or not they formally identify themselves as Gestaltists, many psychologists perceive personality as an organized dynamic whole that cannot be reduced to the sum of its parts.

According to the Gestalt theorists, what one perceives depends upon the background against which it is perceived and the mental set, needs, attitudes, interests and motivations of the perceiver (Hjelle & Ziegler, 1987:13). In Gestalt learning, observations merely help the learners to restructure the field of perception so that the solution to the problem stands up as a meaningful whole. It is as if the mind is familiar with several elements of knowledge and is groping for the last piece that will eventually make the mental jigsaw puzzle complete. Educators are, therefore, faced with a challenge of setting the stage and manipulating the environment so that children are capable of restructuring the field of perception, and this is usually regarded as the highest form of learning.

Kohler (1971, in Hjelle and Ziegler, 1987:14) also conducted a number of experiments which demonstrated that animals can sometimes solve problems by insight. The suggestion is that if animals can do this, how much more could human beings. In one series of experiments, hungry chimpanzees were placed in a cage in which two rods happened to be lying around. A banana was placed outside the cage and out of the animal's reach. Both rods were too short to be used as a rake to reach the banana, but one rod could be screwed into the other to form a rod long enough to rake the banana into the cage. After several attempts at trying to solve the problem, the most intelligent ape hit upon the solution.

It would appear that some organization and reorganization must have taken place in the minds of apes to lead to a solution to the problem. All Kohler did was to ensure that they were hungry, pose the problem, and make certain apparatus available. Of course, in the

case of apes, perhaps it is essential that the animals should be able to see the rods and other apparatus at the same time. But with human beings, imagery could play an important part in structuring and restructuring one's perceptual field.

However, it is not enough that all the elements necessary for the solution of a problem are present in the perceptual field at the same time. Many experiments have been carried out with human subjects in which every precaution was taken to ensure that they had the knowledge and apparatus necessary to solve various problems, yet many of them failed. Nor is there any guarantee that because the perceptual field has been structured this will lead to a solution. It is quite possible to have a reorganization that has never taken place before, and perhaps only a particular organization will lead to a solution.

Finally, it is important to mention the fact that, unlike the Associationists who place more emphasis on external stimuli and the building of associations, the Gestaltists draw our attention to the theory of organization and reorganization within the structure of the organism itself. It would seem that, in addition to building up associations and conditioned reflexes, in problem-solving situations, for example, the problem is often solved by a sudden flash of insight (Hjelle & Ziegler, 1987:13). READ's training model promotes the creation of a tranquil classroom environment. Central to READ's training model is the concept of motivation, the acknowledgement of learners' needs, attitudes and interests. Seemingly, there are some similarities between READ's training programmes and the Gestalt theory of learning. In view of the above, one would argue that the Gestalt theory is still relevant to the teaching of writing in the primary schools.

According to the Gestalt theory of learning and READ's training programmes, language educators would be expected to create a classroom atmosphere which is in line with the learners' mental set including needs, attitudes, interests, and motivation. It would also imply that language educators have to be well-trained if they are to achieve this alignment. A discussion of the information processing model is presented in the next section

## **2.5 THE INFORMATION PROCESSING MODEL**

The conception of people as limited information-processing systems developed apace during the Second World War when a generation of psychologists put their knowledge



and skills to work in a number of areas, such as the construction of tests for personnel selection and development of training techniques (Wood, 1998:11). He further postulates that psychologists also helped to design the machines of war and instruments of defence, detection and communication to take account of what has become known as “human factors”.

In the past, philosophers compared memory to a tablet of hot wax that would preserve anything that chanced to make an imprint on it (Carole & Carole, 1993:241). Today, many people think of memory as a mental tape recorder, automatically recording, in both audio and video, the living moments of their lives. However, both of these metaphors are misleading. The fact of the matter is that not everything that impinges on our senses is tucked away for later use. If it were, our minds would be cluttered with all sorts of mental “junk” or any other information that could be imprinted on it.

In the last three decades, memory research has been greatly influenced by a view of the brain as an information processor, which is reflected in the model of memory put forward by cognitive psychologists such as Atkinson and Shifrin (1968) in (Louw & Edwards, 1995: 286). According to Clarke-Steward *et al.*, (1985:352), one of the earliest versions of the information-processing model was a theory of attention proposed by Donald Broadbent (1958). The theory was discovered to explain what happened in dichotic listening tasks where people were given information in one ear over a headphone that is different from the information that is given in the other ear. It became so evident that people found it very difficult to integrate the sets of numbers or information heard by both ears in the order they were presented to them. Broadbent (1958, in Clarke Steward *et al.*, 1985:352) then theorized that the numbers, like any other information, pass through the senses to a short-term store, the information passes through a filter that selects some information for further attention, then it goes to the perceptual system where its meaning is extracted, and finally, it goes to the long-term memory where responses are framed. He further suggested that because the selective filter can switch a person’s attention from one ear to the other so rapidly, the person first attends to information entering one ear and retains the other ear’s information in the short-term storage, then switches attention to the unattended ear’s information (Clarke-Steward *et al.*, 1985:352).

Scholars such as Atkinson and Shifrin (1968, in Louw and Edwards, 1995: 286) hold the same view as Broadbent as they are the direct descendants of his theory. Nowadays, the

information-processing approach is still influencing the field of cognitive psychology and cognitive development. It depicts people as manpower with specific, limited capacities to organize information into sets of subjects (Clarke-Steward *et al.*, 1985:352). Generally, psychologists who follow an information-processing model investigate patterns of error, verbal statements, eye movements, and people's representation of information in their efforts to produce and test models of cognitive development. Carole and Carole (1993:241) assert that the information-processing model borrows liberally from the language of computer programming and that instead of stimuli there are inputs and instead of responses, reference is made to outputs. Logically, information is actively processed in a series of sub-routines between inputs and outputs.

Also guided by the computer analogy, the memory model of Atkinson and Shifrin (1968, in Louw & Edwards, 1995:286) postulate that memory processing takes place in a series of three stages, namely encoding, storage, and retrieval and that memory itself is dependant on three different systems of storage, namely sensory storage, short-term storage and long-term storage. Atkinson and Shifrin also came up with what is commonly known as the multi-store information processing model. The information processing model is divided into three stages, namely encoding, storage and retrieval.

Of note is the fact that the information-processing approach is the dominant approach regarding basic thinking (Pienaar, 1998:17). Most researchers make a clear distinction between this idea of a basic thinking model and higher order thinking which determines the extent to which individuals think. In view of the given background, one would conclude that there is a close link between the information processing model and the principles underpinning READ's training programmes. The implementation of READ's training programmes is based on the assumption that memory processing takes place in three stages, namely, encoding, storage, and retrieval. It is, therefore, imperative for Grade 4 learners to store the information into the sensory storage, short-term storage and long-term storage if effective language learning is to be enhanced. In the light of the above discussion, one would argue that the information processing model is very relevant to the teaching of writing as an aspect of language development. Following is a discussion of constructivism as an alternative to the objectivist perspective of learning.

## 2.6 CONSTRUCTIVISM

Constructivism emerged as an alternative to the objectivist perspective and as an approach that has gained credibility in some educational circles over the past three decades (Arends, 1994:4). The objectivist perspective on learning is the traditional western view about the nature of knowledge and it regards knowledge as truths to which humans has access. Arends (1994:4) further stipulates that the consequences of the traditional method of teaching are more detrimental to humanity than was envisaged. The fundamental problem with this approach to teaching is that schooling seemed too internally focused and did not prepare people for life. Basically, the constructivist viewpoint emerged as a catalyst as it encourages students to construct their own knowledge in a context where the provision of education entails creating appropriate learning situations that afford the learner opportunities to develop personal knowledge that can be used in their daily lives (Wilson, 1996:33).

Logically, the basic point of departure of constructivism is that learning is an active process of constructing meaning. In view of the given background, one would say that constructivism views learning as a process that occurs in individualized, social contexts where knowledge is acquired through active construction and reconstruction of meaning (Nieman & Monyai, 2006:6). They further postulate that learning is a process during which the learner constructs his or her own understanding and knowledge of the world on the basis of information that is passed on. According to Wilson (1996:3), constructivism views learning as a process that enables the learner to engage in meaningful, authentic activities which will ultimately lead to the construction of understanding and development of skills relevant to problem solving.

Henson (2004:15) supports this view when stipulating that constructivism enables the learners to question their own understanding and discover new understanding. Rather than viewing knowledge as fully known, fixed, and transmittable, the constructivist perspective holds that knowledge is somewhat personal and meaning is constructed by the learner through experience (Arends, 1994:4). He goes on to say that learning is a social process in which learners construct meaning, which is influenced by the interaction of prior knowledge and new learning events. Nieman and Monyai (2006:74) support this view when postulating that the construction of meaning and knowledge is the result of the interaction between the information that is being presented by the educator and the

learner's interpretation of that information based on his experiences, understanding and prior knowledge.

Constructivism has two main trends, namely cognitive and social constructivism. Cognitive constructivism focuses on the cognitive processes people use to make sense of the world around them (Nieman & Monyai, 2006:6). Borich and Tombaro (1997:177) view cognitive constructivism as an approach to learning in which learners are provided with the opportunity to construct their own sense of what is being learned by building internal connections or relationships among the ideas and facts being taught. According to these authors, learning should be regarded as a process of creating knowledge. On the other hand, social constructivism perceives learning as a social process whereby learners acquire knowledge through interaction with their environment instead of merely relying on the educator's intervention or mediation skills (Powers-Collins, 1994:5). Borich and Tombaro (1997:178) support this view when postulating that the cultural group within which a learner finds him/herself is of utmost importance as learners use their own experiences to construct meaning in a way which makes sense to them.

This perspective on constructivism as a theory of learning is also supported by Nieman and Monyai (2006:7) who purport that constructivism regards learning as a process of reflection and interpretation of experiences. According to Nieman and Monyai (2006:7), each learner comes to the classroom with his/her unique set of experiences which determines how new information is integrated with experiential knowledge to reach a new understanding. In the light of these views, one would say that a learner's learning is to a great extent, influenced by his/her own cognitive framework which he/she has built up on the basis of previous experiences, and interaction with the people around him. Nieman and Monyai (2006:7) also reiterate the importance of cultural background and experiential knowledge if educators are to act as mediators of learning.

Although the importance of contextualization to constructivism is still a debatable issue, many constructivists believe that learning should take place in realistic and authentic educational settings, and that testing should not be a separated activity, but should rather be integrated into the task that the learners are performing (McGriff, 2001:8). Following are the basic assumptions underpinning constructivism as a theory of learning:

- Knowledge is constructed from experience;

- Learning is a personal interpretation of the world;
- Learning is an active process in which meaning is developed on the basis of experience;
- Conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of internal representations through collaborative learning;
- Learning should take place in realistic educational settings; testing should be integrated with the task and not a separate activity (Merrill, 1991 as quoted by Mergel 1998).

The above postulations represent the underlying assumptions about constructivism as an approach to learning. Based on the implications of constructivism, one would argue that there are similarities between OBE and constructivist perspective on learning. For example, the role of the educator is that of the facilitator, therefore, it is important for them to understand that children differ considerably, educators emphasizes learning, not teaching, educators must understand the importance of learners' prior knowledge, learners are actively involved in the lesson, the context within which learning occurs is taken into consideration, educators create opportunities for learning through social interaction, educators encourage an enquiring attitude in learners, learning is interesting and enjoyable, educators motivate learners through learning mediation, there is a concern for the transfer of learning and educators have the responsibility to make every lesson a positive and productive learning experience (Nieman & Monyai, 2006:13-20).

Du Plessis *et al.*, (2007:3) support this view when postulating that constructivism is the one most frequently used and on which the education dispensation (OBE) in South Africa is partly founded. Central to the constructivist theories of learning, is the idea that learners must construct knowledge in their own mind and that educators cannot simply feed learners with knowledge as illustrated in the preceeding paragraph. This perspective on learning suggests that educators facilitate the process of knowledge construction by making information meaningful and relevant to students, creating opportunities for students to discover and apply ideas themselves and encouraging students to become aware of, to discover and consciously pursue new strategies for learning (Du Plessis *et al.*, 2007:4). Generally, the constructivist approach proves to be very powerful and necessary in the sense that it suggests that knowledge acquired by the learners must still be anchored in his/her experiences. Wilson (1996:49) supports this claim when contending that the

constructivist perspective on learning emphasizes the notion that knowledge is something that the learner constructs, using his/her pre-existing knowledge.

A more inclusive and empowering perspective of learning is one which is based on the notion that learners are active participants in the construction and reconstruction of their own knowledge. At the heart of constructivist theories of learning is the idea that learners must construct knowledge in their own minds (Du Plessis *et al.*, 2007:4). To illustrate fully the implications of a constructivist view of learning, Killen (2002:5) recommends that the following points be considered when following a constructivist approach to teaching and learning:

- People learn what is personally meaningful to them;
- Learning is developmental;
- Individuals learn differently, but in general people construct new knowledge by building on their current knowledge;
- Much learning occurs through social interaction;
- People need feedback to learn, but feedback needs to be accurate, useful and timely;
- Successful learning involves the use of strategies, which themselves are learnt;
- A positive emotional climate strengthen learning; and
- Learning is influenced by the total environment.

In view of the above discussion, one would argue that constructivism is relevant to the teaching of writing as the focus of this study. Any theory of learning which is based on the principles of OBE can be effectively applied to the teaching of writing as an aspect of language development. It is also imperative to mention the fact that READ's training programmes are underpinned by constructivist and OBE principles. For instance, READ's materials have been designed in such a way that they are activity-based which is an important characteristic of learner-centredness. Moreover, READ's training programmes are outcomes-based, which is one of the principles of Outcomes-based education. It is against this background that one would argue that READ materials are aligned to constructivism.

Following is a discussion of the views of educationalists and psychologists.

## 2.7 THE VIEWS OF EDUCATIONALISTS AND PSYCHOLOGISTS ON LEARNING

Jean Piaget (1896-1980), a French-speaking Swiss, was one of the most influential psychologists of the twentieth century. His description of the child's cognitive development is viewed by many psychologists as the best known and the most important theory of development (Louw *et al.*, 1999: 71). Moreover, Piaget's theory of cognitive development is not only studied all over the world, but also forms the theoretical basis of much research in South Africa (Dreyer, 1973; Moll, 1984; and van Ede, 1978 in Louw *et al.* 1999:71). A central aspect of Piaget's theory is the proposition that children's thinking is different in kind from that of mature individuals (Wood, 1998:52). He further states that all children develop through the same sequence of stages before achieving mature, rational thought. Development for Piaget is not simply the continuous accumulation of things learned step by step. Rather, it involves a number of intellectual revolutions at specific junctures in the life cycle, each one of which involves important changes in the structure of intelligence (Wood, 1998:52). Several critical arguments about children's ability to learn, flow from this cognitive theory. Some important aspects of Piaget's theory include:

- Distinct periods of development are postulated to be universal and sequentially invariant;
- Biological structures focus and direct the infant's learning;
- The child learns through experience and interaction with the environment;
- The child must learn to act upon and transform the environment to know reality;
- Physical knowledge is acquired by experiencing actions and object characteristics;
- Perception is an active rather than a passive learning process;
- Perceptual development permits the development of symbolic representational systems;
- Cognitive structures and their development underlie the acquisition of language;
- Symbolic functioning includes all mental behaviour concerned with aspects of reality that are not immediately present;
- Language differs from other forms of symbolic functioning because it is a social communication system rather than an isolated internal system such as imagery;
- Language as a social system is the end result of communicative, cognitive, social, play and imitative development; and

- Language, as a symbolic function, represents the child's experiences (Bernstein & Tiegerman, 1993:50).

According to Piaget (1971, in Louw *et al.*, 1999:71), cognitive development is the result of an individual's interaction with the environment. He further stipulates that the whole process of cognitive development is determined and influenced by a multiplicity of factors, particularly maturation, which occur through certain stages in the child's development. Some of those factors will be briefly discussed in the following sub-sections.

- **Maturation**

Maturation of the nervous and endocrine systems is the result of heredity and it is of course a distinguishable character of the human race. Normally, it happens that at a predetermined stage in the individual's life, both the nervous and the endocrine systems reach a certain maturational level that enables the individual to operate in a very particular way and to interact with the environment in a special way (Louw *et al.*, 1999:71). Logically, the interaction of a boy that can walk, and that of a baby that can only crawl, serves as a good example of how the process unfolds.

- **Experience and practice**

The maturation of the nervous system and endocrine system influences the individual's cognitive development. Maturation alone is not enough for the process of cognitive development to take place especially if it is without experience and practice. Therefore, children must be in a position to practice the acquired cognitive skills so that these skills become integrated into and coordinated with existing cognitive skills (Louw *et al.*, 1999:72). They further maintain that, through experience, children become aware of the characteristics of objects and also learn that there are certain rules that apply in a situation. For example, the number of marbles remains the same no matter how they are moved about and arranged in different patterns.

- **Social interaction and transmission**

Children learn not only through experience, but also through social interaction and transmission (Piaget & Inhelder, 1969, in Louw *et al.*, 1999:72). Logically, parents, family members, and educators educate children and transmit knowledge to them through social interaction. Hence, it is important for learning and development to



expose children to situations where they can interact with others in order to gain knowledge.

▪ **Equilibration**

An individual's attempt to solve problems and to learn new things also impacts on his/her cognitive development. Reference is therefore, made to a self-motivating process which is called equilibration. Equilibrium occurs when the individual's pre-existing knowledge and cognitive structures are sufficient to cope with the stimuli from the environment. On the other hand, disequilibrium is the opposite of equilibrium in this context and it normally motivates the learners to adjust and change their thinking and knowledge in order to reach a state of equilibrium. Equilibration does not result in the recovery of an earlier state of balance, but rather in the achievement of a higher level of equilibrium (Louw *et al.*, 1999:73). Thus, the new level will be consistent with the individual's level of maturation and experience. In the light of this, one can therefore argue that cognitive development is the outcome of the constant interaction between maturation, experience and practice, social interaction and transmission and equilibrium.

Piaget divides human cognitive development into four distinguishable periods or stages, namely:

- Sensory-motor period ( from birth to about 2 years);
- Pre-operational period (from 2 to about 7 years);
- Period of concrete operations (from 7 to 11 or 12 years); and
- Formal operational period (adolescence).

When looking at the characteristics of the various periods of cognitive development, it should always be noted that a growing child can operate at one level of cognitive development in certain respects and at a lower level in other respects (Louw *et al.*, 1999:75). This developmental gap is referred to as a 'decalage'. For example, a child who is capable of solving problems by means of abstract thought may still, when solving other problems, function in a more concrete way. For the purpose of this study only the concrete operational stage is discussed.

This stage is referred to by Piaget as the concrete operational period. Even though the child is now capable of thinking operationally, such thinking is still concrete and not yet

abstract. The child's thinking is now viewed as concrete because the actions and operations he/she carries out are mainly based on objects and not on hypotheses which have been abstractly expressed in words (Piaget & Inhelder, 1969, in Louw *et al.*, 1999:80).

The only difference between the concrete-operational children and pre-school children is that they are capable of engaging in advanced stages of thinking such as geo-centrism, centering and transductive classification (Louw *et al.*, 1999:80). However, concrete operational children still have the semiotic function, but experience problems when it comes to abstract thinking. Such children find it difficult to reason in terms of hypotheses or speculate about possibilities. Transitive inference and class inclusion have confirmed that Piaget's theory of cognitive development can be validated cross-culturally (Mwamwenda, 1995:115). There is also a general adoption trend, so that the older the child, the better the cognitive performance.

However, the above theory suggests some educational implications that need to be observed by educators as well. Basically, no system of education can be effectively implemented without understanding how children grow and develop, and how such growth and development are related to the four phases of differentiated education as provided for in Act 39 of 1967 and elaborated upon in subsequent regulations (Behr, 1990:16). The first phase, namely, the junior primary phase (Grade 1 to Grade 3) concentrates on mother tongue instruction. The second phase, namely the Intermediate Phase (Grade 4 to Grade 7) is the focus area of the investigation as Grade 4 learners fall within this phase. It is equally important for language educators to be knowledgeable about the level of development of their learners. It would also imply that the learning content should actually be suitable to the learner's level of development. Therefore, Piaget's theory has a significant role on educational practice. Unlike many of the learning theorists, Piaget is not easily categorized as a reinforcement theorist, a contingency theorist, or a contiguity theorist (Hergenhahn & Olson, 2005:307). Like many researchers in what is called the "cognitive" school, Piaget assumes that learning happens more or less continuously and that it involves both acquisition of information and cognitive representation of that information.

However, many contemporary psychologists point out problems inherent in Piaget's research methodology. For example, they postulate that Piaget's clinical method can

provide information that is not readily recorded in rigorously controlled laboratory experiments (Hergenhahn & Olson, 2005:306). Criticism is also levelled at his notion of development through increasingly complex stages. Some of his critics stipulate that very young children are not limited as was initially believed. Despite all these criticism, Piaget's theory of learning still underpins current approaches to learning. For instance, READ's training programmes are also based on Piaget's theory of learning. Even the selection of material is guided by the learners' level of development at READ. The connection between Piaget's theory of learning and READ's approach to language learning is evident. For example, READ materials are developed in such a way that the learners' level of development is taken into consideration. As a result of that, READ's materials are suitable to primary school learners' level of development. In view of the above discussion, one would say that Piaget's theory of learning is still relevant to the teaching of writing as an aspect of language development. Following is a discussion of Vygotsky's theory of learning and an illustration of how it elucidates our understanding of READ's training programmes.

## **2.8 VYGOTSKY'S THEORY OF LEARNING**

L.S Vygotsky, a Soviet psychologist placed instruction at the heart of human development (Wood, 1998:10). Like Bruner and quite unlike Piaget, Vygotsky regarded intelligence as the capacity to learn through instruction. During the past decade, however, Vygotsky's influence on psychological thinking worldwide has been considerable (Wood, 1998:10). Like Bruner, who was influenced by him, Vygotsky puts language and communication at the core of intellectual and personal development.

What is unique about Vygotsky's theory is its scope and philosophical foundations. Unlike Piaget with a background of biology and natural sciences, Vygotsky's primary concern was an understanding of the nature, evolution and transmission of human culture (Wood, 1998:11). According to Vygotsky (1986:188), all specifically human mental processes are mediated by psychological tools such as language, signs and symbols. These tools are invented by human society and they are acquired by children in the course of interpersonal communication with adults and more experienced peers (Kozulin, 2003:65). Having been acquired and internalised by children, these tools then function as mediators of the children's high mental processes.

Vygotsky viewed school instruction as the major avenue for mediated learning and therefore, as the major contributor to children's development during the period of middle childhood. He emphasized, however, that such a development generating effect of instruction would take place only if the process of instruction was organized in a proper way (Kozulin, 2003:67).

In contrast to Piaget's (1970) constructivist notions that were discussed earlier on, Vygotsky, held that children should not and cannot be required to understand the world by way of being rediscovered by humankind (Kozulin, 2003:66). Vygotsky also emphasized the importance of learning scientific concepts but not just verbal factual information and memorization (Kozulin, 2003:67).

As his theory developed, Vygotsky further attempted to explain psychological development in terms of the differentiation and development of social systems of interaction and action in which the individual participate (Daniels, 2005:34). In parallel with this change in his explanatory principle, Vygotsky reduced his emphasis on the relationship between specific mental functions in psychological systems (Daniels, 2005:34). Rather, he began to develop a system of psychological processes in connection with the individual's concrete actions and interactions.

One of Vygotsky's main contributions to educational theory is a concept termed the "zone of proximal development", Vygotsky used this concept to refer to the gap that exists for an individual (child or adult) between what he is able to do alone and what he can achieve with help from one more knowledgeable or skilled than himself (Wood, 1998:26). This concept also leads to a very different view of readiness for learning from that offered by Piagetian theory. In other words, readiness in Vygotskian terms, involves not only the state of the child's existing knowledge but also his capacity to learn with the help.

It is important to mention the fact that READ's training programmes are based on Vygotsky theory of learning. Basically, READ's training programmes seek to close the gap that exists for an individual between what he/she is able to do alone and what he/she can achieve with the assistance of a more knowledgeable person. In addition, READ materials have been designed in such a way that they enable language educators to facilitate the process of learning with ease. It is for the same reason that READ

Educational Trust puts more emphasis on the training component of its programmes. READ trainers ensure that language educators who are involved in READ's training programmes are well-trained so that they can be able to effectively pursue the training function. Logically, READ's endeavour to empower language educators might lead to effective implementation of its training programmes which would also lead to improved learner performance levels.

In the light of the above, one would conclude that both theories offer a way of conceptualizing individual differences in educability. It can also be argued that there are similarities between Vygotsky's theory of learning and READ's model of training, which implies that READ's training programmes might also have an impact on language teaching and learning as they empower language educators with effective language teaching skills. It is also against this background that one would argue that Vygotsky's theory of learning is still relevant to the teaching of writing in the primary schools. Certainly, language educators who are interested in such topics as how to engage learners in becoming more fluently literate, can refer to theories of scholars such as Vygotsky. Having said that, one would argue that Vygotsky has offered a crucially important insight into the field of language teaching and learning.

In addition, Vygotsky's zone of proximal development has many implications for those in the educational milieu. One of its critical implications is the idea that human learning presupposes a specific sound nature and is part of a process by which children learn intellectual aspects in the social milieu (Vygotsky, 1978). According to Vygotsky (1978), an essential feature of learning is that it awakens a variety of internal development processes that are able to operate only when the child is in the action of interacting with people in his environment and in cooperation with his peers.

Therefore, when it comes to language learning, the authenticity of the environment and affinity between its participants are essential elements to make the learner feel part of this environment (Schultz, 2004:5). Following is a discussion of Feuerstein's theory of learning.

## 2.9 FEUERSTEIN'S THEORY OF LEARNING

In his theory of cognitive modifiability, Feuerstein (1979), who is also regarded as the father of learning mediation, views the individual as a malleable being capable of being changed and modified up to the last moment of life (Nieman & Monyai, 2007:9).

Mediated learning experience (MLE) represents a way of looking at the quality of interaction and is not specifically related to content. Thus MLE may be apparent in different environments, different functions, and different cultures. Individual differences in cognitive functionality, stemming from environmental influences are mainly dependent on the quality and quantity of mediated the learning experience. The more properly the mediated learning experience are enhanced, the more effective will be the learners' cognitive modifiability (Feuerstein & Feuerstein , 1991:182). Reuven Feuerstein based his approach towards cognitive development and thinking on the idea that human beings are open systems, with receptiveness as their central characteristics (Pienaar, 1998:23). Tribus (1999), in support of this view, suggests that the mediator of learning should be a warm person who strives to discover how the learners learn and how to improve the learners' learning process.

In the mediation process, the educator broadens the wild's environment and connects it with previous experiences and cultural background. In this way, the learners are able to link divergent aspects of experience together in a meaningful way (Nieman & Monyai, 2006:9). According to Feuerstein (1991:182), the process of cultural transmission consists of two dimensions, namely, consent of that heritage, experiences passed from one generation to the next, and mediated learning which relates to principles of modifiability and learning. However, it should be noted that mediated learning does not depend on the level of the language and knowledge embodied in the culture per se but on the quality of interaction between mediators and learners (Feuerstein, 1991:182).

Following is a discussion of the twelve parameters that describe the quality of the mediated learning experience.

- **Intentionality and Reciprocity**

Mediation is regarded as a much more intense and interactive process than mere information sharing. The mediator engages the learner with a deliberate intention to

teach and to change the learners' mental state in such a way that it will affect the learners' way of dealing with a variety of stimuli.

On the other hand, the learner should respond with a reciprocal desire to learn and there should be rapport and mutual understanding (Nieman & Monyai, 2007:10). Therefore, metacognition in the form of self-reflection, insight and articulation forms an important part of mediational interaction as the learner is made aware of the learning process involved.

- **Transcendence**

Feuerstein (1991:216) defines transcendence as adult's behaviour which is directed towards the expansion of a child's cognitive awareness, beyond what is necessary to satisfy the immediate need which had triggered the original interaction and apply the lessons and experiences learned to other situations. The educator should therefore, focus on tasks that promote life skills, such as thinking and writing skills and those that lead to situations where the learner can understand himself better through self-reflection (Nieman & Monyai, 2007:10).

- **Mediation of Meaning**

The mediation is supposed to interpret the meaning of the interaction to the learner. This mediation can be done through facial gestures, sounds, verbal expressions of affect, classification, labelling and the identification of value in relation to the learners' past and future experiences (Feuerstein, 1991:216). Feuerstein (1990:98), states that the learner can relate objects and events to broader systems, categories and classes.

- **Mediation of feeling and competence**

This aspect over emphasize the importance of feedback during the learning process. Mediation of feelings and competence relates to any reaction of an adult expressing verbally or non-verbally, satisfaction with a child's behaviour and including a specification of the behaviour component or components which the adult consider successful (Feuerstein, 1991:216). It is the responsibility of the mediator to help the learner to achieve competence and then mediate the feelings of satisfaction and completion (Nieman & Monyai, 2007:11).

- **Mediation of regulation and control of behaviour**

Feuerstein (1991:216) describe mediated regulation of behaviour as adult behaviour which models, demonstrates, and/or verbally suggests to the child a regulation of behaviour in relation to the nature of the task, or to any other cognitive process prior to overt action. This parameter basically implies that learners should be helped to use their metacognitive skills.

Metacognition indicates a higher order of cognition or consciousness of thought contents and thinking processes. On the other hand, cognition indicates that a person possesses, for instance , writing skills, while metacognition is an awareness of and deliberate control over these skills (Stewart & Tei, 1983:36), Metacognition is an awareness of one's own cognitive processes, and self-regulation and control of these processes according to the learning task concerned. They further contend that metacognition entails deliberate selection of learning strategies, aligning these strategies with the demands of the learning task, and checking or monitoring comprehension. All these metacognitive self-reflective activities are vital to ensure regulation and control of behaviour.

- **Mediation of sharing behaviour**

Learners should be given the opportunity to learn from one another. The educator should promote a sense of sharing and cooperation between learners because it is an essential part of their social existence (Nieman & Monyai, 2007:11).

- **Mediation of individuation and psychological differentiation**

While it is important for learners to learn how to co-operate with one another, they should also learn to remain individuals and develop their own personalities. This parameter promotes individualization during the learning process.

- **Mediation of goal-seeking, goal-setting and goal achieving behaviour**

This parameter emphasizes the fact that learners should learn to set realistic goals for themselves and to develop ways to achieve them.

According to Nieman and Monyai (2007:11), learners should learn how to evaluate whether they have achieved their objectives and whether the set objectives were realistic or not.



- **Mediation of challenge: The search for novelty and complexity**

This parameter suggests that learners should be taught how to react to challenges. They should be prepared to deal with the complexity of the world. It is therefore, vital for the educator to provide tasks that are difficult enough to present a challenge to learners.

- **Mediation of an awareness of the human being as a changing entity**

The mediation process should lead to a situation where the learner becomes his / her own mediator.

Learners should therefore be given the opportunity to assess themselves and become aware of their own progress. The educator can achieve this by using progress charts or doing self-assessment activities with learners (Nieman & Monyai, 2007:12).

- **Mediation of the search for an optimistic alternative**

Feuerstein and Feuerstein (1991:48) posit that the ability to know that something is possible makes the involved individual become committed to the search for ways to turn the possible into what is regarded as being impossible to attain. It is therefore imperative for educators to mediate the search for an optimistic alternative if learners are to succeed in problem-solving.

- **Mediation of the feeling of belonging**

It is the responsibility of educators to mediate the feeling of belonging. Nowadays, families offer little support to children and this is characteristic of most western societies (Nieman & Monyai, 2007:12).

This parameter is also in line with Maslow's hierarchy of needs, which highlights the importance of belonging to the group.

In the light of the above, one would conclude that Feuerstein theory of mediation has important implications for the teaching of writing as the focus of this investigation. The development of abstract thinking or language would lead to development of unity as an important aspect of language. There is also a close link between Feuerstein's theory of learning and READ's training model. Both approaches emphasize selection of stimuli, provide models of behaviour, consolidate, reinforce and contextualize

learning experiences, and compare objects and events, to develop in learners the ability to discriminate between what is common and what is different. In view of the above discussion, one would conclude that Feuerstein's theory of learning is also relevant to the teaching of writing as an important aspect of language development.

A discussion of theories of language acquisition is presented in the next section.

## **2.10 THEORIES OF LANGUAGE ACQUISITION**

According to Nieman and Monyai (2006:25), language is central to people's lives. They further postulate that language serves various purposes such as personal, communicative, educational, aesthetic, cultural, political and critical purposes. Language is much more than a set of words and grammar rules (Banks, 1997:272). The term 'language' is a very comprehensive concept. It may refer to a particular language such as English, Sepedi, Tsonga, Zulu etc., but it also refers to languages which are not spoken. The term 'language' may also be used to describe non-human systems of communication such as computer languages (Louw & Edwards, 1995: 375). It should also be noted that animals, too, have systems of communication that are called languages. In the same vein, language also distinguishes human beings from other species, for instance, the specifically human forms of communication such as speech, reading, writing, and the ability to understand language produced by others.

The importance of language for effective learning becomes evident if we consider that the ability to use language determines not only the nature of a person's relationship with others and the ability to communicate, but also the ability to think, since language is the medium of much of human thought. Because of this close link between language and thinking, the learners' ability to think and learn depends on their ability to use and understand language (Nieman & Monyai, 2006:25). In addition, language also serves as the medium for learning that takes place at school. Language and learning and learning are interdependent as language is the means of access to all study material.

Educators have to make sure that there is a common understanding in the language used in the classroom as language plays an important role in learning. To achieve this, classroom talk, sharing, comparing, contrasting and arguing perspectives against those of

others, as well as constant reflection on what is being learnt, should be regular classroom activities (Nieman & Monyai, 2006:26).

In view of the given background, one would say that language is a powerful and transformative part of culture. It is what makes collaboration possible, and using language is a way of transmitting and negotiating knowledge. As with culture, language is learned, it is shared, and it evolves and changes over time (Banks, 1997:272). According to Banks (1997:272-273), language is a forceful instrument for giving individuals, institutions and cultures their identity. It is an effective tool to communicate values, attitudes, skills and aspirations of a particular cultural group.

Language can be analyzed from many different points of view. For instance, at the physical level, it is a system of sounds and movements made by the human body and decoded by the listener's auditory system. From the cognitive point of view, it is a tool for the expression of thought. From the anthropological point of view, it is an intricate and pervasive component of culture. From the semiotic point of view, language can also be studied as a system of signs and symbols that have socially determined meanings (Banks, 1997:273). On the other hand, metalinguistic skills represent a higher conceptual understanding of production and comprehension skills with which the child can stand back and "talk about talking". This indicates an awareness of the language rules and how they can be applied (Bernstein & Tiegerman, 1993:50). Similarly, the development of meaning has been described in terms of semantic characteristics, which are closely related to children's perceptual and functional notions of the environment (Bernstein and Tiegerman, 1993:83). In view of the above, one would argue that there is a close relationship between meaning and sentence construction.

The focal point for READ Educational Trust as an organization is the acquisition of language and the associated skills of reading, writing, speaking and listening. Therefore, READ's model focuses mainly on the mastery of the above-mentioned language skills. However, it is important to mention the fact that this investigation focused on writing as a skill as it assesses the impact of READ's training programmes on Grade 4 learners' writing competencies.

During the last decades, many theories have been suggested to account for the acquisition of language. According to Louw and Edwards (1995:384), the first theory to emerge was

behaviourism, which was postulated by Skinner (1957). Later on, an alternative explanation or theory of language acquisition was put forward by Chomsky (1959, in Louw and Edwards 1995:384) who actually believed that language acquisition is governed by a number of rules and principles. Following is a discussion of Chomsky's theory of language acquisition.

## **2.11 CHOMSKY'S VIEWS ON LANGUAGE ACQUISITION**

According to Louw and Edwards (1995:385), an explanation put forward by Chomsky (1980) emphasizes the creativity and productivity of language which is a universal phenomenon. Chomsky is outlining an account of the acquisition of linguistic competence that is, the growth of the body of knowledge about the structure of the language which, Chomsky proposes, underlies the speaker's ability to speak and understand the language (Elliot, 1983:8). He further postulates that the educators and the learners are faced with a set of primary linguistic data, where both have to construct a grammatical system which accounts for the data. Chomsky proposes as a theoretical construct a language acquisition device (LAD), which accepts as input the primary linguistic data and has as output a grammar of the language from which the data have been drawn. Of vital importance is the fact that Chomsky views the activities of the child learning his language as formally equivalent to the workings of the LAD with input and output specified above (Elliot, 1983:8). Basically, Chomsky propagated a view of the language acquisition capacity that is rather like a 'mental organ' (Chomsky, 1980:188) in Wood (1998:120). However, Chomsky disagreed with Skinner's proposal that language is learnt systematically from the environment and reinforced by rewards. Rather, he was of the opinion that infants are born with an innate language acquisition device which makes it possible for the language user to discover the rules of the first language commencing with the simple rules and later progressing to those that are more complex (Chomsky, 1980:188).

In the light of the above discussion, one would argue that there are some similarities between READ's training model and Chomsky's views on language acquisition. For instance, READ's training programmes also acknowledge the learners' pre-existing knowledge. READ materials are designed in such a way that they enable the learner to develop a grammatical system which accounts to the content. Based on the above

discussion, one would argue that Chomsky's views on language acquisition are still relevant to the learning of writing as the focus of this investigation.

Chomsky (1980:188) reiterated the fact that the afore-mentioned rules cannot be acquired through reinforcement, as the speech of adults is riddled with many hesitations, pauses and uncounted grammatical errors, and it serves as a very poor model for children in as far as the acquisition of language is concerned. According to the author, a competent language user is one who has acquired all the rules of any given language. There are several implications to be drawn from the notion that people have an inherent ability to learn language. For example, if a first language has not been developed by a certain critical period in life, it will never develop later and that the order in which language is acquired is remarkably similar (Chomsky, 1980:188).

Worthy to mention is that Chomsky's cognitive theory of language development has got some limitations. For example, the cognitive theory highlights the importance of meaning and cognition. However, it does not explain why some children, in spite of age-appropriate cognitive abilities, lag in their linguistic development. It would seem that conceptual abilities are not the only abilities important for language learning but that these abilities are not accounted for in the semantic or cognitive approach. Some critics postulate that the cognitive approach does not answer the question of how children acquire language, nor does it explain the relationship between later developing abilities and corresponding linguistic attainments (Bernstein & Tiegerman, 1993:13). They further state that Chomsky's theory ignores the role of linguistic input to the language acquisition process.

On the other hand, Chomsky's views have made some contributions to language development. According to Bernstein and Tiegerman (1993:14), the cognitive or semantic approach to language development gave impetus to multifaceted research on the cognitive prerequisites of language, the universality of children's cognitive experiences resulting in universality in their coding of meaning and the relationship between language and thought. Although languages differ in the word sounds they use and the grammatical rules they embody, Chomsky believed that they all share certain universal properties, which is an innate system or Language Acquisition Device that has been highlighted in the preceding paragraphs (Chomsky, 1980:188). A discussion of the pragmatic approach to language acquisition is presented in the next sub-section.

The pragmatic approach views language development within the framework of social development. According to Bruner (1975), in Bernstein and Tiegerman (1993:14), children learn language in order to socialize and to direct the behaviour of others. Social interaction and relationships are deemed crucial because they provide the child with the framework for understanding and formulating linguistic content and form. Within the pragmatic model, caretaker-child interactions are considered to be the originating force for language learning (Rees, 1978) in Bernstein and Tiegerman (1993:14). The pragmatic model can be summarized in the following statement:

- Language is acquired if and only if the child has a reason to talk;
- Language is acquired as a means of acknowledging already existing communication functions;
- Language is learned in dynamic social interactions involving the child and the mature language user in his environment; and
- The child is an active participant in this transactional process and must contribute to it by behaving in a way which allows him to benefit from the adult's facilitating behaviour (Bernstein & Tiegerman, 1993:14).

In view of the above background, one would argue that the social milieu in which the child develops contributes to language acquisition. Bruner (1975), in Louw and Edward (1995: 386), reiterates the importance of the interpersonal context in which language appears by citing the intimate interaction between the infant and its caretakers. Similarly, mothers and infants develop highly repetitive routines which form a stable basis for the child who has to discover what the verbal comments of the mother mean.

Additionally, the effective use of the mother's speech to the child which is commonly known as 'motherese' is an indication of the importance of the social context in which the child grows. This type of speech enables the infant to acquire the language quickly as it is generally pitched higher than that to other adults. Moreover, the pitch rises rather than falls at the end of the sentence and there is also a great deal of emphasis on important words. Syntax or the meaning of words is simplified, and sentences are very short for the child to understand them quickly. Of note is the fact that the pragmatic approach to language acquisition forms the basis of READ's training model which takes cognizance of the social context in which language teaching and learning occurs. In fact, READ's training programmes promote the creation of a tranquil classroom situation. For example,

READ materials contain interesting stories and pictures which enable language educators to dramatize lessons which in turn, lead to the creation of a positive atmosphere in the classroom. It is thus imperative for language educators to create a positive classroom atmosphere, if effective language teaching and learning is to take place.

Based on the above discussion, one would also say that the pragmatic approach has explained the most significant principles of language. For instance, it highlights the social aspect of language and places language use in center stage and therefore, attempts to answer many of the questions raised by other perspectives, namely the role of linguistic input, the continuity between gestures and words, and the ways children learn the complex social devices through which people make their intentions known. In addition, the pragmatic approach has stimulated research on the conditions and contexts in which communication develops and has identified the social prerequisites of language acquisition. In a nutshell, the pragmatic approach contributes to our understanding of language development, and enables us to appreciate the complexity of language in the absence of a full-blown model.

However, the pragmatic approach to language acquisition has got its own limitations as it does not give an account of how communicative intentions get linked to linguistic structures and how children acquire symbols for referents. Two further limitations relate to the newness of the pragmatic view where present researchers do not agree on a common system for classifying communicative intentions and a system for assigning a specific intention to children's utterances, which has not yet emerged (Bernstein & Tiegerman, 1993:15).

## **2.12 SECOND LANGUAGE ACQUISITION**

Education is largely concerned with verbal and non-verbal communication between educators and learners, parents and educators, and learners among themselves (Nieman & Monyai, 2006:26). It is basically concerned with the fact that the educator and the learners should be in the right frame of mind for effective learning to take place. On the other hand, the educator's effective communication can help learners to make the right choices about their behaviour, as it can motivate them and keep them involved with what they are doing. When learners are not being taught in their home language, however, the communication and mediation process becomes very complex (Nieman & Monyai,

2006:26). They further stipulate that learners need a basic background knowledge of the acquisition of a first and an additional language in order to cope with the teaching and learning process.

During the past three decades, extensive research was done on the acquisition of language and, although the debate on language acquisition has gained momentum, the research of two scholars has laid the foundation for further debate (Nieman & Monyai, 2006:2). According to these authors, the insights of Jim Cummins and Stephen Krashen still carry a great deal of authority concerning teaching through the medium of an additional language. Krashen, in particular, tried to analyze the acquisition of an additional language, whereas Cummins emphasized the interaction between the first and the additional language. Krashen (1976) was the first to give verbal expression to the difference between the deliberate, conscious learning of a language during one or two periods a day at school and the acquisition of a language in a social environment where language is used for daily communication (Nieman & Monyai, 2006:27). Krashen (1976:77) postulates that learning to read and write in another language is a mammoth task and that it should be regarded as an important accomplishment.

Basically, language acquisition refers to the way children acquire their mother tongue. It happens unconsciously, through informal learning, and when a person is acquiring something or has already acquired it, he/she is not always aware of the fact that it is happening or has happened. According to Krashen (1976:77), people need sufficient exposure to comprehensible input in the additional language and enough time to appropriate the new language without realizing that they are doing so. If this happens, the learner will develop an intuitive feeling for the correct language usage and the ability to master the correct word order. Conscious learning of a language, on the other hand, leads to the acquisition of knowledge of a language and explicit formal linguistic knowledge of that specific language. Nieman and Monyai (2006:27) postulate that language is learnt by consciously learning new words, learning the grammar rules of a language and how to apply them. Conscious learning of a language usually takes place in formal language teaching situations. Krashen (1976:8) states that there is an interaction of various concepts and the variables within the learners that are assumed to contribute to the successful learning of a language or that might account for the failure to learn.



Second language learners are also referred to as ESL (English as a Second Language) learners or LEP (Limited English Proficiency) learners (Arends, 1994:138). According to Arends (1994:138), second language learning is not an easy task as communicative and writing competence in any language consists of more than simply knowing its pronunciation, word formation, grammar and vocabulary. The speaker also needs to understand how to organize speech beyond the level of single sentences; how to make and interpret appropriate gestures and facial expressions; about the norms surrounding using language in accordance with roles, social status, and in different situations; and how to use the language to acquire academic knowledge (Arends, 1994:138). In first language learning, these abilities are acquired over an extended period of time and in meaningful social interaction with others. Cummins (1981:12) estimates that non-English speakers require 2 years to attain basic communication skills but need 5 to 7 years to develop Cognitive-Academic Language Proficiency (CALP). This implies that children can get along on the playground and in social situations very readily, but to become skillful in learning academic content in the medium of English takes much longer. In a similar line of thought, English as a medium of instruction might have been a barrier to the implementation of READ's training programmes as the majority of the learners are second language speakers.

It appears that the task of learning a second language is a major challenge. Second language learners do not passively soak up a new language; they must listen attentively, rely on social and other context cues to help them make assumptions about how to use the language, test out their assumptions, and revise accordingly (Arends, 1994:139). As a result of that, second language learning may appear to be a confusing disarray of complex verbal stimuli that reach the learners solely as "noise". However, language learners will differ in the way they cope with this complexity and uncertainty. In the light of the above information, one would indicate that a discussion on language learning theories is only touching on two theories in this chapter.

In the preceding section, it has been explained that learners who study through the medium of a language other than their home language struggle to cope with the linguistic demands of academic study (Nieman & Monyai, 2006:48). For these learners, language could become a barrier to learning. For example, Temel *et al.* (1998:41) stipulate that English learners face many challenges in the classroom.

The main reason for this is that English is spoken in many different ways in South Africa. The problem is that different pronunciations often lead to misunderstandings (Nieman & Monyai, 2006:48). According to these authors, only a small percentage of people who use English as their home language speak Standard British English and use standard English pronunciation. They further maintain that Afrikaans-speaking South Africans usually have a broad accent of their own when they speak English and tend to pronounce them very clearly. Similarly, the languages of the black people influence the way they pronounce words, with the result that they may say “weck” instead of “work”, “detty” for “dirty”, “heven” for “haven’t” or “bed” instead of “bird”.

Pronunciation and accent are not necessarily a problem, unless the accent and pronunciation cause learners to spell words incorrectly or to misinterpret the content. This puts more demands on language educators as they have to apply intervention strategies during the lesson. For instance, they could write the words which could be problematic on the board if they realize that learners struggle with their accent or pronunciation of words. However, the primary goal for English learners is to gain enough English proficiency to carry out school tasks about as well as their fluent English-speaking peers (Terrel *et al.*, 1998:42). In kindergarten and first grade, “the linguistic performance gap” between English learners and their English-speaking contemporaries is relatively small (Peregoy & Boyle, 2005:62). But in later grades, school presents increased challenges for English learners because they have more to achieve and less time in which to achieve it. Also, English learners are typically competing with fluent English speakers in the classroom. Cummins and Schecter (2003:8) point out the first language speakers are not waiting for ESL students to catch up in the classroom. Every year, their literacy skills are expanding and, thus, ESL students must catch up with a moving target, which is a major challenge.

There is a discrepancy, too, between challenges confronting an English learner who is beginning first grade and one who is entering Grade 5. When students are in the early stages of language acquisition, their main objective is to understand their educators and peers and make themselves understood. Much of the language they use is for social purposes, such as interacting on the play ground (Peregoy & Boyle, 2005:62). However, especially as they proceed through the upper grades, English learners are asked to engage in higher level thinking and problem solving; they have to work diligently to acquire the formal-language competence that they need for more advanced instruction in the content

areas. English learners must manoeuvre their way through the complex social and cognitive interactions in English, not only orally, but also in reading and writing (Peregoy & Boyle, 2005:63).

In the light of the above discussion, one would say that educators need a repertoire of techniques to support English learners in achieving the goal of full English-language and literacy development....development that is at the same level of proficiency as that of fluent English-speaking peers. If students are to become capable of using both oral and written language in formal ways for academic purposes, their educators must believe and expect that they can meet this aim and “provide social and academic support at every step along the way” (Peregoy & Boyle, 2005:64). The techniques that are appropriate for Grades 3-12 are explicit development of academic language. Educators need to make their messages understandable to English learners. Only when they understand the instruction do English learners have access to what is being taught.

It is therefore, against the given background, that one would say that English as a medium of instruction might have impacted on the manner in which READ’s training programmes were implemented in schools. The reason for this argument is that READ’s training programmes are offered in English and that the majority of the participants are Second Language Speakers as was indicated earlier on.

## **2.13 CONCLUSION**

Chapter 2 dealt with the concept of learning as well as philosophical ideas and models from a historical perspective. For example, emphasis was placed on approaches such as Behaviourism, Classical Conditioning, Operant Conditioning, Social Learning, as well as their manifestations and relevance to the study. Neo-behaviourism, Gestalt psychology, the information-processing model, constructivism, Piagets’ theory of learning, Vygotsky’s theory of learning and Feuerstein’s theory of modifiability, as theories of learning, were also discussed in this chapter. The main aim of discussing these theories and models was to determine their relevance to the study and to highlight their linkage with READ’s training programmes as the phenomenon under study. Basically, theories of learning were dicussed with a view to elucidate our understanding of READ materials and programme better. An attempt was also made to highlight their relevance to educators’ classroom practices within the school situation.

On the other hand, the complex nature of the concept of learning suggests a holistic approach in any endeavour to address problems that are related to it as a multiplicity of factors comes into play. This puts more pressure on organizations such as READ because they are faced with several challenges, such as overcrowding in schools, family problems, leadership problems in schools, poor organizational cultures, etc. Having said that, one can therefore, deduce that service providers such as READ need to carefully look at the extent to which the various philosophical ideas, educational theories and models impact on the concept of learning and the implementation of intervention programmes, particularly during the planning phase. In the next chapter, another literature review is undertaken in order to examine factors that might have an impact on the implementation of language programmes offered by service providers such as READ Educational Trust.

**CHAPTER THREE**  
**FACTORS THAT MIGHT AFFECT THE IMPLEMENTATION OF LANGUAGE**  
**PROGRAMMES IN PRIMARY SCHOOLS**

**3.1 INTRODUCTION**

The provision of quality education is at the top of the agendas of educational policy makers, and improving the quality of teaching and learning is probably the most important task facing both the national and provincial Departments of Education in South Africa. This third chapter seeks to examine several factors that might impact on the general implementation of READ Educational Trust's training programmes. The factors are discussed with a view to demonstrating how they fit into or affect the rolling out of READ's intervention programmes in primary schools. An attempt will also be made to demonstrate how these factors relate to the research problem and the research questions. This chapter is also geared towards examining the influence of these factors on READ's general mode of operation and on educators who are implementing its training programmes at school level. Basically, these factors are divided into three categories, namely organizational factors and school factors, human and motivational factors, as well as the effects of rewards on human beings.

This chapter aims to demonstrate how some factors at institutional level might affect the general implementation of language programmes offered by organizations such as READ Educational Trust. The first section deals with organizational factors.

**3.2 ORGANIZATIONAL FACTORS**

Every organization has a purpose and is made up of people who are grouped in some fashion. In other words, all organizations develop a systematic structure that defines the behaviour of its members. In turn, people must make decisions to establish the purpose and to perform a variety of activities to make the organizational goals a reality. It is, therefore, necessary to take a comprehensive view of student learning that takes into account the many internal and external influences on achievement, that is, to determine why some learners succeed academically while other do not (Banks & Banks, 1997:387-

388). It is also worth mentioning that organizational factors that are inherent in any organization can impact either positively or negatively on the attainment of the goals (Robbins & Decenzo, 2001:3).

These factors can contribute to organizational effectiveness and sustainability (Armstrong, 1996:223). Evidently, the overall managerial factors that create organizational effectiveness are:

- Organizational culture or a value system upheld throughout the organization that emphasizes performance, quality and the responsibilities of the organization to its stakeholders;
- Strong visionary leadership from the top;
- The strategic capability at senior management level to develop long-range plans for the accomplishment of the organization's mission within the framework of its core values; and
- A thrust led by the top management, but pervading the organization, to achieve world class levels of performance by processes of benchmarking, continuous improvement and, as necessary, re-engineering the business.

Nevertheless, there is no 'recipe' that can generate enhanced educational quality in all settings, in all contexts and at all times as the educational world is too complex. Moreover, the knowledge base concerning the generation of quality is still in its early stages of development (Ribins & Burrige, 1994:3). The concept of quality per se is not static, since not only does agreement about what 'quality' is change over time, but it also often depends on the individual values of those who undertake the role of quality assessors.

Armstrong (1996:226) proposes that organizational factors that make a significant contribution to organizational effectiveness and sustainability relate to the development of a well-motivated workforce, a stable and cooperative relationship with employees, an overall quality of a working life strategy and a powerful management team that is geared towards achieving the above purpose. Educational specialists must start realizing that 'education' is not just an assembly-line process of mechanically increasing inputs and raising productivity.

Following is a discussion of organizational culture and an illustration of how it affects organizational effectiveness, as well as its effect on the implementation of READ Educational Trust's training programmes in primary schools.

### **3.2.1 The Organizational Culture of the School**

Organizational culture is the pattern of shared beliefs, attitudes, assumptions, norms and values in an organization that may not have been articulated and, in the absence of direct instructions, shapes the way people act and interact and strongly influences the way in which things are done (Armstrong, 1996:209). This definition emphasizes that organizational culture refers to a number of abstractions (beliefs, norms, attitudes, etc.) that pervade the organization although they may not have been defined in specific terms. Nieman and Monyai (2006:23), in support of this view, postulate that culture defines a person's view of the world, his value system and what he/she regards as proper behaviour in a society.

Nevertheless, those abstractions can significantly influence people's behaviour. Armstrong (1996:209) further defines organizational culture as the pattern of basic assumptions that a given group has invented, discovered or developed to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. From the given definition of the concept of culture, it appears that it is a key component in the achievement of organizational missions and strategies, the improvement of organizational effectiveness, and the management of change. The significance of culture is cited because it is rooted in deeply held beliefs. It reflects what has worked in the past, being composed of responses that have been accepted because they have proven to be successful (Armstrong, 1996:210).

Organizational culture is perceived by Lemmer and Badenhorst (1997:197) as something that is socially constructed, learnt, shared and dynamic. They further postulate that the culture of any organization shapes perceptions and behaviour, and influences the people's identity and personality. To a large extent, it thus makes people what they are. Therefore, the entire process of education, learning as well as teaching, is influenced and shaped by culture, but in turn culture is transmitted and preserved by education.

Seemingly, there is a mutual relationship between culture and the provision of education (Lemmer & Badenhorst, 1997:197). In view of the above definitions, one would perceive organizational culture as the system of shared actions, values and beliefs that develops within an organization and guides the behaviour of its members. In the light of the above, one would argue that the culture of the school actually determines the quality of all the activities in that particular institution. Experience has shown us that schools with strong positive cultures rate high in educational achievement (Lemmer & Badenhorst, 1997:197).

Culture can work for an organization by creating an environment that is conducive to performance improvement and the management of change. Unfortunately, the same organizational culture can work against an organization by erecting barriers that prevent the attainment of organizational goals. These barriers include resistance to change and lack of commitment. There is therefore no doubt that the culture that is prevalent at READ can also impact either positively or negatively on issues such as trainer effectiveness and efficiency as well as the overall impact of READ's training programmes on both the educators and Grade 4 learners' writing competencies. In a similar vein, the culture that is prevalent in READ Educational Trust's project schools may accelerate or derail the implementation of training programmes.

Armstrong (1996:210) goes on to say that the impact of culture can include conveying a sense of identity and purpose to members of the organization, facilitating the generation of commitment and mutuality, and shaping behaviour by providing guidance on what is expected. Strong cultures can create predictable orderliness and consistency without the need for written documentation. Therefore, the stronger an organizational culture, the less managers need to be concerned about developing formal rules and regulations. Instead, those guidelines will be internalized in employees when they accept the organization's culture and vice versa (Robbins & Decenzo, 2001:175). Generally, issues such as negativity, de-motivation, and unhealthy competition between employees, conflict and resistance to change can be attributed to organizational culture. It is therefore imperative for management teams to ensure that organizations adopt a positive, moral culture that will eventually lead to the development of a tranquil organizational environment that supports and amplifies values upheld in that organization's culture.



Blandford (2000:196) also shares this viewpoint when purporting that school culture, although intangible, is a constant reminder of the purpose of the institution as a learning organization. He even provides models of organizational culture that indicate how members of organizations communicate, by order, as teams, and according to the values and ethos of the institution. The capacity of managers to value their staff is reflected in the culture. The freedom of individuals to communicate their concerns and their need for the support of colleagues is also an indication of a culture that embraces professional development.

In most cases, schools encompass elements of each of these descriptions of different organizational cultures. In practice, it is the sharing of beliefs, values and visions that provides the harmony whereby dissonance and resonance can be appreciated in equal measure as part of the everyday existence of the complex organization that is the modern school. Furthermore, organizational culture has become a fashionable concept worldwide. In teaching circles, many educational specialists are realizing that organizational culture actually determines the successful realization of the broader concept of education (Van der Westhuizen, 1996:90). Any school with a strong culture will undoubtedly have values that enhance the academic achievement of the pupils and staff development.

It is for this reason that organizations such as READ Educational Trust emphasize the importance of creating a positive organizational culture in schools. The role of the School Management Team (SMT) and the School Governing Body (SGB) are vital in the development of a tranquil organizational culture as:

- More schools are moving towards Section 21 status in which the SMT and the SGB have a greater role to play;
- Educators need support in managing the new curriculum for which they are often ill-equipped and under-trained; and
- The transition of schools to self-managed learning organizations tests the resources of the school manager who needs the support of the SMT and the SGB to run the school.

A wide range of courses that can be made available to school principals, and SMTs and SGBs have already been developed and implemented. The main idea was to support them

in the development of a positive organizational culture as an important aspect of whole school development. In addition to this, a team of school development trainers has been trained and mentored and is delivering the kind of support SMTs and SGBs need in order to effect whole school development which is necessary for the implementation of language programmes.

Moreover, school managers have been empowered with the skills to manage their schools effectively and efficiently, this training is in accordance with the requirements of the South African Schools Act, 1996. These courses have already been delivered and monitored and feedback indicates that school managers found the training relevant and helpful in aiding them to implement READ's training programmes in their respective schools.

All these concerted efforts contribute to the creation of a culture of effective teaching and learning in primary schools. The culture of every organization, be it superb or poor, has an impact on the quality of teaching and learning in that particular educational institution. Lemmer and Badenhorst (1997:345) summarize the importance of organizational culture when suggesting that the organizational culture of a particular school is actually based on the beliefs and assumptions of the principal and staff that will be expressed in their teaching practice. Clearly, the culture of the school is one dimension of the organization's environment which contributes to the educators' and learners' experiences.

In the light of the above definitions of organizational culture, one can conclude that it is the framework through which we understand and interpret the world around us, in that it provides the context for a group of people to understand and interpret the world around them. According to Decapua and Wintergerst (2004:9), culture is a very broad concept for which there is no single, simple definition or central theory. Decapua and Wintergerst (2004:9) further stipulate that the many definitions given to the concept of culture have been strongly influenced by research in the fields of linguistics, anthropology, sociology, psychology, and communication.

The term school culture can thus generally be discussed as a particular dimension of an organization whose integration with other aspects contribute to the uniqueness and excellence of that organization. Therefore, for educators to perform their task efficiently, they should know the background of their learners, be aware of the influence that culture

and social circumstances could have on teaching and learning and be able to design learning experiences with due consideration of the background of their learners (Nieman & Monyai, 2007:24). It is equally important to create a learning environment which encourages learners to acquire the necessary skills, knowledge and attitude to make meaningful participation possible. Only when an educator acknowledges and shows appreciation for the unique culture and language of every child in the class, will the learners also show appreciation for the culture and language of others. In view of the above discussion, one would argue that there is a close relationship between culture and language.

Coupled with this, one would say that the purpose of every organization is to provide customers with quality products and services. To accomplish this purpose, the organization requires people, structure, systems, and resources. But more fundamentally, it must establish a proper culture, that is, a set of values and patterns of behaviour that focus on customers, quality and individuals of the organization (Burril & Ledolter, 1999:298). The culture of an organization shapes the organizational structure, the access and the flow of information and other resources, the patterns of behaviour, the reward system and all other aspects of the organization that make it possible to serve the customer (Burril & Ledolter, 1999:298).

The following sub-section deals with the impact of organizational culture on productivity.

### **3.2.2 The Impact of Organizational Culture on Productivity**

It is now evident that the culture of an organization has an impact on the total functioning of its components. Logically, issues such as productivity and measurement of the achievement of organizational goals are determined by the type of culture that prevails in that organization. With increasing competition, often price-based in the commercial sector, has come greater pressure to improve productivity. Demands by investors for better returns on their own investments have also fueled the search for new ways to increase profits by reducing the costs of service delivery. Historically, the service sector has lagged behind the manufacturing sector in productivity improvement, although there are encouraging signs that some service providers are beginning to catch up especially

when an allowance is also made for simultaneous improvements in quality (Lovelock & Wright, 1999:11).

Armstrong (1996:377) further contends that internal and external comparisons through a process of benchmarking will ultimately reveal areas where improvement is required by introducing new technology, improved management, a more flexible approach to resourcing or other means. Evidently, improving productivity does not mean working harder, it is working smarter. Improving productivity simply means getting more out of what is put in. It does not mean increasing production through the addition of resources such as time, money, material or people. Additionally, today's world demands that we do more with less, fewer people, less money, less time, less space and fewer resources (Casio, 1995:15). Therefore, there should be constant gaining of feedback on people's performance to be able to develop their skills if they are to survive and thrive in the fast-changing times of the 21<sup>st</sup> century.

Productivity is the quantity and quality of work performance with resource utilization taken into consideration. In other words, performance effectiveness can be viewed as an output measure of task or goal achievement.

It is clear that productivity is measured against employment costs in all organizations including service providers. The said employment costs can be grouped together as follows Armstrong (1996:377):

- Remuneration costs;
- Recruitment costs;
- Training costs;
- Relocation costs;
- Loss of production costs;
- Redundancy costs and
- Replacement and training costs.

In all economic systems, people strive to produce the goods and services that are essential to life, and service providers such as READ Educational Trust are no exception. How well, and how much, they produce depends on their skills, creativity, commitment, attitudes, technology, and the quality of those who manage them (Maddux, 1997:7).

Robbins (1997:160) purports that performance can be evaluated through control systems which are further divided into three steps, namely measurement of actual performance, measurement of actual performance against company standards and taking managerial action to correct deviations or inadequate standards.

Control is the process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviations. Managers would not really know whether their units are performing properly until they have evaluated what activities have been done and have even compared the actual performance with the desired standard. This is in line with the underlying objective of this study, namely the assessment of the impact of READ Educational Trust's language programmes on Grade 4 learners' writing competencies with a view to correct deviations and revise strategies used in programme development. A business without productivity objectives has no direction and without productivity measurement no control is possible (Kroon, 1995:207). It is therefore necessary for all organizations to measure and evaluate productivity at all hierarchical levels in order to survive and grow in the long run (Kroon, 1995:208).

Although the measurement of productivity does not provide a solution to the entire productivity problem, a well-planned and developed measurement system could draw management's attention to problem areas such as those that are caused by organizational culture, leadership, etc. It is indeed management's ability to implement a measurement instrument, to analyze the results, and to come up with solutions that give the organization a competitive advantage. To be effective in this changing world, managers need to adapt to cultures, systems, and techniques that are different from their own which can be quite problematic (Robbins & Decenzo, 2001:148).

The fact that service providers involve knowledge workers or trainers in the implementation of their training programmes also complicates productivity problems. Robbins and Decenzo (2001:48), maintain that knowledge workers are right at the cutting edge of the economic wave and that they should be paid huge amounts of money for their services which is also a drawback on the part of organizations such as READ Educational Trust. Certainly, such a culture might even have far-reaching consequences in the sense that the cost of training becomes prohibitive to organizations such as READ.

Another worrying cultural factor is a parochialistic view which is upheld by most service providers, including READ Educational Trust. Parochialism refers to a narrow focus in which one perceives things from his/her own point of view (Robbins & Decenzo, 2001:52). Very often, managers and employees tend to believe that their business practices and services are simply the best in the whole world, without taking cognizance of the fact that people from other countries and their competitors have different ways of doing things. Parochialism is an ethnocentric view which cannot succeed in a global village. Regrettably, it is the dominant view held by many organizations today. However, organizational success comes from a variety of managerial practices, each of which is derived from a different organizational culture or business environment.

Lastly, it is worth mentioning that the issue of quality in productivity measurement is still very controversial in many service organizations. Some cultures emphasize the quality of services rendered and therefore attach more value to money and material goods. On the other hand, other cultures stress the quality of their services, placing importance on relationships and the expression of sensitivity and concern for the welfare of others. Following is a discussion of the impact of quality assurance on organizational growth.

### **3.2.3 The Impact of Quality Assurance Processes on Organizational Growth and Sustainability**

This section highlights factors that could potentially have important influences on the language programmes in primary schools. It also seeks to present the relevance of ISO 9000 standard as a factor influencing the quality of the work done by READ Educational Trust as a business enterprise.

The word “quality” means different things to different people. In addition, people’s attitudes toward quality differ from country to country, which is shaped by a country’s unique culture, history, and experiences. For instance, Germans think of quality as meeting standards; the French relate it to luxury; the Japanese relate quality to perfection; and the Americans’ idea of quality is that “it works”. In other words, the Americans must experience a certain amount of frustration, anxiety, or discomfort before starting a quality improvement effort (Burril & Ledolter, 1999:17).

According to Burril and Ledolter (1999:16), the new approach to quality is to improve production processes so as to prevent defects. Basically, the key to staying competitive is to do it right the first time, on time, and every time. If the underlying production processes can be improved so that there is very little chance of failing to meet the specifications and the organization can save the cost of inspection and scrap and rework. Consequently, items can be produced more cheaply and the firm can stay competitive. However, the best approach to the improvement of quality is to monitor processes on an ongoing basis. This approach allows management to recognize at once when something has gone wrong and to take immediate corrective action to fix the problem. It is important at this stage to shed some light on the tenets of quality.

### **Tenets of Quality**

- ***Quality is directed at customer satisfaction***

The aim of quality is to give customers the product they want. The challenge is to understand true customer needs and to translate these into products and services that satisfy those needs. It is important for organizations to realize that the consumer is the most important part of the production line. The main focus of organizations should be placed on the needs of the customer if they are to enhance economic growth and sustainability (Burril & Ledolter, 1999:132).

- ***Quality means “meets requirement”***

Quality is simply delivering what was promised. It's arriving on schedule; tasting as it should; being the right color; and weighing the right amount; and performing as it should (Burril & Ledolter, 1999:132). According to Burril and Ledolter (1999:132), a quality product or service is one that meets its requirements.

- ***Quality applies to every product***

Quality applies to all physical products, all information products, and all service products. It applies to products that are supplied to the producing organization, products that are produced and consumed within it, and products that are supplied to outside customers. It is therefore imperative to ensure that effective quality improvement is organizationwide as it applies to all products. In fact, quality cannot be achieved by an isolated functional department because it requires a system approach that links all departments (Burril & Ledolter, 1999:132).



- ***Quality is a profitable investment***

According to this tenet, quality is regarded as an investment, which implies that organizations can invest by putting effective quality assurance mechanisms in place with a view to reaping the benefits in future.
- ***Quality requires changing an organization's culture***

Quality must be part of the organization's basic belief system. This means changing the organization's culture to make quality a basic principle in all operations.
- ***Quality requires top management leadership***

Top management must be supportive of quality improvement efforts if organizational growth is to be enhanced. Quality improvement means reshaping the corporate culture and cannot be delegated to anyone as a function. Therefore, everyone in the organization needs constant reassurance that management is supportive of the effort (Burril & Ledolter, 1999:133).
- ***Quality is everybody's job***

It is necessary to produce quality products in all operations, requirements, design, advertising, marketing, manufacturing, services, billing, personnel, finance and every functional area in order to satisfy customers. This means that each individual is responsible for the quality of his or her work products or services. It is therefore management's responsibility to encourage teams and local units to innovate and find ways to improve quality and productivity. In other words, quality professionals and experts must provide the required education, training, and assistance in all these quality-related efforts (Burril & Ledolter, 1999:133).
- ***Quality equates to "good business practice"***

The organization must excel in the areas of development, manufacturing, sales and service if it is to consistently produce quality products and services. There must be good support from accounting, personnel, building maintenance and information systems in order for the organizations to do all these tasks properly. This means that quality is not a separate issue from the general business practice.





- ***Quality requires a focus on people***

Business is accomplished through people operating systems, but it is also people who build the systems and maintain them. Logically, effective improvement of quality depends entirely on people. It is therefore, imperative for management to ensure that people are committed to the enhancement of quality. At the same time, effective improvement of quality is a matter of having proper systems, procedures, instructions, raw materials, equipment, and training. It takes a constant focus on people and their requirements to build a culture of achievement.

- ***Quality is achieved through process improvement***

All work in any given organization is accomplished through processes. Therefore, the fastest way to improve quality is to improve all the organization's processes, that is, personnel, production, management and marketing processes. However, it the responsibility of management to document, measure and improve processes in order to stabilize and measure their behaviour accordingly. It is also necessary to establish a structure for the management of change. Basically, the role for the quality assurance function is to serve as a catalyst in the improvement effort (Burril & Ledolter, 1999:134).

- ***Quality improvement is forever***

It is vital for top management to understand that quality improvement is a continuous process. They must, therefore be prepared to take a long-term view of quality, without deviating from their direction because of monetary changes in the business cycle or corporate profits. Unfortunately, it is very difficult to gain momentum should the quality improvement cycle be interrupted. Very often, restarting is even worse than starting from scratch because both disappointment and disbelief must be overcome in the process. The basic rule is that once a quality improvement programme has started, an attempt must be made to continue it at a constant pace. For the Japanese, quality improvement is continuous and that is the only attitude to maintain (Burril & Ledolter, 1999:134).

- ***Quality must be a fundamental long-term goal of the organisation***

Quality must be a fundamental goal for every organization. In fact, it should be viewed as a strategy to increase sales, reduce costs, and help to secure jobs for employees. Any organization which follows the principle of "quality first" will get

increased profits in the long run. On the other hand, organizations that pursue the goal of attaining a short-term profit will lose competitiveness in the international market as well as profits in the long run.

#### 3.2.4 International Standards Organization: ISO 9000

The ISO series of standards was developed by the International Standards Organization (ISO) in 1987 in order to provide quality assurance requirements and guidelines for suppliers. These standards are for the processes the supplier uses to produce products, not standards for products. The aim of the series is to satisfy customers' confidence in the quality systems of their suppliers. Similarly, READ Educational Trust is faced with the challenge of ensuring that its language programmes are rated according to international standards such as ISO: 9000. This confidence should, in turn, give customers confidence in the quality of the supplier's products and services (Burril & Ledolter, 1999:39).

Basically, ISO 9000 is a series of management system standards which refers to policies, procedures, controls and other components of a management system. It is vital to distinguish the ISO 9000 series from product technical requirements, such as standards for product performance, product testing, impact on the environment and occupational health and safety. However, ISO 9000 registration is not mandated by the Executive Committee for nonregulated products. However, market forces are driving a move to registration. Actually, most European customers require that a supplier be registered as in compliance with ISO 9000 before they can do any business with them, whether or not the product is regulated. Moreover, individual countries often attach legal requirements to the ISO standards (Burril & Ledolter, 1999:39). The ISO 9000 series consists of the following conformance standards:

- ISO 9001: Quality systems-Model for quality assurance in design/development, production, installation and servicing;
- ISO 9002: Quality systems-Model for quality assurance in production, installation and servicing; and
- ISO 9003: Quality systems-Model for quality assurance in final inspection and test.

ISO 9001 is the most comprehensive of the three standards and it is used when the supplier is obliged to ensure conformance to specified needs throughout the production

cycle. Through the years, however, other standards have been provided for specialized operations. For example, ISO 1400 on standards for Environmental Management was added in 1996. The ISO 9000 series has been adopted by more than 50 countries, including the United States (Burril & Ledolter, 1999:40). The following are some of the reasons companies have to be ISO 9000 certified:

- Customers demand it;
- Customers will treat ISO 9000-registered suppliers preferentially;
- Competitors are achieving registration;
- It's a good approach to improve quality;
- Customers demand quality; this is a good way to show commitment;
- The U.S. is doing it as European divisions are certified;
- Industry is moving that way; and
- ISO 9000 registration is one of the keys to process improvement.

In view of the above discussion, one would argue that the extent to which organizations improve the quality of their processes, products and services, might have an impact on their potential to grow and become highly competitive. It is therefore, imperative for management to apply a holistic view to the whole concept of quality improvement if they are to attain organizational competitiveness, growth and sustainability. In a similar line of thought, schools and service providers such as READ Educational Trust have to adopt current quality assurance mechanisms and approaches if they are to meet the needs of their customers in a very effective way. Finally, one would conclude that the extent to which schools apply quality assurance mechanisms impacts on the general implementation of language programmes as an aspect of language teaching and learning

### **3.2.5 Constraints on Recruitment and Selection**

Service organizations must meet the requirements of social obligation, social responsibility and social responsiveness if they are to be well-recognized within the market place (Robbins & Decenzo, 2001:119). Failure to recruit and select candidates who will be able to pursue organizational goals in a competitive manner, disadvantages such organizations. Robbins and Decenzo (2001:120) define social obligation as the capacity of an organization to adapt to changing societal conditions. Social responsibility views business as a moral agent which adds an ethical imperative or element to those

things that make society better and not to those that could make it worse. The main focus should thus be on the improvement of the quality of teaching and learning when intervention programmes are designed and implemented in schools.

Coupled with this is the significance of customer satisfaction. It is a truism that organizations cannot exist without customers, hence the importance of recruitment and selection practices. Recruitment and selection are conceived as the processes by which organizations solicit, contact, and interview potential appointees and then establish whether it would be appropriate to appoint any of them or not (Sisson, 1995:185). Recruitment and selection of candidates is one of the determinants of whether organizations will succeed in the achievement of their goals or not. Robbins (1997:264) defines recruitment as a process of locating, identifying and attracting capable applicants. The author also presents selection as a prediction exercise that seeks to predict which applicants will be successful if hired. 'Successful' in this case means performing well on the criteria management uses to evaluate personnel.

Recruitment is a crucial process for organizational development. Undoubtedly, the type of trainers who are expected to roll-out the language programmes is determined by the entire recruitment process. Therefore, any constraint in the recruitment process might adversely affect the general implementation of READ's language programmes, which may in turn have an impact on the quality of teaching and learning in primary schools.

A discussion of constraints on recruitment follows.

### **Affirmative Action**

Affirmative Action means providing special encouragement and support for those who experienced discrimination in the past (South African National Department of Education, 1995:74). Not everyone needs or should receive that special assistance. Thus, to achieve equity, it may be necessary to pursue policies that treat different groups of people in somewhat different ways. The following points highlight the crux of Affirmative Action:

- Identify and remove barriers;
- Promote diversity;
- Make reasonable accommodation of designated and non-designated groups;

- Ensure equitable representation of suitably qualified people in all occupational categories and levels; and
- Adopt measures to retain, train and develop employees.

Many service providers or organizations such as READ normally promote existing employees into supervisory positions, which is good because both salary and fringe benefits are usually negotiable (Rebore & Ronald, 1998:81). However, recruiters are very often misled by the many connotations that were very recently attached to the phrase ‘affirmative action’ when recruiting candidates for various positions. Surprisingly, more emphasis is only put on the issue of giving those who were previously disadvantaged a chance in the selection process without considering the demands and responsibilities that are attached to such positions. This often leads to a situation where newly-employed personnel fail to perform according to the expectations and standards set by management.

Affirmative Action has resulted in a trend where the workforce gradually changes. Minorities and women represent a growing share while the white males share is declining (Kossen, 1994:122).

It is imperative to point out that there is a lack of uniformity in the recruitment and selection processes in some companies. Many businesses including service providers such as READ still have a long way to go in ensuring that women, for example, are also appointed to senior positions.

The idea of recruiting competent employees from other companies has even become an acceptable practice, considered perfectly legitimate if no coercion or illegal pressures are brought to bear on a potential employee. Similarly, service providers such as READ Educational Trust are also ethically bound to find the most talented and skilled people available to achieve their set goal. In practice, this requires them to develop good employment conditions, salary levels, and benefits that will attract the best applicants while remaining within the fiscal constraints of their budgets. This remains a challenge for non-profit service providers given the limited number of sponsors they have.

Nevertheless, most service providers have already aligned their recruitment policies with the current South African labour laws. The organizations take cognizance of important labour issues like employment equity when recruiting staff members. Normally, first

preference is given to the previously disadvantaged groups, namely, blacks, women and the disabled. The main idea is to open up job opportunities for those who never had a chance to secure such positions in the past. But there is a lot of controversy surrounding the whole issue of affirmative action. Moreover, there are many implications that came with the concept of Affirmative Action. For example, the implication is that job success and the attainment of organizational goals is the only true measure of how effective the recruitment process has been. This implication is often overlooked and many organizations never evaluate their recruitment procedures through a follow-up study on the success or failure of those who were hired.

It is the responsibility of management to ensure that those who are involved in the process of recruitment and selection are conversant with important issues that need to be considered when recruiting training staff if the implementation of language programmes is to impact on Grade 4 learners' writing competencies.

The following is a discussion of leadership as a factor that might affect the roll-out of language programmes in primary schools.

### **3.2.6 Leadership**

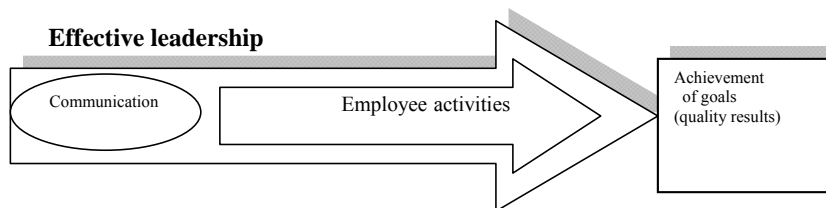
There are different understandings and definitions of the word "leadership". Since about the late fifties, educators, government, military, and business people have eagerly devoured the results of successive factors, analytical, corporate cultural, "transactional" or "interpersonal" studies hoping to find both understanding and procedural knowledge of the elusive phenomenon of leadership. One psychologist notes that four decades of research on leadership have produced a bewildering mass of findings which show that the endless accumulation of empirical data has not produced an integrated understanding of leadership (Howard & Scheiffer, 1995:103). Some scholars even suggest abandoning the term 'leadership' altogether on grounds that the phenomenon of leadership is much too complex and contingent to be encompassed by a single and unambiguous term (Howard & Scheiffer, 1995:103).

Leadership is defined by Ristow and Amos (1999:132) as the process of influencing people to achieve organizational goals willingly. It can also be seen as a personality trait with which a leader creatively stimulates, directs and coordinates group interaction and

co-operation within a particular situation in order to achieve group goals (Bester, 1976, in Kroon, 1995:354). It is also viewed by Van Fleet and Peterson (1994:363), as an influential process directed at shaping the behaviour of others. Seemingly, leadership is a difficult concept to define since many diverse definitions exist. Some people maintain that good leadership is synonymous with popularity, while others describe it as being an aggressive and enthusiastic action. However, the fundamental characteristics of leadership are to bring people to work together effectively as a team, to inspire their loyalty towards the group, and to make a meaningful contribution to the achievement of objectives (Kroon, 1995:133).

Robbins (1996, in Ristow and Amos, 1999:133) supports this view when postulating that a leader is any person capable of persuading other people to strive for certain goals irrespective of his or her position. Howard and Scheiffer (1995:107) support this view, when defining leadership as the process of persuasion where the leader induces a group to take action that is in accordance with his/her purposes or the shared purposes of all. Elements of physical coercion may be involved in some kinds of leadership; and of course there is psychological coercion, however mild and subtle, including peer pressure, in all social action. Figure 3.1 below portrays leadership as the ability to influence people.

**Figure 3.1 Effective Leadership**



(Adapted from Kossen, 1994:205)

However, Lemmer and Badenhorst (1997:338) have a different view of leadership. According to them, leadership is closely concerned with matters such as power, authority and responsibility. For example, a school principal is charged with the responsibility of running a school. In order to do so, he/she needs to have the authority to make certain decisions. This authority gives the principal the power to act. The difference between the two concepts of power and authority can be explained. Firstly, power means potential

influence. A person has power if he/she can cause others to do what he/she wants them to do. Authority on the other hand, refers to legitimate power and is the socially accepted right of a manager to influence the behaviour of others or even prescribe to them what they should do (Lemmer & Badenhorst, 1997:338). Based on the given definitions of the term “leadership”, one would argue that the job of management is not supervision, but leadership and that the required transformation of Western style of management requires that managers be leaders (Burril & Ledolter, 1999:295). Leadership is the power of individuals to inspire cooperative personal decisions by creating faith in common understanding, faith in the ability of success, faith in the ultimate satisfaction of personal motives, faith in the integrity of objective authority and faith in the superiority of common purpose. The term “leadership” is controversial because of the misconception which prevails in certain educational quarters that leaders are born and cannot be trained. This kind of ideology prompted service providers such as READ Educational Trust to embark on specific training programmes for school managers because educational leadership has its own peculiar requirements.

Training of school managers has been undertaken in the following courses by READ:

- Management of the delivery of the READ curriculum;
- Financial Management;
- School Administration;
- Human Resource Management; and
- Communication and Conflict Management.

Nowadays, organizations are increasingly realizing that, due to the nature of leadership and management, it is leadership, and not management, that is the critical success factor for an organization. Similarly, schools as dynamic organizations need visionary leaders who will succeed in ensuring that they cope with the many challenges of the 21<sup>st</sup> century. It is also vital for school managers to realize that leadership is an essential ingredient in the make up of the modern, successful organization (Burril & Ledolter, 1999:296).

According to Burril and Ledolter (1999:296-297), effective leaders are characterized by the following qualities:



- The ability to understand the situation, know what needs to be changed and when change is possible;
- Be able to formulate a clear vision and communicate it;
- Be able to “rock the boat” or to challenge traditional beliefs and practices;
- Be an empowering person;
- Be able to build coalitions to support proposed changes and have political skill to cope with conflicting requirements of various groups;
- Place heavy emphasis on intangibles, such as vision, values and motivation;
- Be authentic; and
- Have a burning desire to have a long-range view.

Having highlighted a number of qualities that characterize leaders, it is also important to say that from the viewpoint of organizational effectiveness, people who are both leaders and managers are a valuable resource because it seems to be very difficult to strike a balance between the two functions in many cases. A worrying factor though, is the many challenges that educational leaders are faced with. In order to fulfil other expectations of them, leaders must confront numerous challenges. The success of any leader depends on his/her ability to address those challenges in a way that people will accept them. Although a number of challenges are of interest in a given situation, three of them are relatively constant, namely multiple constituencies, unpopular decisions and diversity. However, the above challenges will not be discussed here. Instead, applications in leadership that might affect the impact of language programmes offered by organizations such as READ Educational Trust are looked into.

### **3.3 APPLICATIONS IN LEADERSHIP THAT MIGHT AFFECT THE IMPACT OF LANGUAGE PROGRAMMES IN PRIMARY SCHOOLS**

Effective leadership, control and organizing as management functions are inseparable. They all involve developing the structure of roles in order to enhance improved performance (Wehrich & Koontz, 1993:318). Leadership requires a good network of decisions and communication centers for coordinating efforts towards group and enterprise goals. To be more effective, an organizational structure must be well-understood, and basic principles must also be put into practice. However, the situation will dictate for a specific system at any given point in time.

A discussion of some functions in leadership that might affect the impact of language programmes in primary schools follows:

**(a) Failure to clarify relationships**

Failure to clarify relationships can be cited as the reason for friction, office politics, gossip and inefficiency in many organizations. It normally leads to a situation where staff members are not able to co-operate with one another and can therefore not operate as a team. The worst of it is that such employees normally develop a sense of insecurity and mistrust as they tend to engage themselves in the blame game and buck-passing which are aimed at jockeying for positions and favour (Wehrich & Koontz, 1993:81).

**(b) Failure to delegate authority**

A common complaint in organizations is that managers prefer to make decisions and implement them themselves. But this seems to be problematic as decision-making bottlenecks, excessive referrals of small problems, overburdening of top executives with details, and continual conflict show that failure to delegate authority to the subordinates is a serious matter. In the same vein, inability to delegate duties to staff members also causes problems and confusion in the running of the whole organization. It is no wonder that many managers, especially those at lower levels where there are so many functional authorities, feel frustrated.

However, some scholars believe that employee involvement is still the hallmark of the new management philosophy (Sisson & Storey, 1993: 97). They further argue that participative methods, such as delegation of authority, are increasingly becoming not a 'nice to have' option but a functional necessity, that has given rise to the new knowledge workers and the technological and organizational restructuring which put a high premium on adaptability, spontaneity and commitment.

**(c) Confusion of lines of authority with lines of information**

Organizational problems can be reduced by opening the correct channels of communication in organizations. Under normal circumstances, lines of information should not follow lines of authority as is the case in most organizations. In other words, relevant information should be readily available to people at all levels of the organization, unless information is confidential.

Weihrich and Koontz (1993:82) contend that information gathering should actually be separated from decision-making, since only the latter requires managerial authority. It is quite unfortunate that organizations often ensure that lines of information are restricted to lines of authority, especially if the only reason for following a chain of command is to preserve the integrity of decision-making authority and the clarity of responsibility. It is always vital to clarify the confusion if organizational effectiveness is to improve.

**(d) Granting authority without exacting responsibility**

The two concepts, namely ‘authority’ and ‘responsibility’, are closely interrelated and should be viewed as such if managers are to succeed in ensuring that organizations become effective and competitive entities. According to Weihrich and Koontz (1993:320), a significant cause of mismanagement is assignment of authority without holding a person responsible for his/her actions. This might also affect the implementation of language programmes offered by service providers such as READ Educational Trust. It is therefore imperative for management to make sure that staff members understand the relationship between these two concepts.

It is also important for management to grant authority to staff members who are charged with the responsibility of achieving specific outcomes. Managers unconsciously hold subordinates responsible for results they have no authority or power to accomplish, which contributes to organizational ineffectiveness.



**(e) Misuse of functional authority**

Perhaps even more common and dangerous are the problems of undefined and unrestricted delegation of functional authority (Wehrich & Koontz, 1993:320). It is also common knowledge that managers misuse functional authority in many organizations. For example, subordinates often complain that they are assigned duties that are not even stipulated in their job descriptions. Very often, this exercise leads to difficult situations in organizations. Another contributory factor is the issue of multiple subordinates, where managers are normally tempted to misuse functional authority mainly because of the size of the workforce which may seem to be underutilized. This is a misconception which also needs to be addressed or dealt with to avoid friction, conflict and chaos which often lead to ineffectiveness and the inefficiency of employees in modern organizations.

The recent utilization of consultants as a support service in organizations may also aggravate the problem. Some managers tend to shun their responsibilities, forgetting that the consultants only have an advisory role in those organizations. Wehrich and Koontz (1993:321) maintain that there is an ever-present danger that top managers may become so pre-occupied with the consultants or specialists that they even neglect their own schedules, time and attention needed for dealing with issues that are directly related to organizational goals. The same applies to educators who normally shun their responsibility to ensure effective implementation of language programmes offered by organizations such as READ Educational Trust. This state of affairs necessitates the re-engineering of organizations of the 21<sup>st</sup> century if they are to survive, given the many challenges and demands that came with the new dispensation.

**(f) Failure to plan properly**

It is not unusual to find an organization continuing with its traditional structure long after its objectives, plans, and external environment have been altered. For example, a commercial institution may still be stuck to its old functional structure when product groupings and the need for integrated, decentralized profit responsibility demand product divisions (Wehrich & Koontz, 1993:319). In many

instances, organizations do not succeed in attaining effectiveness simply because of their inability to embrace change.

Another discrepancy that results from poor planning is the ability of managers to have a workable strategy of controlling institutional growth and exit modes such as retirement and death. Many small and growing organizations often make the mistake of assuming that experienced employees can grow with the organization, only to find that they leave it for greener pastures. Thus, one can suggest that planning should actually revolve around dealing carefully with an organization's structure, with a view to take advantage of employee strengths and weaknesses.

If language is learned best and easiest when it is presented in a holistic way or a natural context, then integration is a key principle for language development and learning through language. In fact, language development and context become a dual curriculum. For learners, it is a single curriculum focusing on what is being learned. But for the educators there is always a double agenda, namely, to maximize opportunities for pupils to engage in authentic speech and literacy events while they study their community, design a literature review, carry out a scientific study of mice, or develop a sense of fractions and decimals. For example, writing as a skill is also happening in the context of the exploration of the world of things, ideas and experiences (Wilson *et al.*, 1991:1).

To plan for learners to use language for authentic language purposes, educators need to be familiar with the range of language purposes if they are to assist the learners in that area. Thus, service providers such as READ Educational Trust suggest and implement the integrated curriculum as a desirable approach for the planning of language learning. For example, educators are encouraged to involve the learners in projects, experiments, and debates. This approach proves to be beneficial as primary school children use language in a meaningful context. While some learners focus on some current issues in a poster, the other group would be promoting their personal attributes meanwhile some individuals would be experimenting with other language tactics (Wilson *et al.*, 1991:1).

Basically, the integrated curriculum is concerned with learning being both authentic and relevant to the children. Language programmes that are offered by

organizations such as READ are planned in such a way that the contexts for language use are drawn from the children's worlds outside the school's environment and from shared events and investigations initiated in the classroom. To ensure relevancy in the classroom investigations, or integrated learning units, the children are involved in the selection of units and in helping to plan the body of the units. Initially, they are challenged to establish their existing knowledge, and they are invited also to list those things they want to find out. Authenticity in the language programme arises from the activities that are related to real-life situations. Normally, such activities are geared towards finding answers to children's questions, or to write a script that will actually be performed at the school revue or READATHON activities.

An integrated curriculum is one that enables the educators to plan in such a way that learners are able to learn different aspects at the same time, for example science, life orientation, arts and culture, and so on. Language learning cannot happen in a vacuum; it is always context-bound.

Actually, the contexts for language learning may be found in any curriculum area. They may also arise from school routine or social events, or occur in or outside school. All these contexts may be classified as either relating solely to individual children or personal contexts relating to groups of children or 'shared' contexts.

The above-mentioned applications often occur in big organizations such as READ Educational Trust, which ultimately affect the way in which their product is brought to the beneficiaries or the learners at the micro level. It is very important for all organizations to plan properly in order for the enterprise to be able to serve the needs and demands of the market. At the same time, management should be in a position to determine and search for the type of workforce that will best serve an organization in its own circumstances. It is, therefore, important to recruit trainers or employees who will be in a position to implement training programmes according to the company's intention.

### 3.4 HUMAN FACTORS AND MOTIVATION

Human factors and motivation are inseparable and should therefore be handled as such in any organization. It is the responsibility of management to ensure that personnel work together purposefully towards achieving organizational goals. Similarly, the execution of plans requires that management be able to motivate employees to perform according to its expectations. Likewise, it is also imperative for management to encourage people to perform well which is the most difficult task of management. Evidently, management's effectiveness and leadership remains largely dependent on their ability to motivate, influence and lead subordinates and to communicate well with them (Kroon, 1995:327).

Human or individual characteristics can be defined as interests, attitudes and needs that the individual brings into the work place. The drive to achieve can differ considerably from one individual to the next (Kroon, 1995:344). Motivation is that which causes, channels, and maintains human behaviour. It is an intense psychological process that cannot be observed or measured directly, but can only be assumed from the behaviour of people (Kroon, 1995: 327). Motivation concerns the 'why' of human behaviour and that subordinates must be motivated to reach an acceptable level of performance. It is therefore of crucial importance for management itself to be motivated if other employees are to follow suit. According to Van Fleet and Peterson (1994:387), motivation is a set of processes that determine behavioural choices.

Although the significance of both intrinsic and extrinsic factors for achievement has been widely recognized by many educational specialists, it is still evident that little is known, not only about individual differences in the intensity of extrinsic motivation on the basis of gender, but also about the importance of intrinsic and extrinsic motives and rewards in determining realistic achievement behaviours.

Moreover, research findings indicate that human factors and motivation have a direct impact on organizational effectiveness and growth (Van Fleet & Peterson, 1994:388). It is also obvious that the manner in which management dealt with issues that are related to human factors and motivation at the beginning of the 20<sup>th</sup> century differs considerably from that of the modern manager. The many challenges of the 21<sup>st</sup> century, the socio-economic development of communities, together with organizational demands give motivation an entirely different perspective. In the light of this, it is evident that human

factors have an influence on the level of motivation of employees in any work situation. Similarly, the same factors can have either a positive or negative impact on the manner in which language programmes offered by service providers such as READ Educational Trust are implemented in schools.

### **3.4.1 The Impact of Human Factors on Organizational Effectiveness**

Although many early theorists ignored, or at least neglected, the effects of human factors on the level of performance of the workforce, scholars such as Van Vleet and Peterson (1994:339) argue that human factors have an impact on organizational effectiveness. Clearly, the impact of human factors on one's performance is not even debatable given the power of basic needs as highlighted by Maslow (1968) in his hierarchy of needs. A review of the personality literature offers general guidelines that can lead to effective job performance. It can also improve the hiring and transfer of employees because personality characteristics create the parameters for people's behaviour and also provide us with a framework for predicting behaviour in organizations. For instance, individuals who are submissive and conforming might not be able to serve as advertising agents. This view is supported by the Hawthorne studies that originated from the behavioural school of thought. The findings of the Hawthorne studies clearly showed that performance changed in both groups of employees which imply that, if they had been motivated solely by money, they should have produced as much as possible in order to get as much pay as possible (Van Fleet & Peterson, 1994:13). People's attitudes, for instance, shape how they feel about the organization. Conflict may determine how healthy or dysfunctional various interactions between people will prove to be (Van Fleet & Peterson, 1994:339). There is thus a close relationship between human factors and motivation in as far as organizational effectiveness is concerned. Motivation may be the driving force behind the survival of every organization and the same motivation determines the effectiveness of the organization.

Coupled with that, it is important to point out that the issue of human factors brings the concept of individuality in organizations. Van Fleet and Peterson (1994:340), purport that individual differences are personal attributes that vary from one person to another. These make it difficult to address the issue of human factors in organizations because of their complexity as they are generally regarded as specific differences that characterize a given individual, whether good or bad. It is even suggested that that a number of aspects



such as working conditions and leadership be brought into the picture when dealing with such issues.

The next section deals with some of the human factors that might affect the implementation of language programmes in primary schools.

**(a) Personality and work**

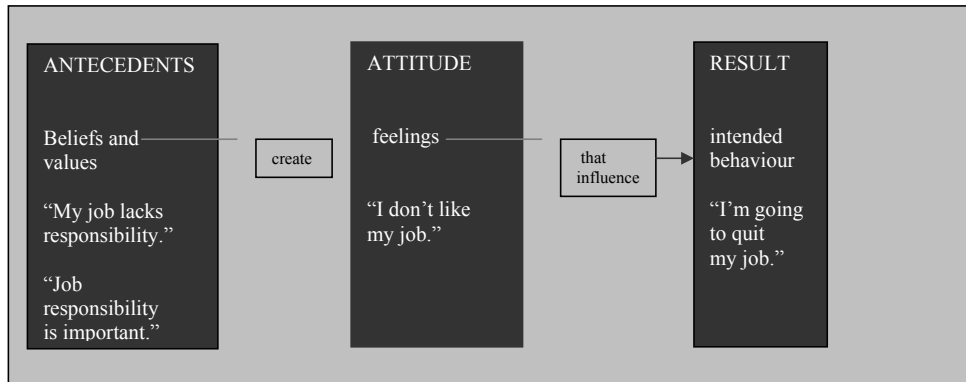
Van Fleet and Peterson (1994:341) define personality as a relatively stable set of psychological and behavioural attributes that distinguish one person from the other. It is very important to understand basic personality attributes because they affect people's behaviour in organizational situations and their perceptions of and attitudes towards language programmes. The concept of personality is also not easy to deal with because it is often formed when people become members of organizations. However, a person's personality can also change as a result of the organizational experiences to which he/she is exposed. For example, if a manager is subjected to prolonged periods of stress or conflict at work, he/she may become more withdrawn, anxious and irritable. On a more positive note, continued success and accomplishment at work may cause an individual to become more self-confident and out-going (Van Fleet & Peterson, 1994:341).

However, it is important for managers to realize that very little can be done to change the basic personalities of their subordinates' work behaviour and performance. It goes without saying that personality attributes, such as locus of control, will have an impact on people's behaviour and performance in organizations, where people with an internal locus of control believe that success is the result of hard work, whereas those with an external locus of control think that forces beyond their control dictate what happens to them (Van Fleet & Peterson, 1994: 342).

Another important aspect of individuals in organizations is their attitudes. Attitudes are a set of beliefs and feelings that individuals have about specific ideas, situations, or other people (Van Fleet & Peterson, 1994:344). Attitudes are important because they are the mechanisms through which most people express their feelings. Unlike personality attributes, attitudes can change. These make them easier to deal with

regardless of their complex and intangible nature. For example, attitude change can occur when the object of the attitude becomes less important or relevant to the person. Work-related attitudes are illustrated in Figure 3.2.

**Figure 3.2 A work-related example of the three components of attitudes**



(Adapted from Osborn *et al.*, 2000:27)

In addition to these attitudes, work-related attitudes such as job satisfaction or dissatisfaction and organizational commitment are also prevalent in schools. Some work-related attitudes are specifically critical to the enhancement of effective teaching and learning, which is, actually, the reason why schools exist as community enterprises. In fact, teaching and learning are core functions of the school as an organization.

It is also public knowledge that organizations are comprised of a collection of individuals who are operating at different levels. It is therefore imperative for organizational leaders to apply a holistic approach whenever they have to deal with issues such as personality attributes, attitudes and psychological contracts in schools, which bring a unique set of contributions to the organization. It is therefore imperative to shed some light on the concept of the psychological contract as a factor that might affect the implementation of language programmes offered by organizations such as READ Educational Trust. For the purpose of this study, psychological contract can be presented as a set of expectations held by the implementers of language programmes about what they would contribute to the development of a culture of language teaching and learning at their respective

schools. The psychological contract may cause problems especially when individuals make a variety of contributions to the same organization, i.e. in terms of effort, skills, ability, time, loyalty and so forth, and in return for these contributions, the organization does not provide them with some inducements such as a living wage, promotion opportunities, etc. (Van Fleet & Peterson, 1994: 339).

The bottom line is that, just as the contribution from the individual must satisfy the needs of the organization, the inducement offered by the organization must also serve the needs of the individual. In a similar vein, should either party detect an imbalance in the contract, it may initiate a change. For example, the individual may request a pay rise or promotion, decrease his/her efforts, or look for a better job elsewhere. On the other hand, the organization can also initiate change by requesting that the individual improve skills through training, transfer the person to another job, or terminate the person's employment altogether.

Basically, organizations such as READ Educational Trust are faced with the challenge of meeting psychological contracts if they are to succeed in the attainment of their goals. Otherwise, many ambitious trainers would use the organization as the stepping stone, to reach "greener pastures".

#### **(b) Ideological Differences and Work**

Worldwide, the impact of ideological groupings in schools has been the source of much concern. These ideological formations are the result of educator unions that were allowed by the South African constitution. The 1996 Constitution, especially the Bill of Rights, highlights the importance of human rights. The implications of the fundamental rights on the provision of the education and training system are not yet generally well understood, yet personal rights and freedoms belong to all citizens and bind all government departments and educational institutions operating under the law (South African National Department of Education, 1995:45).

The relationship between the state and the organized teaching profession under the previous dispensation was been governed by statutes and common law which stipulate the conditions of service, salary determinations, and grievance and disciplinary procedures. The major weakness of this system was that they do not

provide a framework for a workable system of collective bargaining and dispute resolution (ANC Education Department, 1995:60). In fact, until the passing of the Education Industrial Relations Act (1993), educators were expressly excluded from industrial relations legislation which provides such a framework.

The absence of a sound collective bargaining framework and dispute resolution mechanisms, and the dawn of a new era contributed to the establishment of many ideological groups in schools. In addition to that, the passing of the Education Labour Relations Act, which came into effect on 1 March 2004, also exacerbated the situation in South African schools (ANC Education Department, 1995:60). The above Act clearly stipulates that organizations representing the teaching profession have the right to free association and to strike. According to this Act, clearly defined principles should inform the development of an industrial relations framework, namely the right to freedom of association by the educators, including the organization of unions and the right to collective action by the educators, including the right to strike. This is also in line with Maslow's hierarchy of needs, namely belonging needs as indicated above in Section 3.4.2.

Unfortunately, 'multi-unionism' causes many problems in the South African education system. During school monitoring visits, the researcher came to realize that these ideological formations affect the smooth running of schools in many different ways. Therefore, the said ideological formations also impact on the extent to which intervention programmes provided by organizations such as READ are implemented. In some cases, ideological formations adversely affect the provision of quality education in schools. It is also worth stressing that the ultimate goal of this investigation is to determine whether service providers such as READ Educational Trust make an impact on language teaching and learning in primary schools. The restoration of the culture of teaching and learning involves the creation of a culture of accountability. This means the development of a common purpose or mission amongst learners, educators, school managers and governing bodies, with clear, mutually agreed and understood responsibilities, and lines of cooperation and accountability (South African National Department of Education, 1995:22). It is quite necessary at this stage to shed some light on a number of ways in which these ideological formations might impact on the implementation of language programmes in primary schools.

**(c) Ideological Differences and Divisions in Schools**

Ideological formations can cause divisions in schools as educators belong to different teacher unions. These formations normally cause what is commonly known as inter-union conflict. Unfortunately, inter-union conflict also takes a number of different forms. For example, it can take the form of a 'recognition dispute' which is a dispute over which union should have the right to represent a group of educators in a particular school. Such disputes frequently occur in newly unionized schools. Alternatively, disputes may arise when a union attempts to recruit educators who are already members of another union. Again, it can take the form of a 'demarcation' dispute, which is a dispute over which group of educators should be permitted to undertake a particular task (Jackson, 1988:43).

Divisions of this kind can create a number of problems for school managers. For example, demarcation disputes (or agreements) may mean that the school governing body (SGB) has to accept a form of work organization that differs from their ideal. The fact that multi-unionism may cause certain problems for managerial control should not be accepted as the sole basis for criticism of this aspect. It is unfortunate that the divisions also affect the way in which intervention programmes offered by organizations such as READ are received in schools. At one stage, the researcher found herself in a very difficult situation at one project school where the majority of staff members are staunch members of a vigilant teacher union. The problem was that the vigilant group felt that the implementation of READ's language programmes was supposed to be undertaken by those who belong to the other teacher union. Unfortunately, that kind of a proposal could not work well as the other group was very small. The worst part of it was that it affects the smooth running of the school and the realization of the general aim of education, namely the enhancement of effective teaching and learning in schools.

The next section deals with ideological differences and human relations.

**(d) Ideological Differences and Human Relations**

One of the most important findings of the Hawthorne studies was the critical role played by ideological formations in the school environment (Jackson, 1988:171).

Although the different groups can help create a climate which frustrates the aims of management, it can also cause serious friction, squabbles, physical fights, or even death. This normally results from organizational conflict.

In some schools, it is very difficult to roll out the language programmes because staff members do not even talk to each other. As a result, the whole monitoring system became a nightmare, as the READ trainers and mentors were expected to give support to educators who could hardly communicate with their colleagues or the school principal. Even more worrying is the fact that school managers are charged with the responsibility of overseeing the general implementation of language programmes offered by service providers such as READ. A discussion of ideological differences and absenteeism is presented in the next section.

**(e) Ideological Differences and Absenteeism**

Membership of a teacher union involves certain actors (educators), certain contexts (schools), an ideology which binds the industrial action system together, and a body of rules created to govern the educators at their place of work. The creation of rules is seen to be the central aim of the industrial action system and all members are expected to conform to the rules as already mentioned. On the other hand, the need to conform to the rules actually leads to a high level of absenteeism as the educators normally raise their concerns through manifestations of industrial conflict such as strikes, go-slows, mass demonstrations, and so on. As a result, the quality of teaching and learning is adversely affected. This is problematic when it comes to the implementation of language programmes of organizations such as READ because certain areas of the curriculum need to be covered within the set time frames. This normally makes it difficult for trainers from organizations such as READ to work within the set time frames as educators go on strike. This meant that the time line originally set for the general implementation of READ's language programme had to be changed, which had further implications for the process of language teaching and learning. Certainly, the high level of absenteeism, which can be attributed to ideological formations, were cause for major concern throughout the implementation of language programmes offered by service providers such as READ Educational Trust in Limpopo.

Finally, it is imperative to point out that the ideological formations have some benefits for educators as indicated in the Education Industrial Relations Act, 1993. Regrettably, the abuse of the privilege of being a full member of a teacher union is also a matter of national or even international concern. It is therefore necessary to review the current policy with a view to putting envisaged policies in place if the general aim of education is to be better achieved in South Africa.

**(f) Perceptions and work**

Perception is the process by which people select, organize, interpret, retrieve and respond to information from the world around them (Osborn *et al.*, 1997:84). One of the basic tenets of human behaviour is that people act on their perceptions, not on reality. Unfortunately, perceptions are often distorted by a number of forces acting on them, which normally lead to the misrepresentation of events and activities in people's daily lives.

Robbins (1997:361) defines perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, as we have noted, what one perceives can be substantially different from reality. A good example is a situation where all employees in a company view it as a great place to work, which is very rare. The context in which people view things is very important. Another important point to remember is the fact that the individual's perception of the object about which the attitude is formed is an important element of that attitude (Van Fleet and Peterson, 1994: 345).

Kroon (1995:526) also contends that the quality and accuracy of a person's perceptions influences the quality of his/her decisions and actions. Basically, people react to a situation in terms of their perceptions. Since perception plays a vital role in workplace behaviours managers need to have a general understanding of basic perceptual processes. The problem is even aggravated by two basic perceptual processes, namely selective perception and stereotyping. However, the two concepts will not be discussed at length as they are not the focus of this study. Of significance to this investigation are language educators' perceptions of READ's language programmes in terms of language teaching and learning as well as the programmes's impact on Grade 4 learners' writing competencies. This aspect was

evaluated by means of a questionnaire where Grade 4 language educators revealed their perceptions of READ's intervention programmes.

Against this background, one would say that management needs to be aware of general perceptual disorders and their impact on the smooth running of schools as learning organizations. Moreover, school managers must always remember that perceptions influence one's observation of certain events and people as well as his/her reactions. School managers should relate the whole issue to their own work situation as the perceptual meaning of the same situation differs from one person to the other (Kroon, 1995:527).

**(g) Stress and work**

Excessive stress adversely contributes to lower levels of productivity and organizational ineffectiveness. It results from change and increasing organizational conflict (Kroon, 1995:403). Chapman (2006:1) supports this view when purporting that stress in the workplace reduces productivity, increases management pressures, and makes people ill in many ways. Workplace stress affects performance, memory, concentration and learning. In the UK, over 13 million working days are lost every year because of stress (Chapman, 2006:1). In fact, stress is believed to trigger 70% of visits to doctors, and 85% of serious illnesses (Chapman, 2006:1). He further stipulates that stress at work provides a serious risk of litigation for all employers and organizations, carrying significant liabilities for damages, bad publicity and loss of reputation.

In addition to that, the complexity of the managerial role and its daily demands also serves as breeding ground for the stress syndrome. According to Kroon (1995:403), stress is a dynamic state of adaptation when it reacts to unexpected, challenging and new circumstances. Constructive coping strategies can stimulate productivity while destructive coping mechanisms can decrease productivity and contribute to the dysfunctionality of the organization. Experience also shows us that stress tends to be higher where the organization undergoes a crisis, such as the retrenchment of personnel.



Stress is caused by a source (stressor) that is part of the work environment, either external or within the person. Stressors within the working environment refer to the demands of the managerial positions, role dynamics, interpersonal relationships, and career advancements including economical and political events beyond the control of the manager (Kroon, 1995:404). Stress within an individual refers to his/her personality in general and more specifically to his/her abilities, values, feelings, perceptions, skills and interpersonal relationships. The following are causes of stress at work:

- Bullying or harassment, by anyone, not necessarily a person's manager;
  - Feeling powerless and uninvolved in determining one's own responsibilities;
  - Continuous and unreasonable performance demands;
  - Lack of effective communication and conflict resolution;
  - Lack of job security;
  - Long working hours;
  - Excessive time away from home and family;
  - Office politics and conflict among staff; and
  - A feeling that one's reward is not commensurate with one's responsibility.
- (Chapman, 2006:6).

The negative impact of stress on organizational effectiveness and growth is quite evident. Van Fleet and Peterson (1994:339) maintain that stress follows a cycle referred to as the General Adaptation Syndrome or GAS. According to this syndrome, when the individual encounters a stressor, the General Adaptation Syndrome as the first stage becomes part of the process. Then, the individual may feel panic, may wonder how to cope, and may feel helpless. Suppose, for instance, that a manager is told to prepare a detailed evaluation of a plan in order to persuade his clients to buy in. His/her first reaction may be, "How can I ever get this done by tomorrow?" This is, of course, an intense stressor.

It is thus clear that stress manifests itself in a number of ways in organizations. According to Kroon (1995:405), work stress occurs when the manager experiences his work situation and tasks in a negative way, feels out of control in the execution of his activities, and does not accept responsibility for the work performance of others. Kroon further stipulates that role stress has mainly to do with the social

roles a manager plays such as being a parent figure who gives punishment and reward. On the other hand, life stress refers to a manager's reaction to normal life events, for example the death of a spouse, expecting a child, etc. All these types of stress have a negative impact on the level of productivity of an individual in a working environment. However, it is imperative for management to come up with a workable strategy to handle stress. Aspects such as organizational development and managerial training and development can facilitate the effective handling of stress (Kroon, 1995:406). Based on the preceding discussion, one would conclude that stress might also affect the general implementation of training programmes offered by organizations such as READ Educational Trust. There are also clearly economic and financial reasons for organizations to manage and reduce stress at work (Chapman, 2006:1). For example, dealing with stress-related claims also consumes vast amounts of management time and therefore affects the manner in which they perform their management functions.

A discussion of the effects of rewards on the impact of language programmes offered by service providers such as READ Educational Trust follows.

#### **3.4.2 The Impact of Rewards on the Implementation of Language Programmes in Primary Schools**

Armstrong (1996:577) defines reward management as an activity that is geared towards designing, implementing and maintaining pay processes or philosophy systems that are aimed at the improvement of organizational performance. He further stipulates that reward processes are based on reward strategies, guiding principles, practices, structures and procedures that are devised and managed to provide appropriate levels of pay benefits and other forms of rewards.

The main purpose for establishing a workable reward strategy and policy is to attract and retain qualified employees who will provide the type of service expected by the organization as well as the general public (Rebore & Ronald, 1998:21). Rewards cause both satisfaction and performance (Osborn, *et al.*, 2000:120). The use of rewards as a tool to attain organizational effectiveness and efficiency is also supported by psychologists who posit that satisfaction of needs is a motivation behind many actions (Rebore & Ronald, 1998:21).

People act in ways that they perceive to be in their own best interests. This could be directly linked to an ‘expectancy’ model, as defined by Rebores and Ronald (1998:21). According to this model, people work hard with the intention of getting more money, a promotion, recognition and acceptance.

It has also become a truism that individuals have different needs and goals in life. Ristow and Amos (1999:121) state that a manager requires sound insight into abilities, skills, perceptions, attitudes, and personalities in attempting to motivate employees. Failure will lead to difficulty in developing a motivated work force in any organization. In essence, the success or failure of any organization depends largely on management’s ability to adopt a good reward system. Ristow and Amos (1999:122) further state that a manager needs to understand why people work and must be able to create the conditions under which they work productively.

People join organizations so that certain of their needs are met and they will remain effective members of an organization for as long as these needs are being satisfied. The rewards sought, though not only material (wages, salaries and fringe benefits) but also spiritual (self-development, self-actualization, a sense of achievement and social belongingness) should be taken heed of, if organizations of the 21<sup>st</sup> century are to grow and survive. Robbins (1998, in Ristow and Amos, 1999:122) purport that motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by effort and ability to satisfy some individual need. Possibly, this willingness is triggered by rewards and incentives offered by the management team.

Section 21 Companies, such as READ Educational Trust, use incentives to encourage both the educators and the learners who are involved in the implementation of their language programmes. For instance, educators receive a variety of rewards such as pens, t-shirts, caps, stationery kits, durable leather files, etc. The incentives for learners include coffee mugs, pens, book files, and t-shirts. Educators also award stars to outstanding performers in the area of languages. The provision of incentives has proven to uplift the morale of those involved in the implementation of language programmes offered by organizations such as READ.

Obviously, language programmes offered by service providers such as READ create a socially acceptable way for the learners to learn basic language skills. As a result, the

quality of teaching and learning in general will improve. This broader aim is high on the agenda of the national Department of Education in South Africa, as well as throughout Africa.

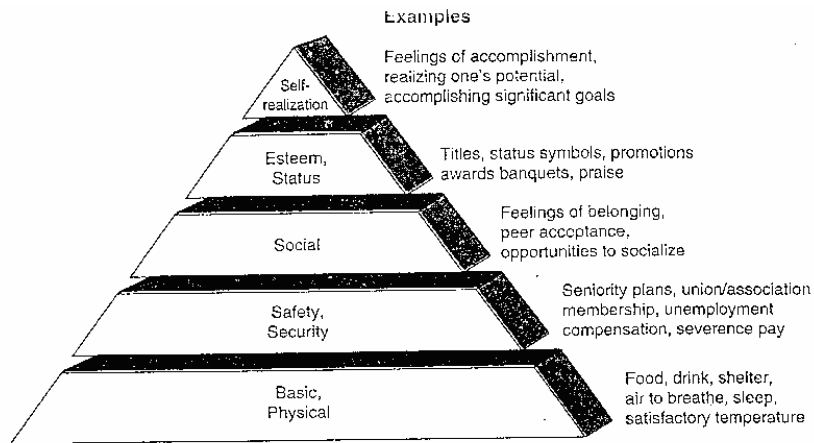
A discussion of Maslow's hierarchy of needs and an illustration of how it might affect the general improvement of teaching and learning in the primary schools follows. An attempt would also be made to illustrate how this theory might affect the implementation of language programmes offered by READ Educational Trust as the service provider.

### **Maslow's hierarchy of needs**

Maslow proposed that human desires are innate and that they are arranged in an ascending hierarchy of priority or potency (Hjelle & Ziegler, 1985:368). Meyer *et al.* (1995:359) posit that Maslow (1970) distinguishes two general categories of motives, namely deficiency motives and growth motives. By deficiency motives, reference is made to the first four levels of the needs hierarchy, while growth motives refer to the fifth level actualization needs. Deficiency motives are directly related to the basic needs for survival such as hunger, thirst and the need for safety, whose gratification brings about a decrease in tension.

According to Maslow, when a person's behaviour is being influenced by deficiency motives, his/her cognitive abilities are being negatively applied because the main objective is merely to evade unpleasant circumstances and to survive. Surely, this type of motivation seldom leads to the realization of a person's true potential (Meyer *et al.*, 1995:359). Maslow's hierarchy of needs is presented in Figure 3.3.

Figure 3.3 Maslow's Hierarchy of Needs



Maslow's hierarchy-of-needs concept.

Source: Meyer *et al.* (1995:359)

A detailed discussion of deficiency motives and their operation at the first level of the hierarchy follows.

### Physiological needs

Physiological needs are mainly survival needs, like hunger, thirst, the need for oxygen, sleep, activity, sensory stimulation and sexual gratification (Meyer *et al.*, 1995:360). These physiological drives are directly concerned with the biological maintenance of the organism and must be gratified at some minimal level before the individual is motivated by higher order needs. Put another way, a person who fails to satisfy this basic level of needs won't attempt to satisfy higher level needs. Accordingly, physiological needs tend to dominate all other needs if they are not regularly gratified. Physiological needs are crucial to the understanding of human behaviour, including the learning process. Hjelle and Ziegler (1985:370) contend that there is no doubt that physiological needs dominate human desires, forcing themselves on one's attention before higher order goals can even be pursued. The gratification of physiological needs will eventually contribute to effective learning in the classroom.

### **Safety needs**

Once the basic needs have been satisfied, an individual becomes concerned with a new set, often called the safety or security needs. According to Hjelle and Ziegler (1985:372), the primary motivating force here is to ensure a reasonable degree of certainty, order, structure and predictability in one's environment.

Therefore, Maslow's theory accords with the general view of educationists that children feel safe in an environment where there is some kind of structure, which sets limits and boundaries and where fixed patterns apply (Meyer *et al.*, 1995:360). Maslow goes on to cite parental quarrelling, physical assault, separation, divorce and death within the family as particularly harmful to a child's sense of well-being. In effect, these factors render the child's environment unstable, unpredictable and hence unsafe. Thus, failure to satisfy safety needs may affect the extent to which the learning process takes place.

### **Belongingness and love needs**

The belongingness and love needs constitute the third hierarchical level. Basically, these needs emerge primarily when physiological and safety needs have been gratified. According to Meyer *et al.*, (1995:361), the lack of intimacy leaves many people with a sense of loneliness and isolation. Maslow's theory supports this view when it states that a person not only needs to belong to others but that identification with a home and neighbourhood also contributes to the realization of affiliation needs. This point of view is also supported by research carried out by environmental psychologists on place identity (Van Staden, 1985:25, in Meyer *et al.*, 1995:361). Maslow also concluded that there is mounting evidence to prove a substantial correlation between affectionate childhood experiences and a healthy adulthood. Such data, in his judgement, contributes to the generalization that love is a basic prerequisite of healthy development of the human being in totality.

### **Self-esteem needs**

When one's needs for being loved and for loving others have been reasonably gratified, their motivational force diminishes, paving the way for self-esteem needs. Meyer *et al.*, (1995:361) contend that self-esteem refers to the need to evaluate oneself positively. Maslow divided them into two subsidiary sets, namely self-respect and esteem from others. The former includes such things as desire for competence, confidence, personal strength, adequacy, achievement, independence and freedom (Hjelle & Ziegler, 1985:372). Logically, the satisfaction of feelings and attitudes of self-confidence, self-worth, strength, capability, and a sense of being useful are necessary in the world. In contrast, the thwarting of these needs will eventually lead to attitudes of inferiority, emptiness, weakness and helplessness. These negative self-perceptions will in turn generate basic discouragement, lack of a sense of fulfillment, and hopelessness in dealing with life's demands and evaluation of self vis-a-vis others. According to Maslow, the most positive self-esteem is based on earned respect from others rather than on fame. To be solid, self-esteem must be founded on one's actual worth, not on external factors beyond one's control.

### **Self-actualization needs**

Finally, if all the foregoing needs are reasonably satisfied, the need for self-actualization comes to the fore. Meyer *et al.*, (1995:362) stipulate that self-actualization is an umbrella concept which includes seventeen growth motivations which function on the highest level of the need hierarchy, also known as Meta needs or B-values. Maslow characterized self-actualization as the desire to become everything that one is capable of becoming. Actually, any person who has achieved this highest level presses towards the full use and exploitation of his or her talents, capabilities and potentialities.

The realization of self-actualization occurs differently in different people. And indeed Maslow contends that it is here that the greatest differences between individuals usually manifest themselves. Additionally, self-actualization is an exciting idea because it encourages the person to discover and realize his/her highest potential and, in doing so, to become a fully-functional and goal-directed being (Meyer *et al.*, 1995:362). In sum, the motivational life of self-actualizers is not only quantitatively different but also qualitatively different from those of non-self-actualizers. Whereas ordinary people are

motivated by basic needs gratification, self-actualizing people strive to grow to perfection and to develop more and more fully in their own capacity and style.

It is against this background that organizations such as READ Educational Trust take cognizance of Maslow's theory of needs when implementing their language programmes in schools. For example, parental involvement forms part of the whole endeavour. This enables educators to create awareness amongst all the parents of children who are involved in the rolling out of language programmes in the primary schools. By so doing, parents gradually realize the importance of meeting their children's physiological needs such as hunger, thirst, the need for sufficient sleep, as well as the need to provide them with warm clothes in winter and a secure home environment which is conducive for effective studying. Logically, the learners develop the sense of belonging and a positive self-esteem that are necessary for effective language teaching and learning.

It is, therefore, imperative for educators to create a tranquil atmosphere where the learners will be able to grow and develop to their fullest. Maslow believes that much human behaviour can be explained in terms of need gratification. Man is presented as a "Yearning Being" who is seldom satisfied because no sooner is one need gratified, than another surfaces. Monyai and Nieman (2006:90), in support of this view, maintain that people cannot attain fulfillment and that they are naturally inclined to seek additional things. Meyer *et al.*, (1995:358) further purport that need gratification is not merely a means of receiving tension or frustration, it is self-actualization. According to Maslow, human beings are holistic in nature and can therefore not be studied or treated piecemeal. All aspects of his/her personality are closely interwoven and must be perceived and treated as such. Human beings depend to a large extent on the environment for the realization of their basic needs, and as a result of that, few people in our imperfect society actually achieve the ideal of self-actualization.

However, it is the responsibility of organizations such as READ Educational Trust to ensure that the basic needs of all their trainers are gratified if they are to implement the training programmes as expected. Similarly, the Department of Education must also see to it that the needs of educators are satisfied for them to be able to improve the quality of teaching and learning in South African schools. Very often, educators are criticized for not being committed or receptive to new approaches to teaching, without actually considering all those factors that demoralize them as a workforce. There is no way in



which one can succeed in addressing this problem if the underlying issues or the main cause is really not taken heed of.

### 3.5 CONCLUSION

This chapter has examined several factors that somehow impact on the implementation of language programmes in the primary schools. Factors such as the organizational culture of the school, the impact of organizational culture on productivity, the impact of quality assurance processes on organizational growth and sustainability, human factors and motivation, the impact of human factors on organizational effectiveness, applications in leadership that might affect the impact of language programmes in primary schools as well as the effects of rewards or incentives have been outlined here.

The Third Chapter began with the assumption that student learning can either be positively or negatively influenced by internal and external factors. However, there is no simple cause-effect relationship between these factors and learning. Given the social nature of schooling, it is difficult to ascribe a fixed causal relationship between student learning and these factors. Many complex forces influence student learning, including personal, psychological, social, cultural and institutional factors as shown in this chapter.

In addition, important issues that relate to the research questions and problems such as recruitment and selection procedures and the extent to which some factors may impact on the educators' perceptions of language programmes offered by service providers such as READ are also discussed in this chapter.

The next chapter focuses on the research background to the READ training model.



## 4.1 INTRODUCTION

The Fourth chapter seeks to provide the research background to language education and the principles underlying READ Educational Trust's language programmes. However, the main aim of this study is to assess the impact of READ's language programmes on Grade 4 learners' writing competencies. The achievement of effective teaching and learning is topical in present-day educational circles, yet it is an extremely difficult concept to realize. Central to this investigation is the improvement of learning in the primary schools as indicated above. Hergerhahn and Olson (2005:1) define learning as a process through which knowledge, comprehension and mastery are gained through experience or study. Some psychologists, however, would find this definition unacceptable because of the nebulous terms it contains, such as knowledge, comprehension and mastery. Instead, the trend in recent years is to accept a definition of learning that refers to changes in observable behaviour.

One of the more popular definitions is the one suggested by Kimble (1961:1) in Hergerhahn & Olson (2001:1), which defines learning as a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice. Although popular, this definition is far from universally accepted. For instance, the researcher's understanding of the concept of learning is that it is an educational process that entails the acquisition of knowledge and intellectual growth. Evidently, there are many definitions of the word 'learning' as many connotations may be attached to the concept. Before a language programme can be implemented to achieve the main goal, it is necessary to devote some time to reviewing recent educational theories that are significant for planning language interventions to assist learners with the development of writing skills.

It is also important to shed some light on the organization's origins and mission, its model, the nature of the language programme as well as the theoretical foundations of READ's approach to language acquisition. Other important issues that relate to language development in general are also covered in this chapter, for example, the National Curriculum Statement, Formal Language Education, READ and Outcomes-based

Education. Furthermore, implications of language programmes offered by organizations such as READ Educational Trust for education are also discussed in this chapter. It is imperative to determine the relationship between the kind of service that is rendered by service providers such as READ Educational Trust and the objectives of the national Department of Education if the general aim of education is to be achieved in South Africa.

The 'Call to Action' by the former Minister of Education in the Tirisano campaign, highlighted the urgent need for a combined effort by the public sector, the private sector and non-governmental organizations to raise the levels of literacy in this country. The terms of partnership reflects the various responsibilities of the key parties such as READ Educational Trust. It is clearly stipulated that NGO's would be encouraged to expand their valued contributions to educational innovation, curriculum development, in-service teacher education and other educational services (ANC Document, 1995:46).

The provision of quality education is one of the challenges facing the entire African continent. Hence there has been a variety of strategies implemented by the South African national Department of Education (DoE) in order to improve the quality of teaching and learning in schools. For example, the Tirisano campaign aims to involve all the stakeholders in schools. A large number of service providers were involved in the implementation of Tirisano, including the READ Educational Trust, which offers outcomes-based language programmes to language educators who, in turn, implement them in schools. These language programmes are aimed at equipping learners with basic language skills such as speaking, listening, reading and writing. The ultimate goal of Tirisano is to encourage teamwork in the provision of education in South Africa and to ensure that people are able to attain the high demands of the country's labour market. Undoubtedly, good communication skills are a basic requirement for anyone to perform well in a work environment. Good communication skills also enable learners and professionals to cope with the many demands associated with teaching and learning, which are relevant to the workplace situation.

It is against this background that organizations such as READ Educational Trust are actively involved in the provision of support through language programmes in primary schools. There is still a lot of uncertainty as to whether such language programmes

actually impact on language acquisition and development or not, hence, the importance of undertaking this investigation.

## 4.2 THE BACKGROUND OF READ EDUCATIONAL TRUST

READ Educational Trust was established twenty-seven (27) years ago. The organization is primarily a teacher-development agency in the Languages learning area. Its experience in selecting and supplying material to previously disadvantaged schools and in pioneering outcomes-based methodology in South Africa has placed the organization at the forefront of school resource provision and in-service training programmes for educators. READ Educational Trust provides its services through the following programmes:

- The promotion of reading, writing and associated language and learning skills through resource-based literacy programmes, based on the principles of outcomes-based education (OBE) and focusing on the implementation of the national curriculum;
- A high school In-service Education and Training (INSET) programme targeting the whole school culture of teaching and learning, in order to bring about improved Grade 12 pass rates;
- A college level Pre-service Education and Training (PRESET) programme for students;
- An Education Management Development programme focusing on regional and district systematic management, including School Governing Bodies, School managers and School Management Teams, Learner Representative Councils and parent communities;
- National motivational events such as READATHON, Festival of Stories and Festival of Books, as well as various other events at regional level, including 'Rally to Read', 'Fun with Words', and various essay-writing and public speaking competitions; and
- Training for adults in areas such as business presentations, communication skills and conflict resolution.

READ emerged as a catalyst for social problems that affected the previously disadvantaged learners in the rural areas. For instance, educators and learners in the rural areas of South Africa had very limited, if any, access to reading material or libraries. The scarcity of books remained a major obstacle to the development of learners' reading, writing and communication skills which are fundamental to all learning.

READ Educational Trust was registered as a non-governmental organization in 1979 in response to the educational needs of black South Africans voiced during the 1976 Soweto uprisings. As an independent professional organization, which is funded by the South African private sector and foreign donors, it is primarily a teacher-development agency. One of the critical issues raised at the time of its inception was the lack of reading facilities in black townships. Public libraries for black South Africans were scarce and seriously under-resourced. There were virtually no libraries in schools and learners had no experience of books other than government-prescribed textbooks. READ Educational Trust was established with the goal of providing adequate access to books for all South Africans.

In the early years, READ Educational Trust's activities concentrated mainly on setting up secondary school libraries and the training of school librarians. Subsequently, the focus shifted from secondary to primary schools, where the needs, both in book provision and in teacher training, were even greater. READ found that the provision of books was far more effective when combined with whole staff teacher training and follow-up monitoring by well-trained mentors.

Currently, READ researchers develop and deliver comprehensive language and literacy programmes for primary and high schools. The programmes include teacher training, materials provision, and monitoring, focusing on previously disadvantaged learners and educators throughout the country. The organization's goal is to replicate and implement the language programme on a nationwide scale, in co-operation with the national and provincial education departments, other educational agencies, and the private sector. READ Educational Trust has even expanded its language programmes to foreign countries like Ghana and Zimbabwe. All the projects are planned and adapted to suit particular community needs as proposed by the national Department of Education in South Africa. Therefore, the government-NGO partnership is valued by READ Educational Trust as a service provider.

In order to fulfill its mission, READ Educational Trust intends to enable all the people of South Africa to have more control over their lives and to contribute, in an informed way, to the building of a thriving economy and a sustainable democracy. It is for this reason that the organization has decided to empower the poorest of the poor with basic language and literacy skills.



#### 4.2.1 The Concept of Writing Clarified

Writing is a form of representation that is further from the reality it represents than is spoken language. Vygotsky (1962, in Bernstein and Tiegerman (1993: 341), referred to writing as a second order symbol system. The hierarchical process of language acquisition is developed through auditory receptive, auditory experience, visual receptive, and visual expressive forms. Logically, the development of abilities in the language hierarchy relies on the initial intactness of the oral language capacity. The main issue is that if there are significant verbal problems, then all capacities above this level will be affected. Similarly, those aspects of functioning that affect the verbal language system will also affect writing performance. It is for this reason that service providers such as READ Educational Trust put more emphasis on all the skills that are required in a language, namely reading, writing, speaking and listening. This is in line with the lessons learnt over the last decade. It became evident during this period that language development cannot be compartmentalized, with each component taught piecemeal.

Language and communication must occur in context. With this in mind, one can understand why the acquisition of writing skills is so difficult for primary school children. Primary school learners are expected to integrate a variety of linguistic and communication skills in order to master the skill of writing. Writing does not represent experience directly but represents a previously acquired linguistic code, a system of arbitrary sounds, by means of a new system. According to Vygotsky (1962), in Bernstein and Tiegerman (1993:341), writing is highly abstract as compared to the immediacy of spoken language. Although written language is similar to verbal language in thought and imagery, its structure and mode of functioning differ.

Because of the complexity of writing, learners' underlying processing capacities of attention and memory as well as higher levels of cognitive functioning need to be adapted and used in unique ways. For example, children must acquire the linguistic awareness that enables them to use effectively the syntactic and semantic aspects of language in writing. A writing task demands an awareness and control of linguistic processes that are different by nature and medium to speech. In view of the above, one would say that the conventions of writing have their own discourse rules that demand more formal use of complete syntactic conventions, such as connectives, cohesiveness, less redundancy and fewer examples or illustrations.

Northedge (1997:10), perceives writing as the most important and challenging aspect of studying and learning. He goes on to justify his argument by explaining that the reason why writing is especially demanding is that it forces one into a very deep and powerful kind of learning. Northedge bases his argument on the notion that the ideas only become a properly functioning part of one's thought processes when one can recall them with a view of putting them in writing.

Landsberg (2005:128), suggests that there are three elements of writing, namely the essay, spelling and handwriting. Spelling may be seen as a prescriptive aspect of writing, while the other two aspects are more advanced and difficult to learn.

A brief overview of these three elements of writing is presented in the next section.

#### **4.2.1.1 Spelling**

Spelling is the ability to construct the order of letters in words according to prescribed rules. Each language has its own set of rules for constructing the order of letters in a word. To be able to spell words correctly, primary school learners must be familiar with the following spelling principles:

- Sound-letter relations;
- Variations in the sound-letter relations;
- Vowel combinations;
- Consonant combinations;
- Consonant-vowel combinations;
- Word analysis; and
- Spelling rules.

*(Landsberg, 2005:128)*

#### **4.2.1.2 Handwriting**

According to Landsberg (2005:128), handwriting is the ability to execute physically the graphic marks necessary to produce legible compositions or messages. Intermediate phase learners are expected to form letters and numbers with a writing instrument. Writing is a visual-motor skill that determines the quality and legibility of the written text. Basically, handwriting depends on the following aspects:

- Eye-hand coordination;
- Knowledge of the writing direction from left to right;
- Visual discrimination of letters and words; and
- Intact brain functioning.

*(Landsberg, 2005:128)*

#### **4.2.1.3 Essay**

The essay is the most advanced stage of writing. It must be written according to the conventions of a specific language and rules of the language structure (Landsberg, 2005:128). The essay can be divided into three components of writing, namely the cognitive component, the linguistic component and the stylistic component. A brief discussion of these components follows:

##### **(a) The cognitive component**

The cognitive component of written language enables the writer to write his message logically so that the reader can understand it with ease. The cognitive processes in writing an essay are the writer's thoughts, impressions, and metalinguistic skills.

##### **(b) The linguistic component**

The linguistic component includes the use of prescribed syntactic and semantic conventions of the specific language while writing. Pragmatics as an aspect of the cognitive component is only involved in the choice of words and the manner in which the words and sentences are written down. Punctuation is also important to the development of the linguistic component.

##### **(c) The stylistic component**

The stylistic component of written language also includes the use of capitalization and punctuation according to prescribed rules. All these components are significant for the development of writing as an aspect of language development.

It should also be remembered that language programmes of service providers such as READ Educational Trust also put more emphasis on writing as an important



aspect of language development. Such language programmes include a variety of courses that are specifically directed at the development of writing as a skill. Courses such as teaching writing, shared reading and writing, and independent writing are offered in the implementation of the language programmes. In addition, all language lessons are planned in such a way that they end up with written activities. Reflection time is also longer than the time allocated for teacher-led activities.

#### **4.2.2 READ's Approach to the Teaching of Writing**

READ's model puts the teaching of writing at the center of its practice as already discussed. However, there is a close connection between all the basic skills that are required in a language, namely reading, speaking, listening and writing. The concept of writing is the main focus in this particular investigation. Reading and writing are so inextricably linked that the development of one language skill fundamentally affects the other (Landsberg, 2005:128). For example, emergent readers are also emergent writers in the sense that they know how print works, that a word is a collection of letters, that there are spaces between words, and that one must read from left to right. This knowledge is also essential for early writing. The grapho-phonetic knowledge gained when learning to read fundamentally affects how quick learners learn to express themselves. Learners will be able to put sounds together phonetically to build up meaningful words and sentences, even if the spelling is phonetic and not conventional.

Nowadays, the definition of writing assumes that learners will learn mechanistic skills of actually developing meaningful communication through the creation of a text. By so doing, real opportunities for writing are created when learners fulfill tasks such as the writing of an invitation to someone, re-telling a favorite story or re-writing a list of items, etc. READ Educational Trust also uses teaching methods such as modelled writing, shared writing and independent writing. All these approaches are in line with requirements of the National Curriculum Statement. In terms of the NCS, writing as a skill falls within the fourth learning outcome. It is envisaged that the learners will be able to write different kinds of factual and imaginative texts for a wide range of purposes. According to the detailed specifications of this learning outcome, learners continue to develop their writing skills for different purposes and audiences. Learners are also expected to develop and organize ideas appropriately in factual and creative texts by

following the steps in the writing process. However, writing is a very difficult skill to learn. It is this high level of difficulty that actually prompted the researcher to undertake this particular investigation.

It appears that the more learners write, the quicker their writing skills develop. Unless the learner is inspired and encouraged to write everyday, very little progress will be made. This implies that even though the learner can learn to write neatly, these skills may not prepare him/her to write purposefully. In other words, writing skills should promote a learner's ability to communicate meaningfully. Therefore, the educator's role is to ensure that he/she provides the input that learners need in order to write properly. According to READ's model for teaching writing, written activities should regularly form part of the whole lesson.

However, the relationship between writing and reading should always be kept in mind when implementing language programmes in schools. Reading prolifically improves writing, as reading texts improves the learner's syntactic, semantic and grapho-phonetic knowledge systematically.

The Department of Education also holds a holistic view of the concept of language development. For example, the NCS has been designed in such a way that it highlights the learning outcomes of all four language skills, namely, reading, writing, listening, and speaking. In terms of learning outcome four (viz. Writing), Grade 4 learners should be able to write different kinds of factual and imaginative texts for a wide range of purposes (South African National Department of Education, 2003:78).

### **4.3 FORMAL EDUCATION AND LANGUAGE TEACHING**

The teaching and learning of Home languages and Additional languages occurs at different levels. For example, in home languages, the outcomes dealing with reading and writing are normally weighted more than the others, whilst in additional languages outcomes that are related to speaking and listening are typically stressed. Another difference is the level of complexity of the texts selected.

Following are aspects of teaching and learning that are peculiar to the Languages Learning Area:

- Text-based approach;
- Process approach to writing;
- Reading strategies;
- Reading and writing in an Additional Language; and
- Communicative approach.

(South African National Department of Education, 2003: 26).

The next section deals with the relationship between READ's approach to the teaching of writing and Outcomes-based education.

#### **4.4 READ EDUCATIONAL TRUST AND OUTCOMES-BASED EDUCATION**

South Africa embarked on a radical transformation of education and training between 1989 and 1994 (du Plessis & du Plessis, 2007:42). One of the most challenging aspects of this transformation has been the adoption of an Outcomes-Based Education (OBE) approach that underpins the introduction of the National Curriculum Statement. OBE is widely considered to have its roots in two educational approaches, namely, the competency-based education movement and mastery learning (du Plessis & du Plessis, 2007:42). The development of an OBE model that derives from competency-based learning was led by William Spady and its aim was to prepare learners for success in fulfilling various life roles. Another model of OBE derives from mastery learning and it focuses on the need to create favourable learning conditions as regards time, teaching strategies and learning success (du Plessis & du Plessis, 2007:42). Mastery learning promotes the idea that all learners can achieve the desired teaching outcomes if given favourable learning conditions such as flexibility, sufficient time provided and alternative ways of learning. According to du Plessis and du Plessis (2007:42), OBE is based upon the premise that educators can help learners to create definite and reliable evidence of achievement.

The re-engineering of the learning system towards the outcomes-based approach is a major attempt to build the country into becoming an international role-player. The shift to outcomes-based learning versus mainly content-based learning in the education system and competency-based training is analogous to the total quality movement in the business and manufacturing sector. Outcomes-based learning is also based on the notion that the best way to get where one wants to be, is to first determine what one wants to achieve.

Once the end goal (product, outcome, etc.) has been determined, strategies, techniques and other ways and means can be put in place to achieve that particular goal (Olivier, 1998:3).

The traditional view of classroom activities, which assigns the learners the role of passive recipients of facts, and the educator as the presenter of factual knowledge, has been subject to criticism by many educational theorists. Locke's *tabula rasa* theory, which describes the mind of the learner as a blank "wax tablet on which grooves are made by a stylus" (Eby, 1952:291) in Jacobs *et al.*, 2002:2), and the teaching methods based on it, have long formed the subject of severe criticism from educators. Among the recent critics of this view is Freire, who rejects what he terms the banking concept of teaching and learning (Eby, 1952:290 in Jacobs *et al.*, 2002:2). Teaching that reduces the learner to an empty vessel into which the educator pours content and expects the learner to pour it out at testing time continues to draw criticism from educational theorists, who maintain that learners are responsible for their own learning. In other words, what the learner knows, at the end of a lesson, is the result of what the learner has achieved in the teaching-learning situation.

Outcomes-based education is a curriculum approach to teaching and learning that requires a shift from educator input to a focus on learner outcomes. It is a curriculum theory that developed from two earlier teaching models, namely mastery learning and competency-based teaching. During the 1960s and 1970s, these two models were adopted by some educational departments in the United States of America (Good & Brophy, 1991:330 in Jacobs *et al.*, 2002:102).

The idea of an outcomes-based curriculum was first proposed by Johnson (1977) (in Jacobs *et al.*, 2002:102), an American curriculum specialist, who believed that the perennial curriculum model placed too much emphasis on the aims and objectives of educators and not enough on the end-performances of the learners. He argued that the learners are taught too much theoretical knowledge that they do not need in the job-market and which they soon forget after they have written their examinations. On the other hand, important skills that learners need for employment purposes, such as business and technical skills were not adequately taught to learners. The best way to overcome these problems, Johnson believed, was that educators should no longer base their learning programmes on objectives, but rather on helping learners to achieve worthwhile outcomes

of learning, that is, useful things that the learners are able to do at the end of their schooling.

Olivier (1998:3) supports this view when recognising that outcomes-based learning is learner-driven and aimed at achieving specific outcomes. According to Olivier, knowledge and skills can be drawn from any source and the role of the educator or trainer changes accordingly to provide guidance for the learners to achieve their outcomes. The educators are expected to guide learners through specific learning procedures that are connected to real-life situations and the ways in which outcomes are achieved in the real world (Olivier, 1998:3).

The outcomes-based model is seen as a transformational approach to the curriculum that was necessitated by technological advancement, changes of societal needs and goals, new political dispensations, and other factors. An educational system based on outcomes gives priority to the end results of learning. The curriculum is considered to be outcomes based if it is learner-centered, results-oriented, and founded on the belief that all individuals can learn.

The principles of outcomes-based education (OBE), which underlies the South African curriculum, derive from the accumulated body of knowledge about the nature of learning. Gravett (2005:18) reiterates the importance of distinguishing between meaningful learning and rote learning. Rote learning involves the acquisition of single, somewhat contrived concepts, the solution of artificial problems or the learning of arbitrary associations where the effect is usually short term.

Conversely, meaningful learning has a long-term effect, and involves the acquisition and retention of the complex network of interrelated ideas characteristic of an organized body of knowledge that learners must incorporate in their cognitive structures (Gravett, 2005:18). Although meaningful learning includes memorization which is in fact, a very important part of this kind of learning, learning should not be equated with mere memorization (Gravett, 2005:18).

The main differences between the 'old paradigm' (teacher-centered) and the 'new paradigm' (OBE), as tabulated by du Plessis *et al.*, (2007:50-51), are:

Table 4.1 The main differences between the old contents-based education and OBE

<b>Contents –based education</b>	<b>Outcomes based education (OBE)</b>
<ul style="list-style-type: none"> <li>• Educators transmit information.</li> <li>• Educator-centred.</li> <li>• Knowledge of syllabus contents.</li> <li>• Syllabi are content based and focus on educator input, that is, what the educator has to teach.</li> <li>• Syllabus and content are independent of the learner’s experience.</li> <li>• Focuses on facts and information.</li> <li>• Does not give credit for knowledge or skills acquired outside the formal education system.</li> <li>• Rigid, compartmentalized subjects with an expected corpus of knowledge in each.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching means providing learning experiences, and guiding and supporting the learner, mediating and facilitating learning.</li> <li>• Learning means the development of the learner’s knowledge, understanding, skills, activities and values, and is based on interaction between educator, learner, context and content.</li> <li>• Learning programmes are outcomes based, that is, based on what learners should be able to, know and understand.</li> <li>• Learning is relevant to real-life situations and the experience of the learner.</li> <li>• Cross-curricular integration of knowledge and skills to prepare learners for real life.</li> </ul>



Contents-based education	Outcomes based education (OBE)
Methodology and teaching style	
<ul style="list-style-type: none"> <li>• Teaching refers to the act and methodology of conveying knowledge to a learner (transmission mode).</li> <li>• Learning means memorization of content presented by the educator (rote learning, without the learner necessarily understanding what he or she is learning).</li> <li>• Educators often use the talk and chalk lecture mode to teach learners.</li> <li>• Learners are empty vessels to be filled with content by the educators (the approach is educator-centred).</li> <li>• The pace of work is not differentiated, but dictated by the educator, who has not necessarily taken into account the varying levels of learners' abilities.</li> <li>• Learners do not have learning expectations explained to them.</li> <li>• The style of teaching used by the educator does not take into account the different styles of learning learners may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking, reasoning, research, reflection and action.</li> <li>• Learners engage in group/team/pair work, debate, role-play, experiments.</li> <li>• Learners are active and take responsibility for their learning by being actively involved in research, debate and experiments.</li> <li>• Learners are able to work at their own pace.</li> <li>• Learners know what outcomes and assessment standards they must strive to achieve.</li> <li>• A variety of approaches are used in the learning process (which is inclusive), therefore accommodating different learning styles.</li> </ul>
Use of learning materials	
<ul style="list-style-type: none"> <li>• The main learning and teaching resource used is the textbook.</li> </ul>	<ul style="list-style-type: none"> <li>• New learning materials encourage an eclectic approach, taking into account a wide range of resources.</li> </ul>
Assessment	
<ul style="list-style-type: none"> <li>• Assessment of knowledge of syllabus content is mainly through tests and end-of year exams.</li> <li>• Assessment focuses on how much knowledge the learner retains and not on whether the learner is able to apply the knowledge.</li> <li>• Assessment is norm referenced.</li> <li>• It is used to grade learners for promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is continuous, based on a variety of techniques apart from formal testing.</li> <li>• It is used to find out what the learner can do, and to help educators to plan learning programmes.</li> <li>• Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values.</li> <li>• Assessment includes the educator's assessment and peer assessment, resulting in a descriptive statement of what a learner has achieved.</li> </ul>

The basic principles of OBE, as highlighted by du Plessis *et al.* (2007:42), are:

- Experiential learning;
- Clarity of focus;
- Designing down;
- Expanded opportunity;
- High expectations;
- Learning areas;
- Importance of skills, knowledge and values;
- Evidence of achievement;
- Individual learning; and
- The fact that what and whether we learn is more important than how and when we learn it.

To summarize these principles, both the educator and the learners should be successful if they do the following:

- Consistently, systematically, creatively and simultaneously clearly focus on their exit outcomes;
- Plan ‘backwards’ all the steps needed to get there; and
- Have high expectations of their learner without limiting their opportunities to achieve these outcomes (du Plessis *et al.*, 2007:60).

The guiding principles of OBE have always been central to READ Educational Trust’s educational activity. Apart from unavoidable terminological differences, the READ language programme is essentially in accordance with the conceptual framework of OBE and the broadly defined provisions of the national curriculum statement. The convergence of OBE with the theoretical underpinnings of READ Educational Trust’s practice, are best seen in these shared beliefs and principles:

Knowledge is a process, not a static aspect;

- Experiential knowledge is central to READ’s training model;
- Clarity of focus is guided by READ’s balanced literacy programme;
- Language is a multifunctional tool for communication and learning;
- Language and literacy develop best when used for real purposes;



- Children are active learners;
- Teaching is mediating the learning process;
- Integrated content facilitates learning;
- A classroom is a community of learners and knowledge is acquired in a social environment;
- Learning programmes must respond to the educational needs of learners;
- Expanded learning opportunities;
- Importance of knowledge, skills and values; and
- Continuous assessment conducted to determine evidence of achievement.

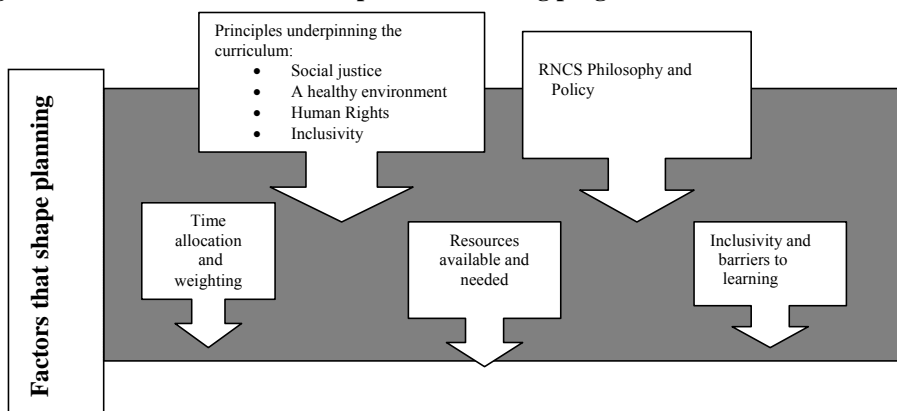
With regard to the provision of education, READ Educational Trust pioneered the book-based, integrated approach to language and literacy learning in South African schools long before it became adopted by the national Department of Education. The instructional strategies or methodologies for developing reading and writing followed the best practice models from countries in which OBE models had been in operation for many years. As a result, and the fact that all projects are implemented only after approval by the Department of Education, READ-trained educators have been able to follow the recommendations of the new curriculum without major adjustments in their daily teaching practices. This substantial overlap between OBE and READ's theory and practice is not coincidental. READ Educational Trust's theory and model evolved over the years under a significant influence and in co-operation with language educators and educational institutions in countries in which OBE and related models have been successfully implemented, namely New Zealand, Australia, Great Britain, Fiji, Singapore, and the United States of America.

In the light of the above, one would say that there is a close relationship between READ's training model and outcomes-based education (OBE). This means that the READ training programmes are also outcomes-based and linked to real-world situations and not driven or directed by mastering knowledge or skills (Olivier, 1998:2). Moreover, the principles of the South African Qualifications Authority (SAQA) underpin both models. At the present moment, READ's topmost priority is to support the work of national and provincial education departments in the challenging process of effecting measurable and sustainable educational changes in South Africa.

#### 4.4.1 The National Curriculum Statement (NCS)

The National Curriculum Statement is underpinned by principles that are important for realizing the aims of the South African education system, such as social justice, a healthy environment, the concept of human rights, and inclusivity. The NCS is geared towards adopting an inclusive approach to teaching and learning in schools. Moreover, all the Learning Area Statements attempt to create an awareness of the relationship between the above principles. This is in line with stipulations of the *Constitution of the Republic of South Africa Act 108 of 1996*. In brief, the NCS seeks to encourage the learners to develop knowledge and understanding of the diversity in the country, including all other principles indicated above. Figure 4.1 illustrates factors that shape the planning process of learning programmes.

**Figure 4.1 Guidelines for the development of learning programmes**



Source: (South African National Department of Education, 2003:2)

The above-given figure highlights the factors that inform the development of learning programmes. It also shows the principles underpinning the curriculum as well as the NCS philosophy and policy. Aspects such as time allocation, availability of resources and inclusivity and barriers to learning are also reflected in the figure 4.1. Other aspects of the NCS, such as the Learning Area Statements, are highlighted in the next section.

#### 4.4.1.1 The national curriculum statement: learning area statement

##### (a) The structure of the national curriculum statement

The NCS has three key design features, which are consistently applied from Grade R to Grade 12. These are:

- Critical and developmental outcomes;
- Learning outcomes; and
- Assessment standards.

According to du Plessis *et al.* (2007:55), these design features give the national curriculum statement its breadth and depth. A discussion of the three key design features is presented next.

##### (b) Critical and developmental outcomes

The NCS aims to give expression to the principles embodied in the constitution and develop the full potential of each learner as a citizen of a democratic South Africa. Moreover, the NCS documents state that, in developing the learning outcomes for learning areas/subjects, the developers have used critical and development outcomes.

The critical outcomes envisage learners who can:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively with others as members of a team, group, organization and community;
- Organize and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organize and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

On the other hand, developmental outcomes envisage learners who can also:

- Reflect on and explore a variety of strategies in order to learn more effectively;
- Participate as responsible citizens in the life of local, national, and global communities;
- Be culturally and aesthetically sensitive in a range of social contexts;
- Explore education and career opportunities; and
- Develop entrepreneurial opportunities (du Plessis *et al.*, 2007:56).

The importance of these critical and developmental outcomes cannot be over-emphasised. Basically, these outcomes have a direct influence on both the kind of learner that is envisaged, and also the kind of educator that is envisaged.

### **(c) Learning outcomes (LO)**

Learning outcomes are derived from both the critical and developmental outcomes. The NCS describe a learning outcome as a description of what knowledge, skills and values learners should demonstrate and be able to show at the end of a phase (South African National Department of Education, 2002: 3).

### **(d) Assessment standards (AS)**

Assessment standards describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade specific and show how conceptual progression will occur in a learning area. They embody the knowledge, skills and values required to achieve learning outcomes. It should be noted that assessment standards do not prescribe the method of assessment (South African National Department of Education, 2002:2). Assessment standards are thus criteria that collectively show how conceptual progression occurs from grade to grade.

To summarise: assessment standards

- Are criteria which describe the level at which learners should demonstrate their achievement of a learning outcome;
- Are grade specific; in other words, there are assessment standards for each grade;
- Collectively show how conceptual progression occurs from grade to grade; and
- Embody the knowledge, skills and values required to achieve learning outcomes (du Plessis *et al.*, 2007:57).

It is imperative at this stage to shed some light on the differences between an assessment standard and a learning outcome.

**(a) The differences between an assessment standard and a learning outcome**

A learning outcome describes what a learner should know and be able to do by the end of the phase. On the other hand, an assessment standard identifies, for each grade, the minimum that needs to be assessed and this, in turn, guides the educator on what must be planned and taught in the grade (du Plessis *et al.*, 2007:57).

In practical terms, this means that learning outcomes can and will, in most cases, remain the same from grade to grade, but assessment standards will tend to change from grade to grade. It is therefore important to mention the fact that assessment standards are minimum standards and that some learners can and are expected to go beyond these assessment standards. It is equally imperative for educators to encourage learners to do different activities that go beyond the assessment standards for these learners. Likewise, during the course of the year, some learners may experience difficulties in achieving these standards. In these cases, the educator needs to support and help the learner, since different learners learn at a different pace and in different ways (South African National Department of Education, 2002:5).

It is important to give a brief discussion of other aspects of the NCS at this stage, namely the learning area, the learning programme, the work schedule and the lesson plan.

- The learning area (LA)

A learning area is defined by du Plessis *et al.* (2007:58), as a field of knowledge, skills and values which has unique features as well as connection with other fields of knowledge and learning areas. Each learning area statement identifies the main learning outcomes to be achieved by the end of Grade 9 and each learning area statement also specifies the assessment standards that will enable the learning outcomes to be achieved. Assessment standards are defined for each grade and describe the depth and breadth of what learners should know and be able to do. Each learning area statement's assessment standard shows how conceptual and skills development can take place over time. Assessment standards can be integrated within grades as well as across grades. Logically, the achievement of an optimal relationship between the integration across learning areas and conceptual progression from grade to grade are central to this curriculum (du Plessis *et al.*, 2007:58).

The NCS consists of the following learning Area Statements:

- Languages;
- Mathematics;
- Natural Sciences;
- Social Sciences;
- Arts and Culture;
- Life Orientation;
- Economic and Management Sciences; and
- Technology.

The NCS has been designed in such a way that each Learning Area Statement clearly identifies the ultimate learning outcome to be attained by the end of Grade 9. In addition, assessment standards that might lead to the realization of the learning outcomes, are also specified by each learning Area Statement (South African National Department of Education, 2003:2). Following is a discussion of the NCS Learning Programmes.

#### **4.4.1.2 The national curriculum statement: learning programmes**

Central to the NCS is the promotion of commitment and competence amongst the educators. In other words, it seeks to equip them in such a way that they will be capable

of developing their own learning programmes. In brief, a learning programme can be defined as a phase-long plan that provides a framework for planning, organising and managing classroom activities for each phase (South African National Department of Education, 2003:2). According to du Plessis *et al.* (2007:61), a learning programme is the structured and systematic arrangement of activities that encourage the attainment of learning outcomes and assessment standards for the phase, to ensure that the teaching, learning and assessment programme is coherent. It seems to be a powerful tool for ensuring that the learning outcomes for each learning area are systematically attended to.

A learning programme specifies the scope of teaching and learning activities in order to achieve its goals. Therefore it interprets and sequences learning outcomes and assessment standards as reflected in the NCS. The learning programme also serves as a guide to the educators in the sense that it identifies core knowledge and concepts to be used in achieving the learning outcomes for a specific phase. Furthermore, different contexts and local realities such as the needs of the community, schools and learners are taken heed of in the learning programme. It also considers how integration within and across learning areas would be carried out, as well as what resources are readily available to engage in effective language teaching and learning activities.

A learning programme translates the NCS of a learning area/subject into phase-long plans that give details of the following:

- The sequencing of the learning outcomes and assessment standards;
- The core knowledge and concepts that will be used to attain the learning outcomes for the phase;
- The context that ensures that teaching and learning is appropriate to the needs that exist in the community, school and classroom;
- The time allocation and weighting given to the different outcomes and assessment standards in the phase;
- How integration within and across learning areas will happen;
- The resources needed when determining the learning activities; and
- Any special or national events likely to be included in the school calendar (du Plessis *et al.*, 2007:62).

Typical of a learning programme is its flexibility, thus it could even be translated into year-long grade specific work schedules and shorter activity-long lesson plans. Of significance to this study is the fact that service providers such as READ develop their language programmes in accordance with the stipulations of the NCS.

Nevertheless, it would be naïve to think that the NCS will serve as a panacea for all the educational problems in South Africa. South Africans still have a long way to go as far as the actual implementation of the new approaches is concerned. South Africa has already learnt a good lesson from the process of implementing the NCS and OBE in schools. Much money, time and effort have been put into it, yet many educators are still applying the traditional method of teaching. The transformation of an education system and the changing of mindsets cannot happen overnight. However, South Africa is not alone in this battle. The USA is a very good example, because many efforts are still being made to review its OBE model despite the fact that it is a developed country.

A work schedule is a yearlong programme that shows how teaching, learning and assessment will be sequenced and paced in a particular grade. It is a delivery tool, a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme, and incorporates the Assessment Standards that will be achieved in that grade (South African National Department of Education, 2003:2).

A work schedule provides the educators in a grade with a year-long programme based on the learning programme. It develops the sequencing, context and core knowledge and concept choices made at Learning programme level. Educators will, in developing the work schedule, plan:

- The assessment programme for the year;
- The use of resources needed;
- Integration within and across learning areas; and
- Lesson plan.

A lesson plan is the next level of planning and is drawn directly from the work schedule. It describes concretely and in detail teaching, learning and assessment activities that are to be implemented in any given period (South African National Department of Education, 2003:2). A lesson plan could range in duration from a single activity to a term's teaching,



learning and assessment and, in terms of actual time, may last from a day to a week or a month. It includes the approach and methodology of teaching, learning and assessment activities that are to be managed in the classroom.

The lesson plan provides a detailed structure for teaching, learning and assessment activities. It provides the day-to-day details. The following elements should be contained in the lesson plan:

- Those elements already determined by the learning programme and work schedule;
- The actual dates over which the lesson plan will stretch;
- Conceptual links to previous and future lesson plans;
- Details and sequencing of the teaching, learning and assessment activities;
- Any particular teaching approach and method to be used; and
- Special and important notes regarding the needs of learners (du Plessis *et al.*, 2007:63).

A discussion of the legislative framework and policy underpinning READ's language programmes is presented in the next sub-section.

#### **4.5 THE LEGISLATIVE FRAMEWORK AND POLICY UNDERPINNING READ'S LANGUAGE PROGRAMMES AND LANGUAGE EDUCATION IN GENERAL**

In all countries, national curriculum frameworks shape and give direction to teaching and learning. In fact, these curriculum frameworks set out a country's education goals.

Since 1994, South Africa has undergone a great deal of educational change as a result of the situation that the first democratic government inherited. The South African education system was fragmented before 1994 as the 19 different education departments were separated on racial, geographic and ideological bases. Following the 1994 elections, one of the first tasks of the National Education and Training Forum was to begin a process whereby the national syllabi were revised and certain subjects rationalized. The purpose of the rationalization process was to lay the foundations for a single national core syllabus. Subsequently, the White Paper on education and training, the South African Qualifications Act 58 of 1995 and the National Education Policy Act 27 of 1996, provided a framework for the educational changes (du Plessis *et al.*, 2007:47).

In June 1995, a draft NQF bill was published and in October 1995 an act was passed to establish the South African Qualifications Authority (SAQA). This was established to act as the overall national authority to govern, manage and recognize all educational and training qualifications in South Africa (du Plessis *et al.*, 2007:48).

The purpose of the South African Qualifications Authority (SAQA) is primarily aimed to structure education and training in such a way that South Africa can become an international economic role-player. On the one hand, the National Qualifications Framework (NQF) provides the means to enable each person who enters learning to achieve nationally recognized and internationally comparable qualifications. The higher education qualifications framework (HEQF) is also an integral part of the NQF (du Plessis *et al.*, 2007:49). The framework is a qualifications framework, represented by level descriptors, the main qualification types and their descriptors, and standards for specific qualifications. According to du Plessis *et al.*, (2007:49), level descriptors and qualification descriptors are expressed in terms of learning outcomes. They further postulate that the measuring of volume is expressed in terms of study time, for example the number of academic years of study required, or the number of notional hours of study expressed as credits.

The NQF consists of 8 levels and each level is described by a unique level descriptor. SAQA develops guidelines on level descriptors in consultation with each National Standard Body (NSB) and Standard-Generating Body (SGB) to ensure coherence across fields and to facilitate assessment and the international comparability of standards and qualifications (Olivier, 1998:1). It is necessary at this stage to highlight the levels of the National Qualifications Framework, in order to clarify the level which is the focus of this investigation, namely Grade 4 learners.

#### **(a) NQF levels**

NQF level 1 is embedded in the General Education and Training Band (GET) which consists of Grades 1-9 and equals Adult Basic Education levels 1 to 4. Grades 1-3 are in the Foundation Phase, Grades 4-6 are the Intermediate Phase, and Grades 7-9 are the Senior Phase. NQF level 1 qualifications can be achieved either by means of what is commonly known as formal education or by any other means of learning (Olivier, 1998:1).

NQF levels 2-4 are embedded in the Further Education and Training Band, (FET) and equals qualifications obtained at schools, colleges or other comparable types of institutions. NQF levels 5-8 are embedded in the Higher Education and Training Band (HET) and are tied to occupational certificates, first degrees and higher diplomas, higher degrees, doctorates and further research degrees. Qualifications are founded on a coherent combination of learning outcomes which have a defined purpose, and which are intended to provide qualifying learners with a basis for further learning (Olivier, 1998:2).

Furthermore, a record of learning, which is established for each learner, embodies credits and qualifications gained by means of any delivery system and enables learners to build on what they learn as they move from one learning situation to another. The whole process is aimed at fully integrating learning through education and training systems. The following quality assurance infrastructures are meant to ensure that education and training conform to the required standards:

- National Standard Bodies (NSBs);
- Standard-Generating Bodies (SGBs); and
- Education and Training Quality Assurers (Moderation Bodies).

The legislative framework that led to the formation of the above bodies enables South Africa to develop its own integrated National Qualifications Framework accompanied by a supporting quality assurance system. The link between OBE and READ's language programmes is evident in the sense that they are both guided by the principles of SAQA and the NQF. However, this particular study focuses mainly within NQF level 1, as it seeks to evaluate the impact of READ's language programmes on Grade 4 learners' writing competencies.

#### **(b) Language policy**

The Language in Education policy is part of a continuous process in which the policy is still being developed as part of the national language plan (du Plessis *et al.*, 2007:45). This plan includes all sectors of society, including the Deaf community. The main aims of the Ministry of Education's policy for Language in Education (South African National Department of Education 1997(b)) are to:

- Promote full participation in society and the economy through equitable and meaningful access to education;
- Pursue the language policy which best supports the general conceptual development of learners and to establish multilingualism as an approach to language in Education;
- Promote and develop all the official languages;
- Support teaching and learning of all other languages learners need to acquire;
- Counter disadvantages resulting from different kinds of mismatches between home language and languages of learning and teaching;
- Develop programmes for the redress of previously disadvantaged languages;
- All learners shall offer at least one approved language as a subject in Grade 1 and 2;
- From Grade 3 onwards, all learner shall offer their language of learning and teaching and at least one additional approved language;
- All language subjects shall receive equitable time and resource allocation; and
- The Language of Learning and Teaching (LOLT) must be an official language  
(du Plessis *et al.*, 2007:45).

**(c) Education White Paper No. 6, 2001**

White Paper No. 6 (South African Qualifications Authority Notice 781) highlights the importance of inclusive education and training in schools. Following are key recommendations that relate to language teaching and learning:

- Acknowledging that all children and youth can learn and that all children and youth need support;
- Accepting and respecting the fact that all learners are different in some way and have different learning needs, which are equally valued;
- Enabling education structures, systems and learning methodologies to meet the needs of all learners;
- Acknowledging and respecting differences in children, whether due to age, gender, ethnicity, language, class, disability, HIV Status, etc;
- Changing attitudes, behaviours, methodologies, curricula and environments to meet the needs of all children;
- Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimizing barriers to learning; and

- The NCS addressing barriers to learning by setting the same learning outcomes for all learners.

Basically, the language policy highlights important issues to consider when engaging in the process of language teaching and learning. This means that schools and service providers such as READ Educational Trust must organize language teaching and learning in such a way that all learners can achieve these outcomes. It also implies that barriers to learning and development need to be identified and understood so that learning and assessment can be adapted or modified appropriately (du Plessis *et al.*, 2007:46).

#### **4.6 THEORETICAL FOUNDATIONS OF READ'S APPROACH TO LANGUAGE ACQUISITION IN GENERAL**

Perhaps the best introduction to any topic on language acquisition and linguistic theory is a look at some of the facts that linguistic theory must account for. The complexity, orderliness and limited variety in human languages convinces linguists that language must be learned through a biological programme that puts bounds on the possible grammatical system a child can postulate. The type of system that falls within the bounds of this innate learning ability is the matter of linguistic theory (Fletcher & Garman, 1997:49).

Language acquisition does not take place in a vacuum. As children acquire language, they acquire a sign system that bears important relationships to both cognitive and social aspects of their life. The issues involved in assessing the inter-relationships amongst social, linguistic, and cognitive processes in development are numerous, and no attempt is made to present them exhaustively (Fletcher & Garman, 1997:9).

Experts in the field of language development agree that human babies are born with an inherent potential for language learning. It is either through an innate highly specialized language-learning ability or through more general cognitive abilities. The developing child only needs exposure to language in his or her immediate environment, which is very important for the activation of the child's language organs.

Like many other countries, South Africa is characterized by a high level of linguistic, ethnic and cultural diversity. The eleven languages recognized by the Constitution

represent the most prominent languages spoken in this country. The curriculum also emphasizes the fact that learners have the right to become literate in their home language and to develop their language skills in that language. Nevertheless, in the interests of nation-building and communication, the curriculum also proposes the learning of additional languages at various points in the South African education system.

According to Krashen (1993:114), languages are best acquired through meaningful interactions with its users. READ's model is in line with the above viewpoint in the sense that it suggests that comprehensible input is the driving force behind linguistic learning. It further proposes that the most accessible comprehensible input can be found in books and stories. Books can develop the learner's conceptual knowledge in the process of language acquisition. READ Educational Trust propagates that access to a variety of books is the most successful way of ensuring conceptual and cognitive growth, which will in turn facilitate language acquisition.

#### **4.6.1 The READ Model**

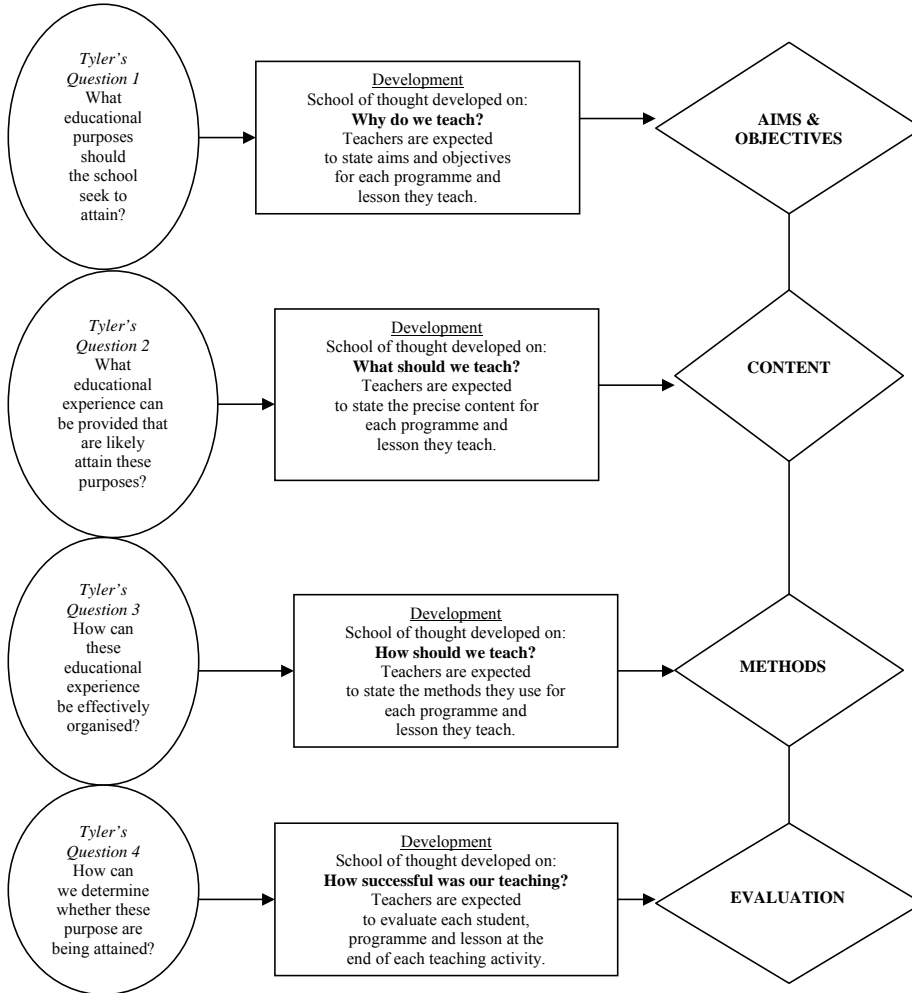
Models are essentially patterns serving as guidelines to action, and can be found for various educational activities (Oliva, 1982:154 in Jacobs *et al.*, 2002: 95). Curriculum models guide the process of decision making in designing learning programmes, because curriculum development should actually be perceived as a task that requires orderly thinking when one examines both the model and the learning that has to be accomplished.

Curriculum theorists who have made contributions with regard to models of curriculum development and design include Ralph Tyler (1949), Hilda Taba (1962), Lewy (1977), Oliva (1982), Marsh (1997), and many others. When all these models are compared, it becomes clear that almost all of them rest on four important concepts, namely aims and objectives, content, methods and evaluation. These four concepts together have become known as the perennial curriculum model. 'Perennial' means evergreen, unchanging, recurrent, timeless and long-lasting. Perennial curriculum thus means a timeless plan that most qualified educators use when they design a lesson, unit, or programme.

The main initiator of the perennial curriculum model was Ralph Tyler (1949) whose model is referred to in the literature as the *Tyler Rationale or the objectives model* (Lemmer & Badenhorst, 1997:58). Tyler based his curriculum plan on four fundamental

questions which curriculum planners should consider when they design a curriculum. In due time other curriculum specialists, including those of READ Educational Trust, started building their arguments on these four questions and developed four standard curriculum components, one component for each question, as indicated in Figure 4. 2.

**Figure 4.2 Developmental processes from Tyler’s rationale to the perennial curriculum model**



(Adapted from Jacobs *et al.*, 2002: 97)

READ’s model is also based on Tyler’s questions. The similarities will become evident when discussing READ’s balanced literacy programme in Section 4.5.

READ Educational Trust's model is an educational intervention that addresses the Languages learning area. Project schools are generally previously disadvantaged schools that are making the transition from the traditional, memory-based schooling to the new educational paradigm consistent with the principles of outcomes-based education and recommendations of the national curriculum. READ's model consists of:

- Resource provisioning;
- Whole-school training;
- Whole-school monitoring; and
- Leader teacher training.

During its many years of involvement in schools, READ Educational Trust has developed a unique approach which, when implemented consistently, guarantees significantly improved learner performance levels. The READ approach has the following characteristics:

- The approach is holistic in nature in the sense that all elements of the teaching-learning process are targeted;
- It is research-based in the sense that it incorporates the findings of worldwide literacy studies;
- READ's model is field-tested because only the strategies that yield positive results in African contexts are implemented in schools;
- It is custom-designed, all its instructional programmes can be modified to respond directly to specific learning needs such as those of rural schools;
- It is curriculum-related as the language programmes work within the scope of the national curriculum;
- The approach is learner-centered because instructional strategies and materials are suitable for the continuum of learning needs, abilities and performance levels typically found in South African classrooms;
- It is community-oriented in the sense that the model fosters community participation in the educational process through motivational programmes and parental involvement; and
- Cost effective when measured against the cost of the supply of textbooks to every school (READ Educational Trust, 2007:1).



READ's model is three-pronged and it ensures significant results. The following are the three aspects of the READ model.

- ***Training***

Educators are trained through In-Service Education and Training (INSET) on how to implement methodologies in classrooms. READ's methodologies are book-based. The INSET programme enables the organization to improve language competence across all learning areas. In addition, learners are trained in Balanced Language Methodologies and subject educators are trained in research, study and life skills (READ Educational Trust, 2007:1).

The programme also trains regional and district managers, school managers and school management teams, learner representatives and parent communities. National motivational campaigns such as Readathon, Festival of Stories and regional events such as Rally to READ and essay-writing and public speaking reach about 27 000 schools per annum. Monitoring also form an integral part of READ's training model. READ trainers conduct monitoring as an important part of every course in order to ensure adequate implementation and sustainability.

- ***Materials Development and Resource Provision***

READ develops books in a variety of languages. Reading Matters, a READ's Material's Development division assist with the alignment of the content with the National Curriculum Statement. The organization also works on booklist selections, drawn from national and international publishers. Books are distributed in tandem with training.

- ***Evaluation and Assessment***

READ Educational Trust has extensive experience in evaluating whole school development and Languages as a learning area. The organization has developed evaluation instruments with the assistance of experts from Canterbury University in New Zealand, Berkley University, Texas University and Melbourne University in Australia (READ Educational Trust, 2007:2).

For the purpose of this study, whole school training, school monitoring visits and leader teacher training are dealt with.

#### **4.6.1.1 Whole school training**

Whole school training is offered to enable language educators to use books effectively in order to promote language skills in all learning areas. This involves training all the language educators in READ's project schools in a range of methodologies that together form a balanced language programme. This is not specific to one language and it is an outcomes-based series of instructional strategies that language educators can use with any language. After each training programme, educators are monitored individually in their classrooms to ensure that the books are being used efficiently and the language programmes implemented systematically.

READ Educational Trust's book-based approach would not be successful without the rigorous teacher training and monitoring programme. An important aspect of READ's in-service training is its emphasis on working with whole school communities instead of selected individual language educators. Experience has proven that training one or two classroom educators in resource-based methods is not enough. The school manager in particular must be convinced that there are gains for both the learners and the educators. The new approach must be delivered into a support environment and embraced by the whole school community to ensure a lasting change in attitudes to writing practices.

On completion of the initial training, project schools have an option to continue with further courses. Since training funds are usually limited, some schools have developed their own fund-raising strategies to afford further training or to purchase more resources. This is encouraged, as it is an important part of the process towards self-sustainability.

#### **4.6.1.2 Whole school monitoring**

Educators' completion of training courses and their willingness to use the balanced language programme in their classrooms do not guarantee effective implementation. To help schools with the implementation of the balanced language programme, READ Educational Trust has devised a mentoring and monitoring system. READ monitors visit project schools in order to observe, show how to display materials, suggest

improvements, and generally support less experienced educators in their endeavors to apply outcomes-based methodology.

This professional exchange of concerns, solutions, observations, and ideas not only serves as a confidence boost to newly-trained educators, but provides the READ monitoring staff with valuable insights into the process and alerts them to potential problems or areas of difficulty. Feedback from monitoring visits is used to revise and improve the READ model.

#### **4.6.1.3 Leader teacher training**

It is READ's responsibility to ensure that the language programme is sustained after the training has been completed. In order to achieve this, the organization has identified a group of educators in each school who have proved to be highly motivated and committed to the implementation of its training programmes. These language educators are offered further training as leader teachers. READ works with leader teachers for a period of five years after the training has been completed. Leader teachers are trained in a number of additional courses and take responsibility for organizing further training for other language educators in their respective schools. Thus, READ's language programme and new resources are disseminated and incorporated into the project schools at a minimal cost. Leader-teachers play an instrumental role in capacity building and transforming the culture of their schools by providing support to their colleagues. They also encourage a collaborative approach to language teaching by maintaining links between READ and the school community.

#### **4.6.2 READ's Balanced Language Programme**

READ's Balanced Language programme is based on the principles of the National Curriculum Statement. A summary of the learning area Languages is presented in figure 4.3 below.

**FIGURE 4.3 Summary of Learning area Languages-SO5**

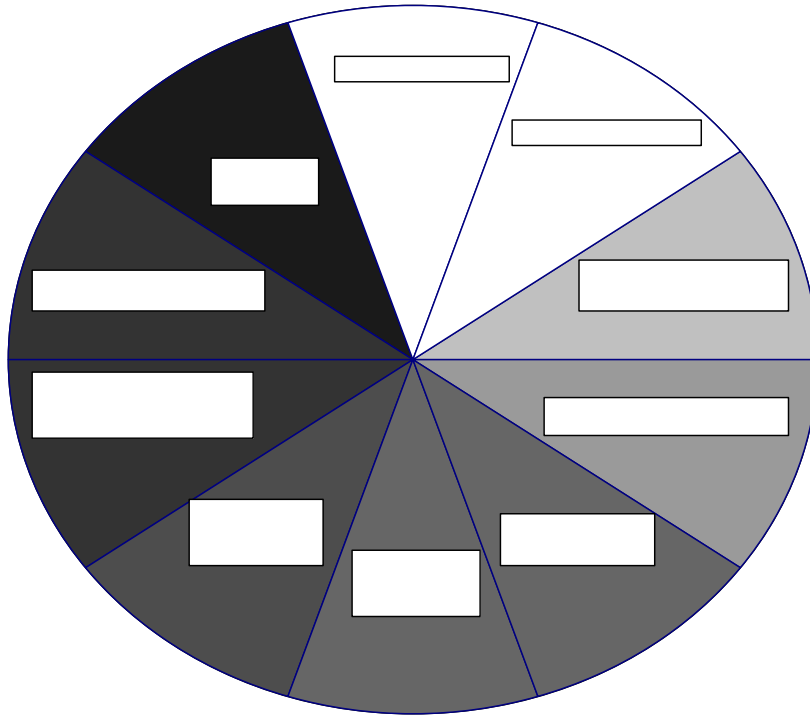
**Intermediate Phase Grade 4 to Grade 7**

L-SO5: Learners understand, know and apply language Structures and convention in context.	
<b>PERFORMANCE INDICATORS (PIs):</b>	LEVELS OF COMPLEXITY OF LANGUAGE (ACTIVITIES):
	<ul style="list-style-type: none"> <li>• BASIC LEVEL OF LANGUAGE LEARNING</li> <li>• MAIN LANGUAGE LEARNING and EXTENSION IN THE USE OF ADDITIONAL LANGUAGES</li> </ul>
In the Intermediate Phase no grammatical terminology is used. Activities should be Undertaken in context and not in formal grammar lessons.	
AC 1: Knowledge of grammatical structure and conventions is applied to structure text	
<b>This will be evident when learners create texts as designated in the adjacent tables:</b>  language being mentioned below)  concord, active  metaphor,  race/cultural	ENGAGE WITH TEXTS SUCH AS: - completion of sentences - close procedure - unscrambling of paragraphs (logical sequencing) - writing of descriptive and factual paragraphs - dialogue - subjective reports - informal letters
	- short compositions - giving opinions on books - objective reports - newspaper reports - writing of poetry - short stories - short plays
	TO ILLUSTRATE (select those relevant to studied and others to that language but not - vocabulary - word formation - spelling - noun classes, pronouns ( e.g. possessive) - verbal prefixes, verbal suffixes, basic tenses, and passive - qualification, adjectives (basic), adverbs - prepositions - simple sentences - basic punctuation - common expressions - paragraphing - simple figurative language ( e.g. smile, personification), simple concrete language - some sensitivity of language regarding gender/ issues

*(Adapted from READ Educational Trust, 2000:12)*

A central principle of the Languages learning Area Statement is therefore the integration of the above aspects of language through the creation and interpretation of texts. Basically, these outcomes have been written to give specific focus to particular kinds of knowledge and skills, and to make them clear and understandable. For example, in learning outcome 4, namely writing, it is anticipated that the learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes as illustrated in figure 4.4. READ's balanced language and literacy programme which incorporates all the above OBE concepts is illustrated in Figure 4.4.

**Figure 4.4 READ's balanced language and literacy programme**



Storytelling

du Plessis (2002:18)

All READ's training and resource provision is underpinned by the **Reading for information** balanced language programme. The entire READ language programme is based on aspects of outcomes-based education and forms the core of READ's balanced language programme. The following principles of outcomes-based education underpin the READ language programme.

Shared writing

164

Language experience  
writing

Independent  
writing

- Learning programmes are results-oriented;
- The role of the educator is that of the facilitator;
- Learners possess knowledge and the ability to learn;
- Learning entails the development of learners' knowledge, understanding skills, abilities and values; and
- Assessment is continuous.

In turn, the READ programme incorporates all the theoretical foundations of learning, language acquisition and literacy acquisition that have informed the organization over the years. The following tenets also underpin the READ programme:

- Reading and writing experiences should be learner-centered;
- Reading and writing for meaning is paramount;
- Writing and reading are inseparable processes;
- Learners need exposure to a wide variety of texts as they read and write;
- Reading and writing are powerful tools for learning;
- The best approach for the teaching of reading and writing is a combination of approaches;
- Assessment of literacy learning is part of sound teaching practice; and
- Reading and writing flourish in a supportive environment.

According to Cambourne (1988:42), a balanced language approach replicates the following conditions of learning:

- Immersion, which means that a language classroom must be rich in print material;
- Demonstrations, which means that the language educator needs to model reading and writing behaviours;
- Engagement, which implies that the learners must also engage with texts and make meaning of concepts;
- Expectations and praise, which mean that the learners must be praised for good performance;
- Responsibility for both learners and language educators to share the responsibility for achieving lesson outcomes;

- Approximations, which means that learners need to be confident enough to take risks and try without fear of being ridiculed;
- Practice and use, which means that the more learners read and write, the more their performance will improve; and
- Response, which implies that primary school learners also require positive feedback from peers, educators and parents.

The balanced language approach is currently used in many outcomes-based systems such as those of New Zealand, Australia, Great Britain, Fiji, Singapore and the United States of America (Cambourne, 1988:42). READ Educational Trust has adopted a balanced language programme because it develops all four language skills simultaneously and holistically (reading, writing, speaking and listening). Other important aspects of a balanced language programme can be summarized as follows:

- It balances the ‘phonic’ and ‘look and say’ approaches to the teaching of reading, as well as the apprenticeship approach that uses big books;
- The approach ensures balanced support for learners. Learners are supported and scaffolded by language educators and peer groups until they are ready to work independently according to the Vygotskian model;
- It ensures a balance of methodologies so that all learners are catered for; and
- The approach also balances explicit teaching and learner activities so that learners have stimulating inputs.

#### **4.6.3 The READ Courses**

For the purpose of this investigation, teaching writing as a course is discussed. However, it should be remembered that READ Educational Trust offers courses for all the grades, namely, the READ pre-primary programme, group work in the Grade R classroom and courses for the senior phase. The organization also offers courses for the school managers who are the driving force behind the implementation of its language programmes and the general enhancement of the quality of teaching and learning.

#### 4.6.4 Teaching Writing

This course aims to help all educators in such a way that they would be able to use non-fiction books to make subject teaching more interesting and exciting while fulfilling the requirements of the curriculum. Educators are also shown how to prepare lessons and interactive posters using a non-fiction book. Using a non-fiction book on subject teaching is also meant to assist educators working in all learning areas.

#### 4.7 THE ROLE OF LANGUAGE IN FORMAL EDUCATION

Human language has an important role to play in formal education. For example, it is a means of communication. It, therefore, assists with the organizing of cognition or thinking which is vital for the process of teaching and learning. Although non-verbal communication is important, it is limited to the present situation. Similarly, the integration of new information into our knowledge framework is accomplished through linguistic means as we think and organize thoughts in words (Cambourne, 1988:42).

Thus, the importance of language in formal education cannot be underestimated. Experiential learning must be promoted as concept formation requires good language mastery. Furthermore, language is necessary to analyze the properties of each shape, and to understand the differences between those shapes. In the light of this, one would argue that the level of language skills is, in fact, a good predictor of educational success. However, second language speakers may also experience tremendous difficulties in as far as the grasping of the learning content is concerned.

As indicated above, learners come to school unequally equipped with language skills even though they share the same cultural and linguistic background. The differences can be attributed to exposure to books and environmental print. It is, therefore, very important to expose learners to sources that are content-rich if they are to achieve academic success. In this line of thought, it is vital to reiterate the fact that language is the foundation of learning.

The next sub-section highlights educational implications of the READ model.



#### 4.8 EDUCATIONAL IMPLICATIONS OF THE READ MODEL

READ Educational Trust's model is based on the cognitive development theories of teaching and learning that derive from the original work of Chomsky, Feuerstein, Freire, Piaget, Kohlberg and Vygotsky (Cambourne, 1988:43). For the purpose of this investigation, Piaget, Vygotsky, Chomsky and Feuerstein's theories were discussed. The shared belief that underlies these theories is that teaching and learning are interactive, dialogic processes that involve both the learners and the educators.

With these similarities in mind, and the understanding that not a single theorist has developed a complete explanation of the concept of learning, this section highlights how READ's training model may have relevance to the classroom situation. According to READ's model, educational experiences must be built around the learner's cognitive structure. Children of the same culture tend to have similar cognitive structures, but it is entirely possible for them to have different cognitive structures and therefore require different kinds of learning material (Hergenhahn and Olson, 2001:428). On the other hand, educational material that cannot be assimilated into a child's cognitive structure cannot have any meaning to the child.

Thus optimal education involves mildly challenging experiences for the learner so that the dual processes of assimilation and accommodation can provide for intellectual growth. It is evident then, that both Piaget (a representative of the cognitive paradigm) and most of the above theorists have reached the same conclusion about education, namely, that it must be individualized. Similarly, READ's model suggests that the ability to assimilate data varies from child to child and that educational material must be tailored to suit each child's cognitive structure.

#### 4.9 CONCLUSION

In this chapter, the research background to READ's language programmes was highlighted. A number of aspects that constitute the background to READ's training programmes, such as the origins and mission of READ Educational Trust, the relationship between READ's model and outcomes-based education, the READ model itself, READ's balanced language programme, the structure of the national curriculum statement, critical and development outcomes, learning outcomes, assessment standards, the differences

between an assessment standard and a learning outcome, the learning area, a learning programme, the work schedule, a lesson plan and the theoretical foundations of READ's approach to language acquisition, were discussed.

OBE is a paradigm shift in the way people think about teaching and learning. The 'old paradigm' and the 'new paradigm' differ extensively, as was indicated in Figure 4.3.1. Outcomes-based education and training is meant to enable each learner to acquire knowledge and skills as well as mastering processes necessary to accept the challenges and opportunities of the world (Olivier, 1998:72). In a nutshell, OBE implies that the curriculum design process starts with the intended learning outcome, followed by the knowledge, skills and processes that learners must demonstrate for the achievement of an outcome, as well as the processes that were followed.

The concept of writing was clarified in terms of READ's model. The importance of writing in formal education was also discussed. Furthermore, a discussion of educational implications of the READ model was presented. This led to the realization that there is a close relationship between READ's language programmes and outcomes-based education as conceived by the national Department of Education in South Africa.

The next chapter deals with research strategies and data collection methods applied in the investigation.

**CHAPTER FIVE**  
**RESEARCH STRATEGIES AND DATA COLLECTION METHODS APPLIED**

**5.1 INTRODUCTION**

The underlying objective of the investigation is to determine Grade 4 educators' experiences with a READ Educational Trust training programme and its impact on their classroom practices and professional development. It also assesses the impact of a teaching and learning intervention programme offered by service providers such as READ Educational Trust on the writing performances of Grade 4 learners. This chapter also outlines the concept of evaluation research, the conceptual framework supporting the investigation, the research design, as well as the qualitative and quantitative strategies applied in the study.

Programme evaluation research is used to establish the effectiveness of social programmes like those offered by READ Educational Trust. In South Africa, a growing number of programme evaluations are being conducted, but this is still relatively small in comparison to the number of social programmes that exist (Terre Blanche & Durrheim, 1999:209). It has been estimated that over 6 billion Rands of both overseas and local funding has been spent since the 1970s on supporting the various non-governmental organizations, like the READ Educational Trust, that have worked to promote innovation and change in various sectors of society. Only a small fraction of these programmes have been formally evaluated. Thus, we do not know whether the social programmes have been successful or not. This is not the case in many other countries where programme evaluation has a long tradition, based on both donor insistence and the public's right to know whether interventions undertaken to promote social change are successful.

Basically, programme evaluation is the systematic application of social research procedures for assessing the conceptualization, design, implementation and utility of social intervention programmes (De Vos, 1998:36). In other words, evaluation researchers use social research methodologies to evaluate and improve the ways in which human service policies and intervention programmes are implemented. The conceptual framework that has been used in this investigation suggests that programme evaluation be undertaken according to the following steps:

- Planning;
- Data Collection;
- Data Analysis; and
- Reporting.

According to the ROI model, programme evaluation is also divided into different levels, namely reaction, learning, application and business impact. A detailed discussion of the various steps is presented below.

As indicated in the literature overview, an evaluation of the impact of intervention programmes offered by organizations such as READ Educational Trust, and the need to enhance the provision of quality education, is a large and complex body of research. This study seeks to answer the following specific research questions:

1. What is the impact of the teaching and learning programme interventions offered by external service providers such as READ Educational Trust on the performance of Grade 4 learners and what influence does it have on the classroom practices and professional development of educators involved in the application of such programmes?
2. How are supplemental language programmes structured in order to support and complement formal classroom teaching and learning environment?
3. What are the perceptions of Grade 4 language educators towards language programmes offered by organizations such as READ Educational Trust on the achievement of the curriculum outcomes?
4. How do language programmes such as those offered by READ Educational Trust contribute to effective language teaching?
5. How do the methodologies of service providers such as READ Educational Trust advance staff development?
6. To what extent does the READ Educational Trust's intervention programmes impact on Grade 4 learners' writing competencies?

7. How do intervention programmes offered by organizations such as READ Educational Trust impact on the level at which Grade 4 learners develop their language competencies?
  
8. How do intervention programmes offered by service providers such as READ Educational Trust contribute to effective language teaching?

This study follows a programme evaluation research approach, which falls under the category of evaluation or impact assessment studies. Evaluation research is not really a different method of doing research, rather it is research conducted for a specific purpose. The purpose of programme evaluation is to evaluate some social programme, which has been set up to address and ameliorate a social problem (Baker, 1994:289). The main aim of outcome or product evaluation studies is to establish whether the intended (and unintended) outcomes of the programme have been achieved or not. Mouton (2002:160) postulates that programme evaluation research aims to answer the question of whether an intervention programme, therapy, policy or strategy has been successful or effective. This normally includes immediate or short-term outcomes, as well as long-term outcomes (or the so-called “impact” of the programmes). The latter is the main crux of this investigation.

Such applied research is set up to address specific questions for which the programme’s sponsors need answers. The rationale for using programme evaluation research in this study is that the underlying objective of the investigation is to gauge the impact of a teaching and learning programme offered by service providers such as READ Educational Trust on the writing performance of Grade 4 learners and the influence it has had on the classroom practices and professional development of educators who were involved in the implementation of such programmes. It also seeks to determine educators’ experiences with and opinions of a READ Educational Trust training on their approaches towards teaching and learning in the primary schools. It is therefore, vital for researchers studying social programmes to determine whether such programmes work effectively or not. Similarly, educators and practitioners working in the programme need to know whether the intervention is helping improve their daily practice or not.

From the preceding definitions and discussions, one can argue that evaluation research has two essential aims, namely to improve practice and to involve the stakeholders.

Evaluation research aims at improving three key areas, which are, firstly, the improvements of teaching practice in general, secondly, the improvement of the understanding of the practice by the educators themselves, and thirdly, the improvement of the situation in which the practice takes place.

Some critics further assert that the fundamental aim of evaluation research is to improve practice rather than to produce knowledge. According to these scholars, the production and utilization of knowledge is subordinate to, and conditioned by, this fundamental aim. With a better understanding of evaluation research, one would argue that it is a combination of quantitative and qualitative research approaches. Schurink (1998:406, in Wickman 2001:10) mentions that evaluation research is recognized in the literature as an alternative system of knowledge production. In other words, evaluation research uses social research methodologies to judge and improve the ways in which human service policies and programmes are conducted, from the earliest stages of defining and designing programmes through to their development and implementation (De Vos, 1998:367).

It is against this background that this study focuses on writing as an aspect of language development. Furthermore, it was deemed necessary to work with Grade 4 learners as they are between the foundation and senior phases.

### **5.1.1 The Conceptual Framework Supporting this Investigation**

It is necessary to give an account of the conceptual framework underpinning this investigation. A paradigm or conceptual framework is a system of interrelated ontological, epistemological and methodological assumptions. It is a model that is made up of related theories or aspects of the study of knowledge. Terre Blanche and Durrheim (1996:36) view paradigms as perspectives that provide a rationale for the research. They also commit the research to particular methods of data collection, observation and interpretation. Paradigms are thus central to the research design because they impact both on the nature of the research question, i.e. what is to be studied and the manner in which it is to be studied.

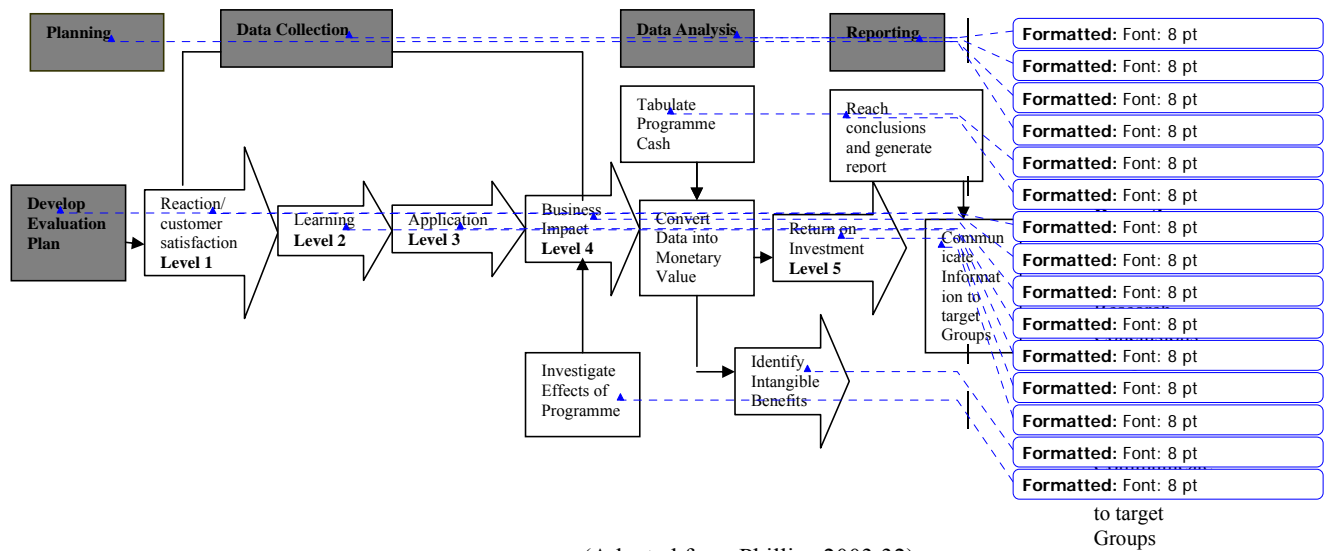
Refining a research problem involves identifying a theoretical framework upon which to base the research. As Bless and Higson Smith (1995:23, in Terre Blanche and Durrheim, 1999:19) have argued, theory serves as an orientation for gathering facts, since it specifies

the types of facts to be systematically observed. This is so because the elements or variables of a theory are logically interrelated, and if relevant theory exists, hypotheses or research questions can be deduced based upon particular relationships between the elements. Phillips (2003:33) supports this view when postulating that the selection of an evaluation framework is the building block of research as it entails the categorization of data.

### 5.1.2 The ROI Model

The Return on Investment Model consists of various steps that are closely interrelated, namely planning, data collection, data analysis and reporting. Data collection is further divided into five levels, namely reaction/customer satisfaction, learning, application/implementation, business impact/results and Return on Investment. The ROI model suggested for the study is depicted in Figure 5.1 below.

**Figure 5.1 The Return on Investment Model**



(Adapted from Phillips 2003:32)

Evaluation research is the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of social intervention programmes (De Vos, 1998:367). Different kinds of programme evaluation, namely needs assessment, evaluability assessment, programme monitoring, impact assessment, evaluation phase and utilization evaluation. Evaluation research in education and allied fields has been defined traditionally as the application of experimental or control group designs to estimating the impact of social interventions (Reynolds, 2005:2401). Research on programme conceptualization and implementation has received less attention. To balance these approaches, theory-driven or theory-based evaluations have grown in interest. According to Reynolds (2005:2401), theory-driven evaluations formalize the role of programme theory to document and understand programme impacts. It is worth stressing that this particular study falls under the category of impact assessment studies as it seeks to gauge the impact of a teaching and learning programme intervention offered by external service providers such as READ Education Trust on the writing performance of Grade 4 learners and the extent to which the programmes have influenced the classroom practices and professional development of educators who were involved in the implementation of such programmes.

Certainly, there is no single correct approach to programme evaluation, and the onus is on the researcher to choose an appropriate method that will fit the pragmatic requirements of each programme. The ROI model was chosen as the conceptual framework underpinning the investigation. The ROI model consists of various steps that are closely interrelated as already indicated. Following is a discussion of the main elements of the ROI model.

**(a) Planning**

Planning is the first step of the ROI model. It is also one of the most critical steps in developing an ROI impact study. Planning an evaluation begins with identifying and communicating with key stakeholders and identifying the purpose for the evaluation with a view to meeting stakeholder's expectations (Phillips, 2006: 38). Planning also entails linking the evaluation to the programme objectives. Once these three steps take place, data collection, ROI analysis, and communication plans as well as the project plan can be developed (Phillips, 2006:38 ). Purposes of evaluation vary.

According to Phillips (2006:38), some ROI impact studies focus on the impact the programme results would have on the organization. Programme evaluation is also



intended to provide useful information. Phillips (2006:38) maintains that evaluation data can be used to answer questions, make decisions, and take action. Based on the above information, it can be argued that the purpose of evaluation drives the type of data to be collected and reported.

Other typical purposes for evaluation include:

- Identify strengths and weaknesses in the training process;
- Determine if the skills learned are being applied on the job;
- Improve training processes to track participant progression with skills;
- Gain stronger commitment from key stakeholders;
- Determine which employees would benefit most from participating in a training programme;
- Supply data for training researchers; and
- Increase knowledge and expertise in developing and delivering results-based training programmes.

(Phillips, 2006:40)

According to Glatthorn *et al.*, (2006:309), preparations for the evaluation include three major steps, namely setting the project parameters, selecting the project director and the evaluation task team, and preparing the evaluation documents.

For the purpose of this investigation, the researcher made sure that district managers and the school principals were informed about the purpose and the limits of the research project. In identifying the limits of the project, the reasearcher also tried to develop and provide answers to the following questions:

- How much time will be allocated and by what date should the evaluation be completed?
- What human, physical, and material resources will be provided?
- Which fields will be evaluated?
- What constituencies will be asked for input?

(Glatthorn *et al.*, 2006:309)

An evaluation plan for this investigation is illustrated in Table 5.1

**Table 5.1 An evaluation plan for the research study**

TIME FRAME	HUMAN AND MATERIAL RESOURCES NEEDED	LEARNING AREA TO BE EVALUATED	CONSTITUENCIES TO BE INVOLVED
2002-2007	Researcher A questionnaire (Grade 4 educators) An interview schedule (Grade 4 educators and READ Staff)	Languages Learning Area	Grade 4 educators Professional staff Training Manager Project coordinators Trainers

(Adapted from Glatthorn *et al.*, 2006:309)

The following is a discussion of Data Collection as the second step of the ROI Model.

**(b) Data Collection**

Collecting data during and after the training programme has been implemented is the first operational phase of the ROI process, as depicted in Figure 5.1. Data collection is usually the most time-consuming of all the steps and is also the part of the ROI process that can be the most disruptive to the organization (Phillips, 2003:58). It is, therefore, imperative to use a variety of methods to capture data at the appropriate time after training. In addition, appropriate attention must be given to the actual implementation of the programme within the organization, the value of comprehensive measurement and evaluation process brings to the organization, and the impact the specific programme evaluated has on the organization (Phillips, 2003:34). Data collection is divided into four levels, namely reaction, learning, application / implementation, and business impact or results. A discussion of the above levels is presented in the next subsections.

**(c) Data Analysis**

Data analysis is the third step of the ROI model. It involves the tabulation of programme costs with a view to converting the data into monetary value (Phillips, 2003:32). Phillips (2006:177) also posits that converting data into monetary value is a key step in moving from impact to ROI. Therefore, it is worth mentioning that level 5 of the ROI model was not used in this investigation as it is an impact assessment study. Data analysis also involves the identification of intangible benefits which

could be communicated to the target groups. Level 5, namely Return on Investment (ROI) falls under data analysis as an element of the ROI model.

#### **(d) Reporting**

Reporting is the last step of the conceptual framework. According to Phillips (2003:32), reporting involves reaching conclusions, generating the report and communicating information to target groups. The product of the measurement process is a set of conclusions based on facts that must be reported to the stakeholders. Reporting the results to others should be done in an unbiased and objective way (Phillips, 2006:217). In addition, reporting requires good mastery of the principles of communicate results, the ability to develop an impact study report and knowledge of how to communicate the results (Phillips, 2006:217).

The rationale for performing these evaluation levels is to collect data, to analyze it and use it to make sound decisions which could serve as an indicator to improve training where necessary (Basarab & Root, 1992:2). In other words, these processes support the purpose of programme evaluation, not to prove but to improve. A five-step process was used in this thesis to describe the four levels of evaluation. Following are the five steps that were proposed by Basarab & Root (1992:2):

- Planning an evaluation;
- Developing appropriate data collection instruments;
- Associated data analysis modes;
- Obtaining data to evaluate training;
- Systematically compiling and analyzing information; and
- Reporting results and making recommendations.

Following is a discussion of the four levels of programme evaluation. In the light of the reasons that were presented in the introductory section of the conceptual framework, Tyler's Objective-Centred model could not easily have been used in this reasrch. Tyler's model focuses attention on curricular strengths and weaknesses, rather than being concerned soley with the performance of individual students (Glattho *et al.*, 2006:303). It also emphasises the importance of a continuing cycle of assessment, analysis and improvement.

According to Glatthorn *et al.*, (2006:303), Tyler's model has many deficiencies. For example, it does not suggest how the objectives themselves should be evaluated. It would also not be suitable for this investigation because its starting point is a behavioural objective that has previously been determined (Glatthorn *et al.*, 2006:302).

Similarly, the researcher could not use Stufflebeam's Context-Input-Process-Product model in this study. Stufflebeam's model differs from the ROI model and Tyler's model in its emphasis on the importance of producing evaluative data for decision making. According to Glatthorn *et al.*, (2006:303), Stufflebeam's model provides a means for generating data relating to four stages of programme operation, namely

- Context evaluation, which continuously assesses needs and problems in the context in order to help decision makers determine goals and objectives;
- Input evaluation; which assesses alternative means for achieving those goals to help decision makers choose optimal means;
- Process evaluation; which monitors the processes both to ensure that the means are actually being implemented and to make the necessary modifications; and
- Product evaluation; which compares actual ends with intended ends and leads to a series of recycling decisions. Stufflebeam's model would also not be suitable for this investigation mainly because of its different focus.

The researcher could also not use Scriven's Goal-Free model because it differs markedly from the ROI model. In conducting a goal-free evaluation, the evaluator functions as an unbiased observer who begins by generating a profile of needs for the group served by a given programme (Glatthorn *et al.*, 2006:304). It would not be suitable for this study because it is only regarded as a complementary model.

Although the ROI model has some affinities with Stake's Responsive Model, it could also not be used in this investigation. Both models emphasize the importance of addressing the concerns of the stakeholders, but there are some differences in terms of the approach. The ROI model suggests a step-by-step approach whereas the Stake's Responsive model emphasizes an interactive and recursive evaluation process (Glatthorn *et al.*, 2006:305). Stake's Responsive Model would not be suitable for this study because it is based explicitly upon the assumption that the concerns of the stakeholders should be paramount in determining the evaluation issues. The ROI

model is suitable for this study in the sense that it focuses on critical aspects of programme evaluation. This conceptual framework is suitable for this study in the sense that it affords the evaluator the opportunity to achieve different objectives at different levels of the evaluation process.

Whereas the ROI model has some affinities with Stake's Responsive Model, it differs markedly from Eisner's Connoisseurship model. Eisner's model breaks sharply with all the traditional scientific models and offers a radically different view of what evaluation might be (Glatthorn *et al.*, 2006:306). It is for this reason that it could not be used in this investigation. Basically, Eisner's model emphasizes qualitative appreciation through connoisseurship and criticism (Glatthorn *et al.*, 2006:306). The ROI model also differs completely with the Countenance model. In fact, any of the Pluralistic evaluation models could not be used in this evaluation because they are chiefly used with curriculum which is out of the mainstream, for example, curriculum associated with aesthetic education, multicultural projects, and alternative schools (McNeil, 1985:211). The Countenance model divides the evaluation process into the antecedent, transaction and outcome phases which could not be relevant to this investigation.

There are other models that are more or less similar to the ROI model, namely, the Two-loop Model of assessment, the 3-level Hierarchical Linear Model and the Social Reconstructionists and Humanists models.

The Two-loop Model of assessment consists of two loops. One loop is primarily concerned with determining programme objectives, constituent's input and outcomes, and the other loop is concerned with the actual courses and other components of the programme having to do with the activities that students engage in (Soundarajan, 2004:600). The aim of this model is to determine programme outcomes. Similarly, the ROI model seeks to determine programme outcomes by ensuring that aspects such as participant's reaction, learning, application/implementation and results/business impact are evaluated during the research process.

The Social Reconstructionists and Humanists model also have a pluralistic view of evaluation. This view holds that evaluators should be sensitive to the different values of programme participants and should shift the judgement away from the evaluator to

the participants (McNeil, 1985:205). As evaluators, pluralists tend to base their evaluations more on programme activity than on programme intent and to accept anecdotal accounts and other naturalistic data rather than numerical and experimental designs. The Social Reconstructionists and Humanists believe that evaluation is fair to all parties as its effectiveness is measured by test scores. Similarly, the ROI model suggests a holistic approach to programme evaluation. The model focuses mainly on participant's reaction, programme implementation/application and the results/business impact.

On the other hand, the 3-hierarchical Linear Model is being used to estimate the impact of programmes. Basically, this model was estimated to examine relations between student characteristics and growth in reading achievement, and to estimate the impact of treatment condition on the growth trajectory of students (Nunnery *et al.*, 2006:10). Level 2 evaluates student's characteristics within the classroom. The focus area of level 2 is similar to that of the ROI model in the sense that it seeks to assess learning which occurs within the classroom or during training. Level 3 of this model has a different focus as it estimates aspects between classrooms (Nunnery *et al.*, 2006:10). The focus of this level differs markedly from that of the ROI model where level 3 assesses the impact of READ's training programmes on Grade 4 educators' application or implementation skills.

Based on the realization that models have different focus areas, the researcher decided to use the ROI model as it is the most suitable conceptual framework for this investigation. The ROI model consists of four main elements, namely planning, data collection, data analysis and reporting. The four steps were followed in this study. In this research study, planning the evaluation answered the questions why, what, how, who and when the READ's training programme could be evaluated. Various data collection methods and sources of data were used in this investigation. Thereafter, the data was analyzed quantitatively and qualitatively. Having analyzed the data, the researcher reported and communicated the results or findings to the stakeholders.

The ROI model matches the methodology of this research study in the sense that the second element of the model, namely data collection consists of four levels, namely reaction, learning, application/implementation and business impact or results. The

four levels of data collection were used to address the research questions that are highlighted on pages 173-174.

In this case, the research problem and the research questions served as a guide regarding the choice of a theory that underpinned the research study.

This investigation focuses mainly on the four levels of the ROI model as it is an impact assessment study. An impact assessment in this study gauges the impact of a teaching and learning programme offered by external service providers such as READ Educational Trust on the writing performance of Grade 4 learners and the influence it has had on the classroom practices and professional development of educators who were involved in the implementation of such programmes. A discussion of Kirkpatrick's four levels of programme evaluation is presented in the following sub-sections.

**(a) Reaction/Customer Satisfaction**

Evaluation on this level measures how those who participated in the programme react to it (Kirkpatrick, 1998:19). According to Phillips (2003:34), reaction measures the satisfaction of programme participants, along with their plans to apply what they have learned. Reaction has to be favourable if the organization is to stay in business and attract new clients. Having said that, one would say that it is evident that the future of every training programme depends on a positive reaction (Kirkpatrick, 1998:20). Basically, measuring reaction provides the stakeholders with valuable feedback and suggestions for improving future programmes. For the purpose of this study, level 1 was used to determine whether Grade 4 language educators have a positive reaction towards READ's training programmes or not.

**(b) Learning**

Learning can be defined as the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the programme (Kirkpatrick, 1998:20). According to Phillips (2003:34), learning as the second level of data collection focuses on what participants learned during training, using tests, skill practices, role plays, simulations, group evaluations and other assessment tools. Level

2 was meant to establish whether Grade 4 educators have learnt language teaching skills during READ's training workshops or not.

**(c) Application**

Application is related to the extent to which change in behaviour has occurred (Kirkpatrick, 1998:20). Level 3 evaluation is important to gauge the success of the application of a programme. However, the measurement of a programme does not guarantee that there will be a positive impact on the organization. Level 3 was used to determine whether READ's training programmes enabled Grade 4 language educators to apply the acquired knowledge or not.

**(d) Business Impact**

Business impact can be defined as the final results that occurred because the participants attended the training programme (Kirkpatrick, 1998:23). According to Phillips (2003:35), business impact measures focus on the actual results achieved by programme participants as they successfully apply what they have learned.

Worth mentioning is the fact that the "business impact" section of the ROI approach is relevant to the research question as it seeks to determine the impact of a teaching and learning programme intervention offered by service providers such as READ Educational Trust on the writing performance of Grade 4 learners and the influence it has had on the classroom practices and professional development of educators involved in the application of such programmes. It is imperative to determine the business impact of a programme as well as a result of exposure to the programme. The above-mentioned aspects relate to the improvement of the pass rate, effective teaching and learning and low drop-out rates in the education context. On the other hand, aspects such as increased sales, reduced turnover and higher profits relates to the benefits that READ Educational Trust gained because of the quality of its language programmes. Moreover, reference is made to the extent to which the above institutions enhance organizational growth and sustainability because of the achieved benefits. Having said that, one would say that the fourth level of the ROI model was geared towards assessing the final results of READ's language programmes.



The final results can include increased production, improved quality, decreased costs, reduced frequently and/or severity of accidents, increased sales, reduced turnover, and higher profits (Kirkpatrick, 1998:23). Basically, the fourth level of the ROI model was used to establish whether the implementation of READ's training programmes had a positive business impact on organizational growth and sustainability or not.

## 5.2 CLASSIFICATION AND DESCRIPTION OF THE RESEARCH DESIGN

In developing a research design, the researcher asked two further questions about the research purpose. These are who or what does she want to draw conclusions about, and what type of conclusions does she want to draw about them? These objects of investigation are known as the units of analysis. There are four different units of analysis that are common in the social sciences, namely individuals, groups, organizations and social artifacts. The 'units of analysis' for this particular study are individuals, i.e., Grade 4 language educators and READ staff. The researcher wanted to assess the impact of a teaching and learning programme offered by external service providers such as READ Educational Trust on the writing performance of Grade 4 learners and the influence it has had on the classroom practices and professional development of educators who were involved in the implementation of such programmes. Design coherence was achieved by matching the sampling and data collection strategies to the unit of analysis.

According to Larry (1997:343), the design of a research study is the basic outline of the experiment, specifying how the data will be collected and analyzed and how variations will be controlled. The research design determines to a great extent whether the research question will be answered or not. A true research design satisfies three criteria. First, the design must test the hypotheses advanced. Secondly, extraneous variables must be controlled so that the experimenter can attribute the observed effects to the independent variable. Thirdly, it must be possible to generalize the results.

In the light of the above, one would argue that a research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Terre Blanche and Durrheim (1999:29) define research designs as plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose and procedure. It

is the designed and planned nature of observation that distinguishes research from other forms of observation. Designing a research study has been compared to designing a building. Therefore, a research design should actually provide a plan that specifies how the research is going to be executed in such a way that it answers the research question(s).

Research designs should be developed in accordance with specific principles to ensure that the findings will stand criticism. For example, the following dimensions may be considered when designing a research design:

- The purpose of the research;
- The theoretical paradigm informing the research;
- The context or situation within which the research is carried out; and
- The research techniques employed to collect and analyze data.

Multiple considerations that derive from these four dimensions must be woven together in a coherent research design in a way that will maximize the validity of the findings. The strategic framework (research design) that links the research question to the execution of the research is developed through a process of reflecting on issues relevant to each of the four dimensions discussed above in order to produce a coherent guide for action which will provide valid answers to the research question (Terre Blanche & Durrheim, 1999:35). Researchers achieve coherent designs by ensuring that the research purposes and techniques are arranged logically within the research framework provided by a particular design.

### **5.3 THE RESEARCH HYPOTHESES**

Based on the literature review, a number of research hypotheses were formulated and used to observe a phenomenon (Grade 4 learners' writing competencies) and speculated about possible causes as well. According to Tuckman (1994:67), a hypothesis is an expectation about events, based on generalizations of the assumed relationship between variables. Hypotheses are abstract and are concerned with theories and concepts whereas the observations used to test hypotheses are specific and are based on facts. In a similar vein, Best and Kahn (1993:11) perceive the research hypotheses as a formal affirmative statement predicting a single research outcome, or a tentative explanation of the relationship between two or more variables.

In view of the above definition, one would say that a hypothesis is the presumptive statement of a proposition that the investigation seeks to prove. It has been said earlier that science seeks to describe phenomena by means of condensed generalizations. Since the essence of the research is stated on the hypothesis, it needs to be a good one with a high probability of causing a clear and definite result, either acceptance or rejection which is also a positive result in an eliminative sense. According to Best and Kahn (1993:11), two functions that hypotheses serve in scientific inquiry are the development of theory and the statement of parts of an existing theory in testable form.

The purpose of a hypothesis can be summarized as follows:

- Hypotheses provide direction; they bridge the gap between the problem and the evidence needed for its solution. They ensure the collection of evidence necessary to answer the question posed in the statement of the problem and prevent waste in the collection of irrelevant information. They also enable the investigator to assess the information he/she has collected from the standpoint of both relevance and organization;
- Hypotheses sensitize the investigator to certain aspects of the situation that are relevant from the standpoint of the problem at hand. They generally spell the difference between precision and haphazardness, between fruitful and fruitless research. The researcher must, however, remember that sensitization can lead to the uncritical acceptance of false data;
- Hypotheses permit the investigator to understand with greater clarity the problem and its ramifications as well as the data that bear on it. They enable the researcher to identify the procedures and methods to be used in its solution and to rule out methods that are incapable of providing the necessary answer;
- Hypotheses act as a framework for the conclusions. They guide the collection of relevant data and provide the structure for their meaningful interpretation in relation to the specific problem under investigation (De Vos, 1998:116-117); and
- The most common use of hypotheses is to test whether an existing theory can be used to solve the research problem (Best & Kahn, 1993:11).

The purpose of a hypothesis is thus to state, in explicit terms, the researcher's expectations concerning the relationship between the variables in the research problem as

was indicated above. Hypothesis construction and testing enable researchers to generalize their findings beyond the specific conditions in which they were obtained. For the purpose of this study, the following hypotheses were formulated and used to collect data with a view to seeking answers for problems relating to language programmes offered by READ Educational Trust:

- Hypothesis 1 :  
READ's language programme impacts on language teaching with expected correlations between its training method and the improvement of learners' language skills. Hypothesis 1 is intended to test the third research sub-question, namely: How do language programmes such as those offered by READ contribute to effective language teaching?
- Hypothesis 2: There is a correlation between READ's training programme, staff development and their professional growth. The classroom interventions therefore contribute significantly to educators' performance measured in terms of the development of their language teaching competences, classroom practices and professional skills. Hypothesis 2 is aimed at addressing the fourth research sub-question, namely: How do the methodologies of service providers such as READ Educational Trust advance staff development?
- Hypothesis 3: Educators regard READ's language programme as contributing to Grade 4 learners' language development in general and their ability to write and design text (writing skills). Hypothesis 3 is intended to test the fifth research sub-question, namely : To what extent does the READ Educational Trust's intervention programmes impact on Grade 4 learners' writing competencies?
- Hypothesis 4: Female and male educators have different opinions regarding the value of READ's training programme on the performance of primary school children with specific reference to the impact of the programme on children's writing competences. Hypothesis 4 is aimed at addressing the second research sub-question, namely: What are the perceptions of Grade 4 language educators towards language programmes offered by organizations such as READ Educational Trust on the achievement of the curriculum outcomes?

- Hypothesis 5: External training programmes such as those offered by READ have more significant impacts on teaching and learning in rural schools as compared to urban schools. Hypothesis 5 is geared towards addressing the sixth research sub-question, namely: How do intervention programmes offered by organizations such as READ impact on the level at which Grade 4 learners develop their language competencies?

Basically, the above hypotheses are intended to address the first research question in this investigation, namely what is the impact of a teaching and learning programme interventions offered by external service providers such as READ Educational Trust on the performances of Grade 4 learners and what influence does it have on the classroom practices and professional development of educators involved in the application of such programmes? The information was gleaned from Grade 4 language educators and READ staff through a structured questionnaire and open-ended interviews.

The null hypothesis predicts no relationship between variables. It needs to be specified in null form because it is the hypothesis that is statistically tested in an effort to disprove it. It also relates to a statistical method of interpreting conclusions about population characteristics that are inferred from the variable relationships observed in samples. The null hypothesis actually asserts that observed differences or relationships merely result from chance errors inherent in the sampling process (Best and Kahn, 1993:13). If the null hypothesis is rejected, then the alternative hypothesis is accepted concluding that the magnitude of the observed variable relationship is probably too great to attribute to sampling error. For the hypotheses to be testable, the variables must be operationally defined. In a nutshell, the research hypothesis focuses the investigation on a definite target and determines what observations or measurements are to be used (Best and Kahn, 1993:11).

The same problem statement can be combined with different operational definitions of the independent and dependent variables and different research designs. In essence, this allows the researcher to replicate systematically the study of the hypothesized relationship in several ways, thus increasing confidence in the conclusion about that hypothesized relationship between intervention programmes and writing skills.

## 5.4 QUANTITATIVE AND QUALITATIVE RESEARCH PARADIGMS

According to Bogdan and Biklen (1992, in Tuckman, 1994:366), qualitative research has the following five features:

- The natural setting is the data source and the researcher is the key data-collection instrument;
- It attempts to describe and only secondarily to analyze the phenomenon in the study;
- The concern is with the process, that is, with what has transpired, as much as with the product or outcome;
- Its data are analyzed inductively, as in putting together the parts of a puzzle; and
- It is essentially concerned with what things mean, that is the why as well as the what. This type of research methodology is also referred to as ethnography. Ethnography relies on observation of interactions and interviews of participants to discover patterns and their meanings (Tuckman, 1994:366). The above-mentioned patterns and meanings form the basis for generalizations, which are then tested through further observation and questioning.

The application of a qualitative research strategy is by nature the generation of a new theory whereas a quantitative strategy is to a large extent the testing of theory (McMillan & Schumacher, 1993:40). This implies that when a qualitative strategy is followed, inductive reasoning is involved in the building of statements and relationships and in the formulation of a conclusion.

Evaluation research was selected as the type that was best suited to explore the problem. A researcher could make use of a combined quantitative or and qualitative approach to arrive at a true understanding of the problem. In this case study, the researcher had to make such a choice because determining whether the language programme provided by READ had a positive impact on Grade 4 learners' writing skills is a complex process.

Data collection can be defined as the process through which the researcher obtains the data (McMillan & Schumacher, 1993:40). There are a number of different ways in which this research could have been carried out, but the questionnaire and open-ended interviews were chosen as the preferred data collection methods in this study.

Following is a discussion of quantitative research paradigms and data collection methods.

#### 5.4.1 Quantitative Research Paradigms: Data Collection Methods

##### Use of the questionnaire

Questionnaires are used in connection with many modes of observation in social research. Though questionnaires are essential to and most directly associated with survey research, they are also widely used in experiments, field research and other data-collection activities (Babbie, 1998:153). Thus, the researcher decided to use the questionnaire to collect data in this investigation.

A questionnaire is a popular means of collecting all kinds of data in research but thus also runs the greatest risk of misuse (Babbie, 1998:153). It is easy to string together a large number of questions, but the trouble starts when a helter-skelter of responses which defy systematization and orderly analysis are elicited. Probably no instrument of research has been more subject to censure than the questionnaire. Yet it continues to be the most used and most abused instrument, particularly in educational research where both graduate students and professional agencies continue to rely on it. It is, therefore, advisable to decide first why the questions are being asked, and secondly what is to be done with the responses. The first will decide the content and form of the questions and the second their utilization in the subsequent analysis.

However, the advantages of the questionnaire are obvious. It permits group administration and is adaptable to almost any objective. The basic purpose of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on a particular issue (De Vos, 1998:153). Questionnaires also permit wide sample coverage at minimum expense of both money and effort. It does not only afford wider geographic coverage, but it also reaches persons who are difficult to contact. This greater coverage leads to greater validity in the result through promoting the selection of a larger and more representative sample. Moreover, the questionnaire allows greater uniformity in the way the questions are asked and thus ensures greater comparability between the responses. The advantages of the questionnaire outweigh its disadvantages. It is for this reason that the researcher decided to use a questionnaire in this study to gauge the perceptions of educators who are involved in the implementation of READ's language programme.

One disadvantage of the questionnaire is the possibility of misinterpretation of the questions. Another is that the validity of questionnaire data depends on the ability and willingness of the respondent to provide the information requested truthfully.

A major determinant of the success of a questionnaire study is the adequacy of construction of the questionnaire itself. Firstly, questionnaires draw accurate data from the respondents. Secondly, they provide structure to interviews. Thirdly, they provide a standard form on which facts, comments and attitudes can be written down. Lastly, questionnaires facilitate data processing. For the purpose of this study, a structured questionnaire was used to gauge the perceptions of educators who are involved in the implementation of intervention programmes offered by READ Educational Trust.

Questionnaires can be administered in different ways, such as by mail or in groups. In this study, questionnaires were hand-delivered.

### **Questionnaires delivered by hand**

Sometimes researchers deliver questionnaires by hand so that the respondents may complete them in their own time, and then they collect them later on. The researcher decided to use this method of delivery because research findings show that the completion rate seems to be higher with hand-delivered questionnaires than with mailed questionnaires (Babbie, 1995:258). The researcher distributed questionnaires at a time convenient to the respondents (De Vos, 1998:155), and took the opportunity to clarify the questions or procedure in case respondents had any difficulties with the questionnaires. A total number of 150 questionnaires were distributed to project schools in this investigation, and a return rate of 70% was the target.

A letter was also addressed to the respondents explaining the reasons for the investigation and the purpose of the questionnaire. Anonymity of the respondents was clearly emphasized. The respondents were also provided with instructions for the return of the questionnaire, then the letter ended by thanking the respondents for their cooperation and participation.

The questionnaire satisfied part of the basic objectives in that the:



- Researcher first identified the key objectives of Learning Outcome 4 namely writing, as the focus of this investigation, then followed.
- National Curriculum Statement (NCS) and the READ curriculum during the first stage of development, and finally

A pilot study conducted

**Table 5.2 Questionnaire Return Statistics**

Questionnaire	Dispatched	Returned	Questionnaire with missing data	Questionnaire with completed data	%
Grade 4 language educators	150	150	1	149	99,3%

Surveys using paper-based questionnaires (PBQ) established Grade 4 language educators’ demographic information, their teaching experience, their perceptions of Grade 4 learners’ writing skills and their opinions about the impact of READ’s language programme on Grade 4 learners’ writing competencies. The data on Grade 4 language educators had to be collected as they are the key role players in the implementation of READ’s language programme in Limpopo.

The researcher designed a questionnaire with 68 items, divided into four sub-sections. Each section contained items that were aimed at addressing one of the four research objectives. A 5-point Likert rating scale was used in the questionnaire, as illustrated below.

Item 1: READ’s language programme impacts positively on Grade 4 learners’ ability to write words

1	2	3	4	5
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**KEY**

1 = Strongly Disagree

2 = Disagree

3 = Uncertain

4 = Agree

5 = Strongly Agree

### Content validation of the questionnaire

Section A of the questionnaire deals with biographical information, Section B relates to READ's language programme in general, section C relates to the specific objectives of READ's language programme, and Section D covers general aspects such as the availability of resources and the extent to which the READ programme has impacted on teaching and learning in the primary schools. Section C of the questionnaire deals with level 2 of the conceptual framework, namely impact of READ's training programmes on Grade 4 learners' writing competencies. Items contained in section C of the questionnaire are based on aspects of writing that relate to Learning Outcome 4, namely writing as the focus of the investigation. The researcher also used items contained in section C of the questionnaire to address level 1 of the conceptual framework, namely the reaction of Grade 4 educators towards READ's training programmes.

Section C is significant to this study as it covers the objectives of the READ programme. Only items in section C were content validated in this investigation. These items are presented in Table 5.3. Furthermore, statements in the "assessment" column seek to indicate whether Grade 4 learners are able to perform written activities that are involved in Learning Outcome 4, namely writing as the focus of this investigation.

**Table 5.3: Section of items contained in Section C of the questionnaire**

	Statement	Assessment	Reason for asking
1.	READ's programme enables Grade 4 learners to write imaginative and creative texts for a wide range of purposes.	Grade 4 learners are capable of writing imaginative and creative texts for a wide range of purposes.	To determine whether READ's language programme enabled Grade 4 learners to write imaginative and creative texts for a wide range of purposes.
2.	READ's language programme assists Grade 4 learners to spell words correctly.	Grade 4 learners have been able to spell words correctly since the implementation of READ's language programme.	To find out whether Grade 4 learners are capable of spelling words correctly and whether the result could be attributed to the READ programme.
3.	READ's language	Grade 4 learners are	To establish whether the

	programme assists Grade 4 learners to write meaningful words.	capable of writing meaningful words.	READ programme guided Grade 4 learners how to write meaningful words.
4..	READ's language programme assists Grade 4 learners to follow sequential steps in the writing process.	Grade 4 learners are capable of following sequential steps in the writing process.	To determine whether the READ programme assists Grade 4 learners to do logical sequencing in the writing process.
5.	Since the introduction of the READ programme Grade 4 learners are encouraged to develop writing skills.	Graded 4 learners are capable of developing their writing skills.	To establish whether the READ programme encouraged Grade 4 learners to develop their writing skills.

	<b>Statement</b>	<b>Assessment</b>	<b>Reason for asking</b>
6.	Since the implementation of the READ programme, Grade 4 learners have been able to write meaningful paragraphs.	Grade 4 learners are capable of writing meaningful paragraphs.	To determine whether the READ language programme enabled Grade 4 learners to write meaningful paragraphs.
7.	READ's training programme guides Grade 4 learners on how to use prepositions.	Grade 4 learners are capable of using prepositions correctly in the writing process.	To find out whether the READ programme assisted Grade 4 learners on how to use prepositions in the writing process.
8.	READ's language programme assists Grade 4 learners to use adjectives correctly in the writing process.	Grade 4 learners are capable of using adjectives correctly in the writing process.	To find out whether the READ programme assisted Grade 4 learners to use adjectives correctly in the writing process.
9.	READ's training programme enables Grade 4 learners to use pronouns correctly in the writing process.	It is anticipated that Grade 4 learners are expected to use pronouns correctly in the writing process.	To establish whether the READ programme enabled Grade 4 learners to use pronouns correctly in the writing process.
10.	READ's training programme guides Grade 4 learners on how to use adverbs correctly in the writing process.	Grade 4 learners are capable of using adverbs correctly in the writing process.	To determine whether the READ programme guided Grade 4 learners on how to use adverbs in the writing process
11.	Since the implementation of READ's language programme, Grade 4 learners have been able to use the correct tense when completing written	Grade 4 learners will be able to use the correct tense when completing written activities.	To establish whether the READ programme guided Grade 4 learners on how to use the correct tense in the writing process



	activities.		
12.	READ's language programme enables Grade 4 learners to use punctuation marks correctly in sentences.	Grade 4 learners are capable of using punctuation marks correctly in sentences.	To determine whether the READ programme enabled Grade 4 learners to use punctuation marks correctly.
13.	READ's language programme enables Grade 4 learners to give opinions and express feelings in writing.	Grade 4 learners are capable of giving opinions and expressing feelings in writing.	To find out whether the READ programme enabled Grade 4 learners to give opinions and express feelings in writing.
14.	READ's language programme ensures that Grade 4 learners are capable of answering questions in writing.	Grade 4 learners are capable of answering questions in writing.	To determine whether the READ programme assisted Grade 4 learners to answer questions in writing.

	<b>Statement</b>	<b>Assessment</b>	<b>Reason for asking</b>
15.	READ's language programme enables Grade 4 learners to write stories.	It is anticipated that Grade 4 learners would be able to write stories after receiving support through the READ programme.	To check whether the READ programme enabled Grade 4 learners to write stories.
16.	READ's language programme contributes to Grade 4 learners' ability to recognize and correct the sequence of sentences.	Grade 4 learners are capable of recognizing and correcting the sequence of sentences	To establish whether the READ programme contributed to Grade 4 learners' ability to recognize and correct the sequence of sentences
17.	READ's language programme guides Grade 4 learners on how to respond to instructions when doing written activities.	Grade 4 learners are capable of responding to instructions when doing written exercises.	To determine whether the READ programme guided Grade 4 learners on how to respond to instructions when doing written exercises.
18.	READ's language programme improves Grade 4 learners' writing skills in general.	It is envisaged that the READ programme would improve Grade 4 learners' writing skills.	To find out whether the READ programme has improved Grade 4 learners' writing skills in general.
19.	The quality of language teaching in our school has improved a lot since the implementation of READ's language programme	It is anticipated that the READ programme would improve the quality of language teaching in the primary schools	To establish whether the READ programme has improved the quality of language teaching in primary schools
20.	READ's language programme has	It is envisaged that the READ programme	To check whether the READ programme has



	improved the quality of language learning in our school.	would improve the quality of language learning in the project schools.	improved the quality of language learning in the project schools.
21.	The involvement of language educators in READ's training programme enhances the overall effectiveness of language teaching in our school	It is anticipated that the READ programme would assist in the enhancement of effective language teaching.	To determine whether the READ programme assisted in the enhancement of the overall effectiveness of project schools.

The responses to this questionnaire address the second research sub-question in this investigation, namely what are the perceptions of Grade 4 language educators towards language programmes offered by organizations such as READ Educational Trust on the achievement of the curriculum outcomes ?

A discussion of how the questionnaire was piloted follows.

#### **A report on the outcomes of a pilot study**

The questionnaire was piloted in this investigation. A group of 20 Grade 4 language educators participated in the pilot study. All the participants came from READ project schools, namely Dumazi Primary School and Ithuteng Primary School. Both schools are in the Mahwelereng District.

The outcomes of the pilot study indicate that:

- The questionnaire was user-friendly;
- Questions were clear and simple to answer; and
- The structure of the questionnaire was also easy to follow.

The following changes were made to the questionnaire after it was piloted:

- The column for the school number, i.e. variable two on the questionnaire, was expanded to accommodate three numbers as some schools are allocated three digit codes; and
- A missing scale was inserted in Question 40.

A return rate of 100% was attained in this investigation. An explanation for this could be that the sampling procedure reduced the number of questionnaires which the researcher could hand out and collect back personally.

## **5.5 QUANTITATIVE STRATEGIES APPLIED DURING THE INVESTIGATION**

Bailey (1994:378) defines data analysis as the culmination of the long process of hypothesis formulation, instrument construction and data collection. He recognises that the goal of data analysis is to further the overall goal of understanding social phenomena. Data analysis has to do with statistical analysis through the process of description, explanation and prediction. According to Babbie (1995:396), data analysis is the process of putting questions to and getting answers from one's data. He goes on to explain that quantitative analysis may be descriptive or explanatory, and that it may involve one, two or several variables.

Data analysis can be defined as a process whereby the investigator has to choose objective data from large amounts of subjective impressions with a view to re-arranging them in particular ways, performing additional operations on them as needed, and arriving at a conclusion about the data and the events in real life to which these data refer (Babbie, 1995:396). Data analysis (in the quantitative paradigm) entails that the analyst breaks down data into constituent parts to obtain answers to research questions and to test research hypotheses (De Vos, 1998:200).

### **5.5.1 Analysis of Variance (ANOVA)**

According to Popham and Sirotrick (1992:14), Analysis of Variance is a statistical method for testing the statistical significance of differences between the means of a given variable in two or more groups. One-way Analysis of Variance was used to analyze the achievement data. Rather than the researcher using multiple t-tests to compare all possible pairs of means in a study of two or more groups, ANOVA allows the researcher to test the differences between all groups and make more accurate probability statements than when using a series of separate t-tests (McMillan & Schumacher 2001:373).

ANOVA addresses the question; "Is there a significant difference between the population means?" If the computed F-value is greater than the critical value, then the null

hypothesis (meaning there is no difference among the groups of Grade 4 learners) can be rejected with confidence. When using ANOVA, a probability level (also referred to as a p-value) is provided. In the social sciences, a null hypothesis would be rejected if the p-value is equal to or less than 0.05 ( $p \leq 0.05$ ).

## 5.5.2 Factor Analysis

Factor analysis is a statistical technique that identifies items or statements that are measuring the same underlying factor. In conducting a factor analysis of the questionnaire responses, a principal component approach and a Varimax rotation method are used. Initially a scree-plot is used to identify the most significant factors. Items for the various factors were selected if they had Eigenvalues equal to or greater than 1. The rotation is used to improve on the interpretability of the results. Items with the highest factor loading on a given factor were identified. An item was allowed to belong to only one factor. By studying the construct being measured by the items forming each factor, interpretable labels were derived.

A principal component factor analysis with a varimax method of rotation known as the PROFACTOR Procedure (SAS/STA User's Guide 1990:774-814), was applied to selected data sets to extract possible factors. The factor analysis was preceded by a principal components analysis (a method of extracting the initial factors), with the intention of producing principal components and common factor scores with variance equal to the corresponding eigenvalue (Kervin, 1992:507). The procedure was concluded by using a varimax method of rotation. The purpose of the varimax method was to obtain as many high positive and near zero loadings as possible (Fraser *et al.*, 1995:219).

### 5.5.2.1 The extraction of factors and estimation of reliability

Five techniques were applied to determine the possible number of factors accounted for in the investigation. They are the following:

- The weighting and retaining of eigenvalues to the point where an additional factor accounted for less variance than a typical variable, that is, less than 1 **eigenvalue** (Kachigan, 1991:246, SAS/STA User's Guide 1990:1242);

- The interpretation of the **scree test** in terms of the percentage of total variance (variance of a set of scores equals the square standard deviation) accounted for by each of the successful extracted factors (Cattell 1966: 245-276);
- The consideration of the total variance accounted for or “explained” by the factors (Kachigan, 1991: 1967:303);
- Child’s (1970:45) suggestion that factor-variable correlations of 0,30 and higher should be taken seriously when assessing the **degree to which each of the variables correlations with each of the factors** (Anastasi, 1982: 364; Guildford 1956:466-467; Kachigan 1991:243); and
- Factor-variable correlations of 0.30 and higher were taken seriously when assessing the perceptions of educators towards the impact of READ’s language programmes in respect of the five factors in this study.

#### 5.5.2.2 The reliability estimation of the questions/items in the educators’ questionnaire

The Chronbach correlation coefficient alpha formula was used to estimate the reliability of the selected sets of question (sub-tests) on which the factor analyses were based (see Anastasi, 1982:117, Ebel and Frisbie, 1991:85, and Nunnally, 1967:210). It provides a reliability estimate for sets of two or more construct indicators (Hair, Anderson, Tatham and Black, 1992:428).

## 5.6 QUALITATIVE RESEARCH METHOD

Qualitative research, according to Snape and Spencer in (Ritchie & Lewis, 1999:2), is defined as a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This implies that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. According to the above-mentioned, it can be concluded that in conducting qualitative research, different researchers, having researched the same issue and using the same information, can arrive at different conclusions or opinions.



Snape and Spencer (in Ritchie & Lewis, 1999:2), postulate that there is a fairly wide consensus that qualitative research is a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values etc.) within their social worlds. Bryman (1988:8), in his support of the above, notes that the way in which people who are being studied understand and interpret their social reality is one of the central motives of qualitative research. This definition by Bryman focuses on some key aspects of methodology as a defining characteristic of qualitative research (Mabala, 2006:3).

Phahlamohlaka (2003:81) states that qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. In this regard, Phahlamohlaka identifies examples of qualitative research methods such as action research, case study research and ethnography (Mabala, 2006:3).

While the above definitions of qualitative research still hold, some authors define qualitative research in terms of what it is not. For instance, Strauss and Corbin (1998:11) delineate qualitative research as any research not primarily based on counting or quantifying empirical material. They further postulate that the term “qualitative research” means any type of research that produces findings not arrived at by statistical procedures or other means of quantification.

Some data collection methods have also been identified with qualitative research, examples of which are observational methods, in-depth interviewing, group discussions, narratives, and the analysis of documentary evidence. These methods derive their results from responses by individuals or from observation of particular activities (Mabala, 2006:3).

### **5.6.1 Qualitative Research Designs**

Babbie and Mouton (2001:279) highlight three qualitative research designs namely ethnographic studies, case studies and life histories. The authors describe ethnography as the data of cultural anthropology that is derived from the direct observation of behaviour in a particular society. Handel (1988) (in Babbie and Mouton, 2001:281) defines a case study as an intensive, in-depth investigation of a single unit. Leedy (2001:157) states that “the purpose of a case study is to understand one-person situations or perhaps a very

small number of cases in great depth.” The focus is on one case or a few cases within its / their natural setting. It uses observations, interviews, written documents and / or audiovisual material as methods of data collection. The methods of data analysis used in case studies are categorization and interpretation of data in terms of common themes, and synthesis into an overall portrait of the case(s)”. Plummer (1988) (in Babbie and Mouton, 2001:283) defines life history research as “the full length book account of one person’s life in his or her own words” usually gathered over a number of years with gentle guidance from the social scientists, the subject either writing down episodes of life or tape-recording them.

READ Educational Trust is a case in this investigation as an intensive study has been conducted on Grade 4 educators’ opinions of its language programme and the extent to which it impacted on their classroom practices and professional development. The study also seeks to assess the impact of READ Educational Trust’s language programme on Grade 4 learners’ writing skills.

### **5.6.2 Sampling**

For the purpose of the quantitative research, a sample of 500 Grade 4 language educators was selected. The cases comprised mainly of educators who were involved in the implementation of intervention programmes offered by READ Educational Trust. This initial design of the sample had to be modified. Before distributing the questionnaires to the various project schools, the researcher discovered that unexpected expenses in the production of the questionnaires made it impossible to cover travel costs. As a result, one third of the numbering labels of the questionnaires were systematically selected, with a random start, for inclusion in the sample. Thus the sample for the study was reduced to about 150. Because the excluded educators were systematically omitted from the initial systematic sample, the remaining 150 educators could still be taken as reasonably representative of the study population. Following is a sample for the qualitative research.

The population of 80 schools that participated in the quantitative study was divided into three sub-groups according to the following categories:

- Category 1 = READ project schools in the urban areas
- Category 2 = READ project schools in the rural areas
- Category 3 = READ project schools in deep rural areas

A total number of twenty READ project schools were randomly selected as a sample for this study. A sample of eight schools was randomly selected from urban schools and a sample of nine schools was randomly selected from the rural schools. Three of the participating schools were randomly selected from deep rural schools. Schools were randomly selected from a population of 401 READ project schools. A number was assigned to each school and random numbers were generated and those schools were selected. About forty Grade 4 educators who participated in the quantitative study were involved in the qualitative research. Two Grade 4 educators per school were involved in both the quantitative and qualitative studies. The sample was representative and convenient to involve as 500 educators who participated in the quantitative study were randomly selected from a population of 401 READ project schools or a pool of 802 Grade 4 language educators. The Researcher managed to conduct 40 interviews through the assistance of two (2) research assistants.

Moreover, a sample of seven READ staff was randomly selected from a population of 44 READ coordinators. Basically, five READ trainers, two project coordinators and the training manager were included in the sample for the qualitative study. It was also imperative for the researcher to involve principal staff in the qualitative research in order to draw accurate data on the roll-out of READ's training programmes. The main idea was to link their responses to the findings of the quantitative study. It is also worth mentioning that the sample was representative and convenient for the researcher to conduct all the interviews herself.

### **5.6.3 Data Collection**

Structured one-on-one interviews were used as the data collection method. De Vos *et al.*, (2002:298), postulate that at the root of structured interviewing is an interest in understanding the experience of other people and the meaning they make of that experience. The researcher interviewed a total of forty Grade 4 language educators in order to understand each respondent's perception of READ's training programmes and to do an implementation / application analysis. Questions were asked one after the other. The researcher involved two research assistants during the qualitative research process.

### 5.6.3.1 Data collection procedure(s)

To facilitate the data collection process, the researcher requested permission from the provincial department of education in writing to conduct the study at the schools. The researcher was also given permission to visit the school principals to make arrangements to interview the two respondents attached to each school. The researcher also requested written permission from the school managers. However, all principals said that permission from the provincial Department of Education was sufficient and that the researcher was allowed to conduct research at schools. The interviews were conducted in English.

The researcher obtained verbal consent from all the participants to use the tape recorder to capture information that the researcher would otherwise forget, because the researcher ensured them anonymity.

The researcher requested the principals to organize a special classroom for that purpose to avoid any disturbances and to create an atmosphere that was conducive to making the respondents feel free to express their views. De Vos *et al.*, (2002:301) suggest that unstructured interviews can be exhausting and should not continue for more than an hour. Hence the researcher spent approximately 45 minutes with each respondent.

In the light of this, the researcher finished the interviews at each school within a day. The researcher took notes during the process as she was asking some open-ended questions.

### 5.6.3.2 Development of the interview schedule

The researcher developed an interview schedule for the qualitative study. The first part of the interview schedule was used to assess Grade 4 educators' ability to implement READ's training programmes as well as their general perceptions of the READ programme. The second part of the interview schedule was used to assess the business impact of the READ training programmes on organizational growth and sustainability. The researcher used the second part of the interview schedule to interview READ staff.

### 5.6.3.3 Content validation of the interview schedule

Section A of the interview schedule deals with level 3 of the conceptual framework, namely impact of READ’s training programmes on Grade 4 educators’ application/ implementation skills. The term “LLC” was used in the interview schedule so that Grade 4 educators could easily understand the questions. Grade 4 educators are used to the term “LLC” as READ’s language programmes were implemented in schools long before OBE was introduced in South African schools. The researcher interviewed Grade 4 educators who were involved in the implementation of the READ programme and Section B addresses level 4 of the conceptual framework namely, business impact. READ’s staff was interviewed to check whether the programme had any impact on READ’s growth and sustainability as a service provider or not. Content validation of section A of the interview schedule is presented first.

#### **SECTION A: GRADE FOUR (4) EDUCATORS**

<b>Content validation of the interview schedule</b>	<b>Reason for asking</b>	<b>Sources</b>
Question 1: Do you implement the READ programme as an alternative to your traditional language teaching practise or do you integrate the programme into traditional classroom practises?	To determine whether Grade 4 educators used the most effective methods for implementing the READ training programme or not.	Kirkpatrick, 1998:17; Glenny, 2005:14; Rae, 2004:5.
Question 2: Explain how you have been trained on the implementation of READ’s training programmes	To determine whether Grade 4 educators know what language teaching skills to apply and how to do it.	Kirkpatrick, 1998: 21; Rae, 2004: 2.
Question 3: In what ways did READ’s training programmes impact on your teaching practice?	To establish the extent to which change in behaviour has occurred because the participants attended READ’s training programmes.	Kirkpatrick, 1998: 20.

<b>Content validation of the interview schedule</b>	<b>Reason for asking</b>	<b>Sources</b>
Question 4: What are some notable changes at the school that could be attributed to READ?	To measure the actual results achieved by Grade 4 educators after going through READ’s training.	Brown and Seidner, 1998: 107.
Question 5: To what extent	To gauge Grade 4 educators’	Belzer, 2005:34.

has the READ training programmes had an influence on your own professional development?	reaction to READ's training programme in terms of their professional development.	
Question 6: What according to you, is the most significant influence the READ programme has had on the writing skills of Grade 4 learners?	To gauge Grade 4 educators' perceptions of the impact of READ's training programmes on Grade 4 learners' writing competences.	Kirkpatrick, 1998:20; Kirkpatrick, 1998:1.
Question 7: What does READ do to ensure that its training programmes are effectively implemented?	To assess the general coordination of READ's training programmes.	Kirkpatrick, 1998:170; Glenny, 2005:15.
Question 8: What type of incentives did you receive as a token of appreciation for your ability to implement READ's training programme?	To check whether Grade 4 educators were being rewarded for implementing READ's training programmes as one of the conditions for level 3 of the conceptual framework (ROI Model).	Kirkpatrick, 1998:21- 22.
Question 9: What writing skills as it relates to language teaching did you have to acquire on your own that READ's training did not provide?	To determine whether READ has to improve specific areas as identified in this study.	McNeil, 1985: 227; Kirkpatrick, 1998 :17,; Rae , 2004:3.
Question 10: On which teaching and learning theories are READ's training programmes based?	To determine whether READ's training programmes are based on some teaching and learning theories or not.	READ Educational Trust, 2006:10.
Question 11: What are the challenges facing you as READ managers and trainers?	To establish whether Grade 4 educators work in the right climate as one of the conditions for level 3 of the conceptual framework.	Kirkpatrick,1998:21; Monyai and Nieman; 2006:159,; Rae, 2004:6.



**SECTION B: READ STAFF**

Question 1: What does READ's mission statement say about the development, implementation and maintenance of training in schools?	To determine whether READ's mission statement articulates and take into account the diversity of general and public interests and values that are related to the concept of training.	A & A Guiding principles for Evaluators, 2004: 14, Basarab and Root 1992:4.
Question 2: How effective are the READ language programmes in achieving the aims and outcomes specified by the National Curriculum Statement?	To check whether READ's language programmes are effective in achieving the aims and outcomes specified by the National Curriculum Statement.	Basarab and Root, 1992:6; Brown and Seidner 1998:97; READ Educational Trust, 2006:3; READ Educational Trust 2000:27.
Question 3: What are some tangible or measurable results in the last three years of organisational success?	To establish whether READ has achieved tangible or measurable results through its training programmes or not.	Kirkpatrick, 1998: 3; Brown and Seidner 1998:106; Rae, 2004:6-7.
Question 4: What are the differences between READ's approach to language teaching and that of the traditional school?	To establish whether there are differences between READ's approach to language teaching and that of the traditional school or not.	READ Educational Trust, 2006:3.
Question 5: Which aspects of writing do READ cover at Grade 4 level?	To establish whether READ's training programmes cover all aspects of writing at Grade 4 level or not.	READ Educational Trust, 2000:35.
Question 6: How does READ ensure effective implementation of its training programmes?	To asses the general implementation of READ's training programmes.	Glenny, 2005:15; Kirkpatrick, 1998:17.
Question 7: Which system of monitoring does READ use to sustain its training programme?	To check whether READ has a monitory system in place to sustain its training programmes.	READ Educational Trust, 2006:10.
Question 8: What are some notable examples in the last three years of organizational success in acquiring new projects?	To assess the impact of READ's training programmes on organizational growth.	Brown and Seidner, 1998:106-107; READ Educational Trust, 2006:3.
Question 9: Tell me about the success stories linked to READ's language interventions in school.	To determine whether there are susses stories that could be linked to READ's language interventions in schools.	Brown and Seidner, 1998:106-107; READ Educational Trust, 2006:10.
Question 10: On which teaching and learning theories are READ's training programmes based?	To determine the basis as well as the nature of READ's training programmes.	READ Educational Trust, 2006:10.
Question 11: What are the challenges facing you as READ managers and trainers	To establish the challenges facing READ trainers and managers.	Kirkpatrick, 1998-21; Monyai and Nieman, 2006:159; Rae, 2004:6.

#### **5.6.4 Ethical Considerations**

Neuman (1997:443) stipulates that ethics define what is or is not legitimate to do, or what moral research procedure involves. Therefore, on the basis of this, the researcher considered all the ethical principles of research, namely voluntary participation, privacy, anonymity and confidentiality, avoiding deceiving the subjects and causing no emotional harm to the participants. To avoid emotional harm to the respondents, the researcher showed love and sympathy to some of the respondents who could not answer the questions properly during the interviews. For example, the researcher repeated some questions several times. The researcher sought permission from the respondents to make use of the tape recorder and still assured them of confidentiality and anonymity. Lastly, the researcher, consistent with the aim of the study, ensured them that the results of the study would be sent to the schools under investigation and would be discussed through the debriefing process only after the research report has been approved by the university. The driving goal was to have practical payoffs or uses of the results by the educators, educational planners and policy-makers and READ as the service provider. The provincial Department of Education would also receive a copy of the Research Report.

#### **5.6.5 Data Analysis**

According to Charles (1995:118), the purposes of data analysis are to describe the data clearly; identify what is typical and atypical of the data, bring to light differences, relationships and other patterns existing in the data; and ultimately answer research questions or test hypotheses. Babbie (1989:278) defines data analysis as how one observes and formulates one's analytical conclusions on the basis of the data collected. A researcher interprets the collected data for the purpose of drawing conclusions that reflect on the topic or problem under investigation. The researcher's analytical procedure was done in the following manner. Firstly, the researcher organized data and read all the respondent's answers and then identified categories, that is bigger sub-themes such as Grade 4 educators' perceptions on READ's training programmes, its impact on the development of Grade 4 learners' writing competencies, and others. These categories helped the researcher to understand the respondent's perceptions of READ's training programmes, their ability to apply the acquired knowledge, and their impact on READ's business as the service provider. Lastly, the researcher quoted the interview statements when discussing the results.



## 5.7 TIME SCALE AND RESEARCH DESIGN

A realistic time schedule is equally important for both qualitative and quantitative research. The time frame also forms an important aspect of the research design and methodology. The existence of deadlines typically necessitates careful budgeting of time (Gay, 1992:110). A time schedule ideally includes a listing of major activities or phases of the proposed study and a corresponding expected completion time for each activity. Such a schedule in a research plan enables the researcher to assess the feasibility of conducting a study within existing time limitations. It also helps the researcher to stay on schedule during the execution of the study. It is therefore very important for the researcher not to cut the time schedule too thin when developing the research design.

In this investigation, the research was conducted from the beginning of November 2005. The time-frame for this investigation was planned as follows:

- Fieldwork was done in November 2005 and the researcher aimed to distribute questionnaires to 150 language educators who were involved in the implementation of language programmes offered by READ;
- The educators completed all questionnaires by themselves and the researcher returned to the various schools and collected them. The collection of completed questionnaires was done by the end of November 2005;
- The researcher started with data analysis during the first quarter of 2006;
- Qualitative research was conducted in June 2007; and
- The researcher started with data analysis and interpretation of results in July 2007.

## 5.8 SETTING

Qualitative research was done in twenty primary schools of Limpopo. Forty Grade 4 language educators who participated in the quantitative study were involved in the qualitative research. READ's training manager, two project coordinators and five trainers participated in the qualitative study. In addition, the completion of questionnaires by 150 Grade 4 language educators was done in the quantitative study.

## 5.9 CONCLUSION

This fifth chapter covers important aspects of the research design and methodology such as design classification, the conceptual framework, selection of cases or sampling, methods of data collection, data analysis and time frames. This section also shows how the various aspects of the research design and methodology link to the research problems.

The next chapter deals with data analysis and the interpretation of results.

## 6.1 INTRODUCTION

In Chapter Five, the purpose of the study, content validation of measuring instruments, sampling methods, the use of the questionnaire and open-ended interviews as methods of data collection, as well as the research approach, were discussed. Descriptive and inferential statistics, such as factor analysis and analysis of variance, were also described as statistical procedures for data analysis. In this chapter, the analysis and interpretation of the results are provided. More specifically, the following aspects of the study are dealt with in detail:

- A discussion of the five factors identified in this study;
- The interpretation of data obtained on items associated with the impact of the READ programme on Grade 4 learners' writing competencies;
- A discussion of the significance of differences between the factor means of the group for each of the factors that contribute to the impact of the READ programme on Grade 4 learners' writing competencies; and
- A discussion of the results of the qualitative study.

Data collected using the questionnaire was captured for analysis using the Microsoft (MS) EXCEL computer programme. MS-EXCEL is a spreadsheet program that allows quality control checks to be set so that the data captured has minimal errors. Data captured by MS-EXCEL can be easily converted to various statistical programmes (such as SPSS and SAS) for analysis. The data were then cleaned of errors and prepared for further application by the SAS program as part of the statistical analysis. Initially, descriptive statistical techniques were applied to describe the sample of educators and to lay the foundation for the testing of the hypotheses for the study. Inferential statistics, such as Analysis of Variance (ANOVA), are used to test for differences or relationships among key variables. A principal component factor analysis with a Varimax rotation was used to identify the underlying factors among the items (questions) in the educator questionnaire. Other statistical procedures used are explained where appropriate. These results are presented and discussed in the following sections.

**Table 6.1 Biographical information of the educators who participated in the investigation**

Personal characteristics	Frequency	Percent
<b>Gender (V3)</b>		
Male	41	27.3
Female	109	72.7
Total	150	100
<b>Age Category (V4)</b>		
Less than 30 years	9	6.0
30-39 Years	52	34.7
40-49 Years	66	44.0
50-59 Years	21	14.0
60+ Years	2	1.3
Total	150	100
<b>Teaching Experience (V5)</b>		
≤ 10 years	56	37.3
> 10 years	94	62.7
Total	150	100
<b>Educational qualifications (V6)</b>		
< Grade 12	2	1.3
Grade 12	6	4.0
Post School diploma	64	42.7
B-Degree	29	19.3
Honours Degree only	15	10.0
Honours degree plus diploma/certificate	23	15.3
Masters or doctorate degree only	4	2.7
Masters or doctorate degree plus a Teacher's Diploma/Certificate	7	4.7
Total	150	100

Forty four percent of the respondents fell into the 40-49 years age category, followed by those in the 30-39 year category (34.7%). Only a few were older than 50 years (15.3%), while the smallest proportion of educators was under 30 years of age.

Age might affect the participation of Grade 4 language educators in training and development programmes such as those offered by organizations such as READ Educational Trust. For instance, older educators might show little interest in training and development programmes because they are basically at the sunset of their careers and are

therefore no longer interested in further staff development. On the other hand, younger educators might be energetic and enthusiastic to learn more to further their careers. This might also impact on the manner in which language programmes such as those offered by READ are implemented at the school level. The above finding suggests that the majority of Grade 4 language educators fall within the “30 to 49” years category. This finding could also influence their perception of the READ programme as they are still capable of implementing it more effectively.

With regard to teaching experience, the majority of Grade 4 language educators in this sample (62.7%) had been teaching for over ten years with only 37.3% of the respondents having teaching experience less than ten years.

When compared according to their highest qualifications, about 42.7% of the educators had a general qualification of M+3 (post school diploma) while 19.3% were graduates. About 1.3% of Grade 4 language educators have not attained matric, while 4.7% have masters or doctoral degrees plus a teaching diploma. The findings suggest that Grade 4 language educators in general are well qualified to implement the READ programmes in primary schools.

In addition to the analysis and interpretation of the qualitative results, a discussion of the qualitative results is presented in this chapter. A discussion and probable explanation of significant differences between the variables is also dealt with in the sixth chapter.

## **6.2 DESCRIPTION OF THE EDUCATION PHASES, LEARNING AREAS TAUGHT AND LANGUAGE USED FOR INSTRUCTION BY GRADE 4 EDUCATORS**

The distribution of Grade 4 educators by the education phase taught and other factors is presented in Table 6.2 below. This table shows that the highest proportion of respondents (68.7%) teach English language at the Intermediate Phase (which includes Grade 4 level), while 15.3% teach at the Foundation Phase, and 16.0% at the Senior Phase.

Given that the programme being evaluated in this study involved writing skills, it was encouraging to find that the highest proportion of Grade 4 educators teach the Languages learning area (32.0%). The distribution of the other learning areas offered is also provided in Table 6.2.

When asked to indicate the language they used for instruction, it was found that 62.0% of the Grade 4 language educators use English as a language of instruction. However, other South African languages are also commonly used for instruction in Grade 4. Details presented in Table 6.2 show that educators use Sepedi (10.7%), Xitsonga (8.7%), Afrikaans (6.0%), Tshivenda (4.7%), Isindebele and Setswana (2.7%), Isiswati (2.0%) and Isizulu (0.7%). Table 6.2 presents the descriptive statistics of education phase, learning area taught, and language used for instruction by Grade 4 educators.

**Table 6.2 Descriptive statistics of education phases, learning areas taught and language used for instruction by Grade 4 educators**

Variable	Frequency	Percent
<b>Education Phase taught (V8)</b>		
Foundation Phase	23	15.3
Intermediate Phase	103	68.7
Senior Phase	24	16.0
Total	150	100
<b>Learning Areas (V7)</b>		
Communication, Literacy & Language	48	32.0
Numeracy	10	6.67
Social Sciences	16	10.7
Natural Sciences	17	11.3
Arts and Culture	11	7.33
Economic and Management Sciences	16	10.7
Life Orientation	20	13.3
Technology	12	8.0
Total	150	100
<b>Language of instruction used (V9)</b>		
Afrikaans	9	6.0
English	93	62.0
Isiswati	3	2.0
Isindebele	4	2.6
Sepedi	16	10.7
Xitsonga	13	8.7
Tshivenda	7	4.7
Setswana	4	2.7
Isizulu	1	0.6
Total	150	100

Table 6.2 above indicates that more than 30% of the educators surveyed were not teaching in the Intermediate Phase. The reason for this is that primary school educators also do subject teaching and they were not given the opportunity to mention more than one option. Basically, this is a limitation of the questionnaire as a data collection tool because it did not make provision for the respondents to make mention of more than one option. The same reason applies to the 70% of Grade 4 educators who appears as if they were not teaching the Languages learning area. In the light of this explanation, one would

say that all the respondents were actually involved in the implementation of READ's training programmes in schools.

The respondents' involvement in the implementation of READ's training programmes was also confirmed by the findings of the qualitative research. The same respondents who participated in the quantitative study were involved in the qualitative research and they clearly indicated that they were teaching the Languages learning area at the Intermediate Phase.

The data in Table 6.2 also indicate that 62% of educators used English as a medium of instruction. In fact, all Grade 4 language educators were expected to implement the READ programme in English as language development was the underlying objective of the programme of interest, however, is that both the literature review in the second chapter and the findings of the qualitative research clearly shows that the majority of Grade 4 educators mentioned that English as a medium of instruction is a barrier to the implementation of READ's training programmes in schools.

Table 6.3 below indicates the distribution of Grade 4 educators by type of school, post level held and their classification of learners' writing skills.

**Table 6.3 Distribution of Grade 4 educators by type of school, post level held and classification of learners' writing skills**

Personal characteristic	Frequency	Percent
<b>Type of school (V10)</b>		
Primary school	119	79.9
Combined school	30	20.1
Total	149	100
<b>Post Level (V11)</b>		
Principal	12	8.0
Deputy Principal	19	12.7
Head of Department	39	26.0
Educator	80	53.3
Total	150	100
<b>Medium of instruction (V12)</b>		
English	134	89.3
Afrikaans	16	10.7
Total	150	100
<b>Classification of level of grade 4 learners' writing skills (V13)</b>		
Excellent	46	30.7
Good	81	54.0
Average	23	15.3
Total	150	100

\* Missing frequency=1

Participation in the READ programme would have been negatively affected if educators had too many other responsibilities. The results indicated that 53.3 % were serving as educators, 26% as Heads of Department, 12.7% as Deputy Principals and 8% as School Principals. It appears that 20% of the educators were either Principals or Deputy Principals. This might have affected the general implementation of READ's training programmes as these educators were involved in other management activities, which could also have impacted on their perceptions of the READ language programme.

Asked about their own personal assessment of the level of writing competence amongst their learners, about 30.7% of Grade 4 language educators classified the level of the learners' writing skills as excellent, 54% as good and 15.3% as average. Interestingly, none of the educators classified the level of Grade 4 learners' writing skills as poor. It



appears that Grade 4 educators rated the impact of READ's training programmes on Grade 4 learners' writing competencies from 'average' to 'excellent'.

A discussion of the results of the factor analysis is presented in the next section.

### **6.3 REPORTING AND DISCUSSING THE RESULTS OF THE FACTOR ANALYSIS**

For the purpose of this study, factor analysis was designed to help the researcher answer the first research question, namely what is the impact of a teaching and learning programme intervention offered by service providers such as READ Educational Trust on Grade 4 learners' writing competencies and what influence does it have on the classroom practices and professional development of educators who were involved in the application of such programmes?

A principal component factor analysis procedure with a Varimax rotation was applied. Discussion of the factor analysis procedure is provided in the methodology chapter. The items that had the highest loading on each factor were identified and are presented in Table 6.4 below. The description of the factors is done using the content of each item that is loaded on a given factor. The first sub-section deals with outcomes of the first order (generation) factor analysis.

#### **6.3.1 Outcomes of the First Order (Generation) Factor Analysis**

A first order factor analysis was done as an exploratory procedure to identify all the potential factors. Initially a twelve-factor solution was obtained. According to the correlation matrix of the rotated factor patterns of the 68 items, it appeared that the responses of educators could best fit into twelve diverse clusters or categories. The twelve isolated factors explained close to 38.06 percent of the total variance and produced eigenvalues of 18.30, 4.59, 2.57, 2.28, 1.75, 1.56, 1.39, 1.24, 1.18, 1.15, 1.03 and 1.01 respectively. The scree test as well as the calculated Eigenvalues confirmed the dominance of the twelve factors, which are:

- Factor 1: Impact of READ's programme on language teaching and learning;
- Factor 2: Acquisition of writing skills;
- Factor 3: Impact of programme on staff development;
- Factor 4: Availability of school resources;
- Factor 5: School effectiveness and language teaching and learning;

- Factor 6: Impact of programme on school climate;
- Factor 7: Language learning;
- Factor 8: Lack of school resources;
- Factor 9: School rating in terms of language development;
- Factor 10: Application of language skills;
- Factor 11: The relationship between school resources and performance; and
- Factor 12: Management support.

A description of the twelve factors is presented in Table 6.4.

**Table 6.4 Description of the factors (1<sup>st</sup> order factor analysis)**

Factor	Items with highest loadings	Description
1	V17, V19, V21, V14, V30, V22, V29, V15, V39, V28, V27, V26, V49	Impact of programme on language teaching and learning
2	V41, V42, V45, V37, V34, V38, V36, V40	Acquisition of writing skills
3	V35, V25, V20, V24, V56, V16, V32, V18, V51, V44	Impact of programme on staff development
4	V63, v64, v62, v68, v65	Availability of school resources
5	V60, V52, V59, V48, V58	School effectiveness and language teaching and learning
6	V57, V53, V55, V33	Impact of programme on school climate
7	V46, V47, V43	Language learning
8	V66, V67	Lack of school resources
9	V61, V70	School rating in terms of language teaching and learning
10	V23, V54	Application of language skills
11	V69, V50	The relationship between school resources and performance
12	V36, V31	Management support

Table 6.5 indicates the amount of variance explained by each of the twelve factors revealed by the first order factor analysis. These twelve factors explained close to 38.05 percent of the total variance. Details are presented in Table 6.5.

**Table 6.5 The Variance Explained, Eigenvalues and Cronbach's alpha for the Twelve Factors**

Factor	Variance explained	Eigenvalue	Cronbach's Alpha
1	18.298	18.2983232	0.907
2	4.588	4.5880186	0.882
3	2.567	2.5668975	0.891
4	2.288	2.2884780	0.724
5	1.752	1.7523514	0.795
6	1.557	1.5571210	0.782
7	1.386	1.3857449	0.702
8	1.245	1.2453276	0.755
9	1.183	1.1830277	0.671
10	1.147	1.1468097	0.573
11	1.033	1.0333787	0.297
12	1.011	1.0108099	0.517

Based on the outcomes of the first order (generation) factor analysis, a decision was taken to extract only five factors using the same factor extraction and rotation procedures.

### **6.3.2 Outcomes of the Second Order (Generation) Factor Analysis**

An item was allowed to be associated with only one of the factors by selecting the items in each factor that had the highest loading. A scree plot that graphically indicated the main factors was used to interpret the results. Details of the loading of each item to its respective factor are summarized in Table 6.4, and each factor is described in Table 6:6.

**Varimax Rotation (Rotated factor loadings representing five factors)**

**Table 6.6 Results of the second order Principal Component factor analysis**

Item number and description	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
V14 Impact of READ's language programmes on language teaching	0.769	-0.141	-0.041	-0.097	-0.011
V15 Correlation between READ's method of training and the improvement of language teaching skills	0.662	0.205	0.124	0.089	0.145
V16 Relationship between READ's course content and language development	0.688	0.159	-0.048	0.183	0.047
V17 Impact of READ's language programme on Grade 4 educator's ability to use assessment skills	0.632	0.195	0.041	0.073	-0.036
V19 Impact of READ's training programme on personnel development	0.635	-0.030	0.293	0.059	-0.079
V20 Correlation between READ's training programme educator's professional growth	0.725	-0.193	0.032	0.034	0.096
V21 Attendance of READ's workshop and of language development	0.582	0.214	-0.177	-0.050	0.170
V24 Relationship between READ's language programme and the quality of language teaching	0.583	0.108	-0.078	-0.106	0.237
V25 Impact of READ's language programme on the improvement of vocabulary	0.552	0.352	-0.040	0.030	0.221
V27 Impact on READ's language programme on the acquisition of writing skills	0.505	0.385	0.012	-0.023	0.304
V28 Impact on READ's language programmes on Grade 4 learners ability to write words	0.501	0.293	0.147	0.042	0.257
V30 Impact of READ's language programmes on the development writing skills	0.587	0.162	-0.058	0.019	0.280
V31 Impact of READ's language programmes on Grade 4 learner's writing competences	0.585	0.273	0.104	0.075	0.055
V50 Relationship between READ's language programme and the improvement of language teaching	0.612	0.127	0.094	-0.203	0.200
V51 Impact of READ's language programme on the overall improvement of language teaching	0.509	0.171	0.048	-0.099	0.576
V52 Relationship between READ's language programme and educator performance in terms of language teaching	0.408	0.410	0.177	-0.026	0.309
V56 Impact of READ's language programme on the creation of a positive classroom atmosphere	0.631	0.151	-0.040	-0.042	0.337
V22 Impact of READ's training programmes on Grade 4 language educator's ability to use assessment techniques	0.710	0.238	-0.167	-0.023	0.016
V68 READ's language programme has contributed to excellent language development	0.533	0.203	0.188	-0.052	0.367
V34 Impact of READ's language programme on Grade 4 learner's ability to write meaningful paragraphs	0.324	0.655	0.047	0.141	0.026
V35 Impact of READ's language programme on Grade 4 learner's ability to use prepositions correctly in the writing process	0.287	0.558	0.096	0.166	0.263
V36 Impact of READ's language programmes on Grade 4 learner's ability to use adjectives correctly in the writing process	0.312	0.604	0.001	0.180	0.009
V37 Impact of READ's language programme on Grade 4 learner's ability to use pronouns correctly in the writing process	0.362	0.655	0.029	0.004	0.094
V38 Impact of READ's language programme on Grade 4 learner's ability to use the adverbs correctly in the writing process	0.142	0.639	0.058	0.109	0.402
V40 Impact of READ's language programmes on Grade 4 learner's ability to use punctuation marks correctly in sentences	0.300	0.592	0.042	0.016	0.053
V41 Impact of READ's language programme on Grade 4 learner's ability to differentiate between proper nouns and pronouns	0.235	0.782	0.068	0.069	-0.037
V42 Impact of READ's language programme on Grade 4 learner's ability to know prepositions and adjectives	0.069	0.740	-0.013	-0.098	-0.144
V54 Management support	0.101	0.586	0.192	-0.087	0.299
V57 School climate is conducive to language teaching	0.107	0.535	0.110	-0.254	0.022
V58 Our school is the most effective in terms of language teaching in the province	0.135	0.567	0.390	0.135	0.275
V59 Our school is more effective than most schools in the province	0.256	0.498	0.453	0.062	0.018



V70 READ's language programme worsened language development in class	-0.148	0.308	0.042	0.654	-0.237
<b>Item number and description</b>	<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>	<b>Factor 4</b>	<b>Factor 5</b>
V26 Impact of READ's language programme on language development in general	0.588	0.350	0.087	0.111	0.048
V29 Relationship between READ's training programmes and staff development	-0.036	0.229	0.673	-0.017	0.258
V32 Impact on READ's language programme on the improvement on Grade 4 learner's handwriting	0.530	0.072	0.488	0.123	0.181
V33 Impact of READ's language programmes on Grade 4 learner's ability to write and design texts	-0.021	0.186	0.740	-0.014	0.072
V39 Impact on READ's language programme on language development	0.051	0.248	0.612	-0.030	0.251
V43 Impact of READ's language programme on Grade 4 learner's ability to give opinions and express feelings in writing	0.144	0.227	0.694	0.031	-0.134
V44 Impact of READ's language programmes on Grade 4 learner's writing competences	0.067	0.190	0.728	-0.067	-0.008
V45 Impact on READ's language programme on Grade 4 learners ability to write stories	0.270	0.116	0.728	0.006	0.053
V47 Impact of READ's language programmes on the development of writing skills	-0.062	0.083	0.610	0.163	0.245
V48 Relationship between READ's language programme and the mastery of writing skills	0.578	0.227	0.346	-0.100	0.198
V49 Impact of READ's language programme on Grade 4 learner's performance in writing	0.459	0.243	0.352	-0.017	0.054
V18 Correlation between READ's language programme and professional growth	0.011	0.108	0.611	0.115	0.177
V23 Impact of READ's training programme and educator's ability to apply the acquired teaching skills	-0.051	0.213	-0.034	0.654	-0.155
V46 Impact of READ's language programme on Grade 4 learner's ability to do sequencing.	0.034	0.263	0.213	0.494	0.011
V53 Correlation between educator involvement in READ's training programmes and the improvement of language teaching	-0.147	0.179	0.117	0.561	-0.089
V55 Impact of READ's language programme on the creation of a positive classroom environment	0.550	-0.091	0.087	0.395	0.027
V61 Our school is less effective than most schools in the province	-0.041	0.030	0.404	0.459	0.482
V62 Our school is amongst the least effective schools in the province	-0.229	0.087	-0.014	0.5088	0.479
V63 Relationship between the availability of school resources and school effectiveness	-0.15	0.146	0.111	-0.009	0.697
V64 Availability of resources and language teaching	0.011	0.214	0.174	0.137	0.779
V65 Our school is about as resourced as other schools	0.151	-0.082	0.014	0.081	0.610
V66 Minimal school resources	0.081	0.150	-0.140	-0.114	0.774
V67 Lack of school resources	-0.096	0.093	0.022	0.247	0.835
V60 Our school is more effective as other schools in the province	0.081	0.445	0.265	-0.164	0.367
V69 READ's language programme has contributed to average performance in terms of language development	0.336	0.001	0.067	0.406	0.314
Variance explained by each factor	13.695	6.779	3.424	2.901	2.695
Eigenvalues	18.29831	4.58801	2.56689	2.28848	1.75235
Final communality estimates		29.494			
Total variance explained by factors		29.49%			
Cronbach Alpha reliability coefficient		0.702			

To resolve the issue of items correlating highly with items representing other factors, a second-order rotated factor loading was performed on the remaining variables. The results are illustrated in Table 6.7 below.

**Table 6.7 Description of the five factors**

Factor	Items with highest loading	Description
Factor 1	V14, V15, V16, V17, V19, V20, V21, V24, V25, V27, V28, V30, V31, V50, V51, V52, V56, V22, V68	Grade 4 educators' opinions of the READ training programme
Factor 2	V34, V35, V36, V37, V38, V40, V41, V42, V54, V57, V58, V59, V70, V26	Impact of programme on school effectiveness
Factor 3	V29, V32, V33, V39, V43, V44, V45, V47, V48, V49, V18	Impact of programme on Grade 4 learners' writing competencies
Factor 4	V23, V46, V53, V55, V61	Impact of READ's training method on Grade 4 educators' ability to apply the acquired knowledge
Factor 5	V62, V63, V64, V65, V66, V67, V60, V69	School Resources

The results provide evidence of construct validity by showing that items loaded significantly to the respective factors were in actual fact measuring the underlying attribute. Table 6.6 indicates that five factors were revealed by the second order factor analysis in this study, namely:

- Factor 1: Grade 4 educators' opinions of the READ training programme;
- Factor 2: Impact of READ's training programmes on school effectiveness;
- Factor 3: Impact of READ's training programmes on Grade 4 learners' writing competencies;
- Factor 4: Impact of READ's training method on Grade 4 educators' ability to apply the acquired knowledge; and
- Factor 5: School resources.

The five factors explained close to 29.49 percent of the total variance (see Table 6.6) and produced Eigenvalues of 18.298, 4.588, and 2.567, 2.288 and 1.752, respectively.

**Table 6.8 The Variance Explained, Eigenvalues and Cronbach Alpha reliability coefficient calculated for five Hypothetical Factors**

Factor	Variance explained	Eigenvalue	Cronbach's Alpha
1	13,695	18.29831	0.922
2	6,779	4,58801	0.866
3	3,424	2.56689	0.885
4	2,901	2.28848	0.747
5	2,695	1.75235	0.735

### 6.3.3 A Discussion of the Factors Extracted during the Second Order Analysis

The first factor identified and illustrated in Table 6.6 consists of 19 items and was named “Grade 4 educators’ opinions of the READ training programme factor”, with a Cronbach-Alpha reliability coefficient of 0.922. Factor one was meant to assess the reaction of Grade 4 educators towards READ’s training programme. Reaction measures satisfaction of programme participants along with their plans or ability to apply what they have learned. Thus reaction or client satisfaction is the first level of the ROI model that has been used in this investigation.

Factor two, consisting of 14 items in Table 6.6, was named “Impact of READ’s training programmes on school effectiveness”, with a Cronbach-Alpha reliability coefficient of 0.866.

This factor was meant to determine whether READ’s training programmes yielded some results in the project schools. Business impact can be defined as the final results that occurred because the participants attended the programme (Kirkpartrick, 1998:23). Business impact or results is the fourth level of the conceptual framework that has been used in this investigation.

The third factor identified and illustrated in Table 6.6 consists of 11 items and was named “Impact of READ’s training programmes on Grade 4 learners’ writing competencies”, with a Cronbach-Alpha reliability coefficient of 0.885. The third factor was used to measure the perceptions of educators towards the impact of READ’s language programmes in terms of Grade 4 learners’ writing competencies. In other words, this

factor was used to gauge Grade 4 educators' perceptions towards the extent to which learning has occurred. Learning is the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of being exposed to a programme (Kirkpartrick, 1998:20). Learning is the second level of the conceptual framework that has been used in this study.

Factor Four, consisting of 5 items in Table 6.6 was named "Impact of READ's training method on Grade 4 educators' ability to apply the acquired knowledge", and had a Cronbach-Alpha reliability coefficient of 0.747. The fourth factor was used to assess the impact of READ's training method on Grade 4 language educators' ability to apply or implement the acquired knowledge. Application or implementation is related to the extent to which change in behaviour has occurred (Kirkpartrick, 1998:20). Application or implementation is the third level of the ROI model that has been used in this study.

The fifth factor identified and illustrated in Table 6.6 consists of 8 items and was named school resources, with a Cronbach-Alpha reliability coefficient of 0.735. The fifth factor was meant to check whether project schools were well resourced or not. It is very important to determine the availability of school resources when conducting programme evaluation. In other words, the fifth factor was meant to determine whether the school climate was conducive to the implementation of READ's training programmes or not.

#### **6.3.4 Interpretation of the Results**

This section deals with the comparison of mean factor scores to gender of educators. A discussion of the reasons that might have contributed to the results on gender as a variable is also presented in this section. The main focus is on the five factors, namely Grade 4 educators' opinions of the READ's training programme, impact of programme on school effectiveness, impact of programme on Grade 4 learners' writing competencies, impact of READ's training method on Grade 4 educators' ability to apply the acquired knowledge and school resources. The 5-factor analysis explains almost 30% of the variance in the total responses. Details are presented in Table 6.9.



**Table 6.9 Comparison of Mean Factor Scores to Gender of the Educator**

Factor	Mean scores			F-Value	P-Value
	Female (N=108)	Male (N=41)	Total		
MF 1	3.92	3.57	3.82	15.92	0.0001
MF 2	3.65	3.47	3.60	4.25	0.0411
MF 3	3.82	3.43	3.71	16.30	<0.0001
MF 4	3.85	3.50	3.75	12.10	0.0007
MF 5	3.39	3.19	3.24	3.13	0.0789

\*Significant at 0,05 ( $p > 0,01$  but  $p < 0,05$ )

When the mean factor scores were compared by the gender of the educator, there was evidence of statistically significant differences at 0.05 level of significance in all the factors except for the mean of factor five, namely school resources. The probability values (p-values) associated with the F-values should be less than or equal to 0,05 for the mean score differences to be significant. Female educators had consistently higher mean scores than male educators in all the five factors. In this study, factor variable-correlations of 3.00 and higher are taken seriously when assessing the perceptions of Grade 4 educators towards the impact of READ's language programme on their opinions in terms of language teaching as well as its impact on Grade 4 learners' writing competencies.

Using the data in Table 6.9, it follows that there is a statistically significant difference at a 0,05 significance level between factor mean scores of male and female educators in respect of factor one, which is Grade 4 educators' opinions of the READ programme. Female educators had consistently high mean scores (3.92) than their male counterparts (3.57) in this factor. A possible explanation could be that the READ programme has impacted differently on female and male educators' opinions as shown in Table 6.9. It might also imply that male educators were making realistic judgements of the READ programme than their female counterparts in this investigation.

It would appear that both male and female educators have a positive reaction towards READ's training programmes as illustrated in Table 6.9. A total factor mean score of 3.82 has been obtained by both male and female educators in respect of factor one, namely Grade 4 educators' opinions of the READ training programme. It is very important to gauge customer satisfaction when conducting programme evaluation.

Organizations with high customer satisfaction have great potential for growth and sustainability.

Using the data in Table 6.9, it follows that there is a statistically significant difference at a 0,05 significance level, between the factors mean scores of male and female educators in respect of factor two, namely impact of READ's training on school effectiveness. Female educators had consistently higher mean scores (3.65) than their male counterparts (3.47). The data suggest that male and female educators have different perceptions of the impact of READ's language programme on school effectiveness in primary schools. The differences could be attributed to their general perceptions of the READ programme on school effectiveness.

In respect of factor three, namely impact of programme on Grade 4 learners' writing competencies, female educators obtained a mean score of 3.82 whilst male educators obtained a mean score of 3.43. The results suggest that male and female educators have different views of the impact of READ's programme on Grade 4 learners' writing competencies. The results also show a statistically significant difference between male and female educators in respect of factor two, namely impact of programme on writing. An explanation for these differences could be that female and male educators held different views of the READ programme in this study. It would also appear that the READ programme might have impacted differently on female and male educators' opinions in respect of factor three, namely impact of programme on Grade 4 learners' writing competencies.

In respect of factor four, namely, the impact of READ's training method on Grade 4 educators' ability to apply the acquired knowledge, female educators obtained a mean score of 3.85 while male educators obtained a mean score of 3.50. The results show that this is a statistically significant difference. The data also suggest that male and female educators held different views regarding the impact of READ's training method on their ability to implement or apply the acquired knowledge in the classrooms. These findings also imply that READ training method might have impacted differently on Grade 4 educators' ability to apply the acquired knowledge in the classroom.

There is no statistically significant difference between the factor mean scores of male and female educators in respect of factor five, namely school resources. Female educators had

a mean score of 3.39 whilst their male counterparts obtained a mean score of 3.19. A total factor mean score of 3.24 has been obtained by both male and female educators in respect of factor five. However, the findings of the qualitative study clearly show that rural and deep rural schools are not well-resourced.

A discussion of mean factor scores by location of school follows.

**Table 6.10 Comparison of mean factor scores by location of school**

<b>Factor</b>	<b>Rural (N=83)</b>	<b>Urban (N=60)</b>	<b>Total</b>	<b>F- Value</b>	<b>P- Value</b>
MF 1	3.92	3.71	3.82	6.31	0.0131
MF 2	3.71	3.47	3.60	9.22	0.0028
MF 3	3.82	3.58	3.71	6.84	0.0098
MF 4	3.86	3.62	3.75	6.07	0.0149
MF 5	3.27	3.21	3.24	0.34	0.5600

\*Significant at 0,05 ( $p > 0,01$  but  $p < 0,05$ )

When compared by the location of the school, there were statistically significant differences at a 0.05 level of significance in all the factors except for school resources. Educators from rural schools had consistently higher mean scores than those from urban schools. It is important to determine whether or not the READ programme has impacted differently on urban, rural, female and male rural educators' perceptions in respect of all the factors. It is equally imperative to determine why these differences occur so that READ Educational Trust and similar service providers could be able to address the differences during the implementation of future intervention programmes.

Using the data in Table 6.10, it follows that there is a statistically significant difference at a 0,05 significance level between the factors mean score of educators from rural and urban schools in respect of factor one, namely Grade 4 educators' opinions of the READ training programme. Educators from rural schools had a mean score of 3.92 whilst educators from urban schools had a mean score of 3.71. A total factor mean score of 3.82 have been obtained by both educators from rural schools and those from urban schools.

The above data suggest that educators from rural and urban schools have different perceptions of the impact of READ's language programme in respect of factor one,

namely Grade 4 educators' opinions of the READ programme. It would also appear that the READ programme might have impacted differently on Grade 4 educators' perceptions in respect of factor one, namely Grade 4 educators' opinions of the READ programme.

Using the data in Table 6.10, it follows that there is a statistically significant difference at a 0,05 level of significance, between the mean factor scores of educators from rural schools, and those of educators from urban schools in respect of factor two, namely impact of programme on schools effectiveness. Educators from rural schools obtained a mean score of 3.71 whilst educators from urban schools obtained a mean score of 3.47. A total factor mean score of 3.60 has been obtained by both educators in respect of factor two.

The data in Table 6.10 suggest that educators from rural and urban schools had different perceptions of the impact of READ's language programme in respect of factor two, namely impact of programme on school effectiveness. It might also imply that the READ programme has impacted differently on educators from rural and urban schools in respect of factor two, namely impact of programme on school effectiveness.

Table 6.10 indicates that there is a statistically significant difference at a 0,05 level of significance between the factor mean scores of educators from rural schools and those of educators from urban schools in respect of factor three, namely impact of programme on Grade 4 learners' writing competencies. Educators from rural schools obtained a mean score of 3.82, whilst educators from urban schools obtained a mean score 3.58 in respect of factor three namely, impact of programme on Grade 4 learners' writing competencies. A possible explanation for this could be that educators from rural and urban schools held different views of the READ programme in respect of factor three, namely impact of programme on Grade 4 learners' writing competencies. It would also appear that the READ programme has impacted differently on the above-mentioned educators' perceptions in respect of factor three. Another explanation for these differences could be that educators from rural schools were making realistic judgements of the READ programme than those in the urban schools.

Worth mentioning is the fact that a total mean factor score of 3.71 have been obtained by both educators from rural schools and those from urban schools. The results suggest that both educators from rural and urban schools have positive perceptions of the impact of

READ's language programme in respect of factor three, namely impact of programme on Grade learners' writing competencies. This is a very important finding to note because the general aim of this research was to determine Grade 4 educators' experiences with a READ Educational Trust training programme and the extent to which it has impacted on their classroom practices and professional development. The study also seeks to assess the impact of a teaching and learning intervention programme offered by service providers such as READ Educational Trust on the writing performance of Grade 4 learners.

Table 6.10 indicates that there is a statistically significant difference at a 0,05 level of significance between the mean factor score of educators in rural and urban schools in respect of factor four, namely impact of READ's training method on Grade 4 educators' ability to apply the acquired knowledge. Educators from rural schools obtained a mean score of 3.86 and those in urban schools obtained a mean score of 3.62. A total mean factor score of 3.75 has been obtained by educators from urban and rural schools in respect of the fourth factor. An explanation for these differences could be that educators from rural and urban schools held different views of the impact of READ's training method on their ability to apply the acquired knowledge. It might also imply that the READ programme has impacted differently on educators from rural schools and those from urban schools.

Based on the above findings, one would argue that both educators in rural schools and those in urban schools have positive perceptions of the impact of READ's training method on language teaching and learning. It would appear that READ's training method is still relevant to the enhancement of effective language teaching and learning in primary schools.

In respect of factor five, namely, school resources, there is no statistically significant difference between the mean factor scores of educators in rural schools and those of educators in urban schools. Educators in rural schools obtained a mean score of 3.27 and those in urban schools obtained a mean score of 3.21. A total mean factor score of 3.24 has been obtained by both educators in rural and urban schools in respect of factor five, namely, school resources. An explanation for these results could be that educators from rural schools held the same view as educators from urban schools in respect of factor five, namely school resources.

The data also suggest that both educators in rural and urban schools agree that there is a correlation between effective implementation of language programme and the availability of resources in schools. This finding is supported by the literature in chapter three when it indicates that school factors contribute to organizational effectiveness and sustainability (Armstrong, 1996: 223).

This completes the discussion of mean factor scores by Gender of the Educator and the Location of School in respect of the five factors, namely Grade 4 educators' opinions of the READ programme, impact of programme on school effectiveness,, impact of programme on Grade 4 learners' writing competencies, impact of READ's training method on language teaching and learning and school resources. It is anticipated that the above findings would enable READ Educational Trust to identify effectively its focus areas when implementing its language programmes within the South African context.

### **6.3.5 Results of the Qualitative Investigation**

This section analyses the results or findings of the qualitative research process that the researcher gathered from Grade 4 language educators who were involved in the implementation of READ's training programmes in schools. In other words, it covers all their opinions and experiences regarding the general implementation of READ's training programmes. The researcher has also included the results from READ' staff, which cover their opinions and experiences regarding critical issues such as the relevance of READ's mission statement to the development of training programmes and evaluation strategies.

#### **6.3.5.1 Results of the qualitative research**

A discussion of the results from Grade 4 educators is presented first.

#### **6.3.5.2 Discussion of results: Grade 4 educators**

When the respondents were asked whether READ's training programme should be regarded as an 'added on' activity or as an integrated component of the learning area curriculum, the majority of the respondents, as illustrated in Table 6.12, mentioned that the programme was integrated into the current curriculum. An explanation for this

positive finding could be that READ's training programmes are based on the National Curriculum Statement as the concept of integration is central to the latter. Only two respondents (R1.4 and R 1.19) (see Table 6.12), mentioned that the READ programme was applied as an alternative to the existing curriculum. Interesting, however, is that twenty-one respondents mentioned that books formed part of the tuition material. A probable explanation for this finding could be that the provision of resources is one of READ's critical functions. It would also appear that the provision of resources assisted Grade 4 educators in integrating READs' training programmes into the current curriculum. Another interesting finding to mention is that nine respondents (R2.3, R2.4, R1.8, R2.13, R2.14, R1.6, R1.17, R2.17 and R2.19) (See Table 6.12), indicated that Grade 4 learners were actively involved during the integration process. A possible explanation for these responses could be that READ's training programmes are OBE-based. Learner participation is one of the principles of outcomes-based education. Surprisingly, one respondent (1.5) mentioned that Grade 4 educators interpreted pictures as they integrated READ's training programmes into the current curriculum. An explanation for these responses is that READ's approach to language teaching encourages educators to start with the interpretation of pictures from the cover of the book.

The study shows that from the forty respondents, who were interviewed at the twenty different schools, thirty seven of them mentioned that READ's training programmes are not an 'added on' activity as they are an integrated component of the learning area curriculum. Educator 1 of School 1 said "*We integrate the READ programme into the traditional teaching practices*" (sic).

This also concurs with the researcher's experience during this project and the literature review in the Fourth Chapter. For example, Du Plessis (2002:18) postulates that READ's training programmes incorporate all the theoretical foundations of learning, language acquisition and literacy acquisition, which makes it easy to integrate into the current curriculum. In addition, Rae (2004:5) stipulates that it is important to determine whether the participants used the most effective methods to implement the training programme or not.

In the light of the above findings, one would say that READ's training programmes are not an 'added on' activity as they are integrated into the curriculum. This finding addresses the first research sub-question, namely how are supplemental language

programmes structured in order to support and complement formal classroom teaching and learning environment?

**Table 6.11 Coding system explaining the implementation of the READ programme as an alternative to the traditional method of language teaching or as an integration to the traditional classroom practices**

Response	Code
We integrate READ into the traditional classroom practices	IRT
We implement the READ programme as an alternative	IRA
Books were supplied to enhance the integration	IBS
Learners were active during the integration process	ILA
Educators interpret pictures	EIP
Learners are able to work independently	LWI

**Table 6.12 Frequency explaining the implementation of the READ programme as an alternative to the traditional method of language teaching or as an integration to the traditional classroom practices**

Response	Code	Frequency
We integrate READ's training programmes into the traditional classroom practices	IRT	1.2,2.1.,1.3, 1.4, 2.2, 2.3, 2.4,1.5, 2.5,1.6, 2.6, 1.7,2.7, 1.8, 2.8,1.9,2.9, 1.10, 2.10, 1.11,2.11, 1.12, 2.12, 1.13, 2.13,1.14, 2.14, 1.15, 2.15, 1.16, 2.16, 1.17, 2.17, 1.18, 2.19, 1.20, 2.20.
We implement the READ programme as an alternative	IRA	1.4,1.19;
Books were supplied to enhance the integration	IBS	1.2,1.3,1.5, 1.9,2.4, 2.5, 2.9, 2.10, 1.11, 2.11, 1.12, 1.13, 1.14, 1.16,2.16,1.17,1.18, 2.18, 1.19,1.20, 2.20
Learners were active during the integration process	ILA	2.3, 2.4, 1.8, 2.13, 2.14, 1.6,1.17, 2.17, 2.19,
Educators interpret pictures	EIP	1.5
Learners are able to work independently	LWI	1.17, 2.17, 2.18, 2.19, 1.20, 2.20,

When respondents were asked whether READ's training has impacted on their application skills, the majority of the respondents as illustrated in Table 6.14, mentioned that the programme has impacted on their application or implementation skills. An explanation for these findings could be that the implementation of READ's training programmes is the core function of READ as a service provider. Educators are trained in such a way that they are able to apply the acquired knowledge in the classroom. Only five respondents (R2.1, R1.13, R 2.13, R 1.14 and R 2.17) (see Table 6.14), mentioned that they needed more training. What is amusing though is that eighteen respondents indicated that the READ's training programme encourage the involvement of the educator and the learners. Of interest,



however, is that twelve respondents indicated that READ's language programmes replace the traditional method of teaching as they are learner-centered. A possible explanation for these findings could be that READ's training programmes are OBE-based as indicated earlier on. In addition, eight of the respondents (R1.1, R2.1, R1.2, R2.2, R 1.7, R 2.16, R 1.18, and R 1.20) (see Table 6.14), indicated that READ provided them with the training manuals. What is fascinating to note though is that ten of the respondents (R1.3, R2.4, R2.1, R2.9, R2.18, R1.19, R1.1, R2.5, R1.7 and R1.17) (see Table 6.14), mentioned that READ's training was systematic (see Table 6.14). A probable explanation for these findings could be that READ provides all the trainees with training manuals to ensure that they implement the language programme in a similar and systematic way. It would appear that the systematic nature of training has indeed enabled them to implement READ's training programmes. It is also not clear whether the training manuals enabled them to implement READ's language programme effectively.

The study shows that from the forty respondents who were interviewed at the twenty different schools, thirty-four of them mentioned that READ's training programmes had an impact on their application skills. Possible explanations for this finding have been provided in the preceding paragraphs. The literature review also indicates that learning is the extent to which participants change attitudes, improve knowledge, and or increase skill as a result of attending the training programme (Kirkpatrick, 1998:20). According to Phillips (2003:34), learning focuses on what participants learned during training. Rae (2004:2), in support of this view, postulates that it is vital to determine whether participants know what language teaching skills to apply and how to do it if programme evaluation is to be well undertaken.

In respect of this aspect, it appears that READ's training programmes have impacted on Grade 4 educators' implementation skills. For instance, thirty-five of the respondents mentioned that READ's training programmes impacted positively on their implementation skills as indicated earlier on. For example, Educator 2 of School 2 said "*I have been well trained. I am able to refer to the material. They also trained us on how to apply the acquired knowledge*" (sic).

This is in line with the findings of the quantitative research where Grade 4 educators agree that READ's training programmes have impacted on their general performance (see Table 6.9). The quantitative data in Table 6.9 also suggest that both male and female educators agree that READ's training programmes have impacted on their ability to implement its language programmes.

In view of the above findings, READ’s training programmes appear to impact on Grade 4 educators’ application or implementation skills. This finding addresses the third research sub-question, namely how do language programmes such as those offered by READ contribute to effective language teaching?

**Table 6.13 Coding system explaining the impact of READ’s training on Grade 4 educators’ application skills**

Response	Code
READ had an impact on our application skills	ITA
We need more training	NMT
READ encourages the involvement of educators and that of the learners	IEL
Training manuals were provided to enhance effective implementation of the language programme	TMI
READ’s training programmes replace the traditional method of teaching	RTM
READ’s training was systematic	RTS

**Table 6.14 Frequency explaining the impact of READ’s training on Grade 4 educators’ application skills**

Response	Code	Frequency
READ’s training had an impact on our application / implementation skills	ITA	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 1.5, 2.5, 1.6, 2.6, 1.7, 2.7, 1.8, 2.8, 1.9, 1.10, 2.10, 2.10, 1.11, 2.11, 1.12, 2.14, 1.15, 2.15, 1.16, 2.16, 1.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20.
We need more training	NMT	2.1, 1.13, 1.13, 1.14, 2.17,
READ’s training programmes encourage the involvement of educators and learners	IEL	1.1, 2.1, 1.2, 2.2, 1.4, 2.4, 1.5, 1.6, 2.7, 2.9, 1.10, 2.10, 2.11, 1.13, 1.14, 2.14, 2.16, 2.18.
Training manuals were provided to enhance effective implementation of the language programme	TMI	1.1, 2.1, 1.2, 2.2, 1.7, 2.16, 1.18, 1.20
READ’s training programmes replace the traditional method of teaching	RTM	1.8, 2.8, 1.9, 1.11, 2.11, 1.12, 1.13, 2.13, 1.14, 1.15, 2.15, 1.16
READ’s training was systematic	RTS	1.3, 2.4, 2.1, 2.9, 2.18, 1.19, 1.1, 2.5, 1.7, 1.17

When respondents were asked whether READ’s training has impacted on their teaching practices, the majority of the respondents as illustrated in Table 6.16 mentioned that the READ training programmes have impacted on their teaching practices. Only one respondent (R1.19) (see Table 6.16), mentioned that the programme has not impacted on

her teaching practices. Fascinating though, is that fifteen respondents (R2.1, R2.3, R2.4, R1.6, R1.7, R2.7, R1.8, R1.9, R1.12 and R1.13) (see Table 6.16), mentioned that READ's training programmes encourage independent learning (see Table 6.16). Another important finding to mention is that seven respondents (R2.6, R 1.11, R 2.11, R 1.14, R 2.14, R 1.7 and R 2.16) as shown in Table 6.16, mentioned that READ's training programmes improve teamwork, story-telling and dramatization skills.

The study shows that from the forty respondents who were interviewed at the twenty different schools, thirty-nine of them mentioned that READ's training has impacted on their teaching practices. For example, Educator 1 of School 2, which is in the urban area, said "*READ's training has impacted on my teaching practices. I have been empowered by READ*" (sic).

In addition, Educator 1 of School 13, which is rural, said "*READ changed my teaching practices*" (sic). The study also revealed that the majority of the respondents shared the same view regarding READ's impact on their teaching practices.

This concurs with the findings of the quantitative research where both educators from the rural schools and those in urban schools agree that READ's training programmes had an impact on language teaching and learning (See Table 6.10).

Seemingly, READ's training programmes changed Grade 4 educators' teaching practices. The findings of this investigation are corroborated by the literature review in the fourth chapter. According to Phillips (2003:34), learning as the second level of the conceptual framework focuses mainly on what participants learned during training, using tests, skill practices, role plays, simulations and group evaluations. Kirkpatrick (1998:20), in support of this view, stipulates that it is imperative to determine the extent to which change in behaviour has occurred because the participants attended training workshops.

Based on the above findings, one would conclude that Grade 4 educators are of the opinion that READ's training programmes have impacted on Grade 4 educators' teaching practices. These findings address the seventh research sub-question, namely how do intervention programmes offered by service providers such as READ contribute to effective language teaching?

**Table 6.15 Coding system explaining the impact of READ’s training on Grade 4 educators’ teaching practices.**

Response	Code
READ’s training programmes have an impact on our teaching practices	ITP
READ encourages independent learning	EIL
READ has not impacted on my teaching practices	NIT
READ has improved team-work, story-telling and dramatization skills	TSD

**6.16 Frequency explaining the impact of READ’s training on Grade 4 educators’ teaching practices**

Responses	Codes	Frequency
READ’s training has an impact on our teaching practices	ITP	1.1, 1.2, 2.2, 2.3, 1.4, 2.4, 2.5, 1.5, 1.6, 1.7, 2.7, 1.8, 2.8, 1.9, 2.9, 1.10, 2.10, 1.11, 2.11, 1.12, 2.12, 1.13, 2.13, 2.14, 1.15, 2.15, 1.16, 1.13, 2.13, 2.14, 1.15, 1.16, 2.16, 1.17, 2.17, 1.18, 2.19, 1.20, 2.20.
READ has not impacted on my teaching practices	NIT	1.19.
READ has improved team-work, story-telling and dramatization skills.	TSD	2.6, 1.11, 2.11, 1.14, 2.14, 1.7, 2.16.
READ encourages independent learning	EIL	2.1, 2.3, 2.4, 1.6, 1.7, 2.7, 1.8, 1.9, 1.12, 1.13, 2.15, 1.16, 1.17, 2.19, 2.20.

When respondents were asked whether READ’s training programmes brought some notable changes at their schools, all the respondents, as illustrated in Table 6.18, mentioned that Grade 4 learners wrote 1–5 activities per week before the implementation of READ’s training programmes. Interesting however, is that thirty-two of the respondents as shown in Table 6.34, mentioned that they still wrote 1-5 activities per week after the implementation of READ’s training programmes. A possible explanation for these responses could be that READ proposes that five written activities be written per week as educators have to do one written activity per lesson. Surprisingly, only five

respondents (R 2.2; R 2.10, R 2.11, R 1.19 and R 1.20) (see Table 6.18), mentioned that Grade 4 learners wrote six activities per week since the introduction of the READ programme. The majority of the respondents as shown at the above given table mentioned that they wrote 1-5 tests quarterly before the implementation of READ's training programme. Fourteen respondents mentioned that they wrote 6-12 tests per quarter since the implementation of READ. Most of the respondents as illustrated in Table 6.18, mentioned that the improvement levels of Grade 4 learners' writing performance ranged from 55–100%. The data suggests that READ's training programmes have impacted on Grade 4 learners' writing competencies. Only eleven respondents (R1.4, R 1.7, R 1.17, R 2.17, R 1.18, R 2.18, R 2.18, R 1.19, R 2.19, R 1.20, and 2.20) (see Table 6.18), mentioned that the improvement levels of Grade 4 learners' writing performance ranged from 10–50 percent.

When the respondents were asked about the pass rate of the learning area of Languages before the implementation of READ's training programmes, the majority of the respondents as shown in Table 6.18, mentioned that the pass rate of the learning area of Languages ranged from 10–50% before the implementation of READ. Only one respondent (R1.10) (See Table 6.18), mentioned that it ranged from 60–100% before the implementation of READ's training programmes. Very intriguing though is that one respondent as illustrated in Table 6.18, mentioned that the pass rate of the learning area of Languages ranged from 10-50% since the implementation of READ's training programmes at their schools. Thirty-five respondents mentioned that the pass rate of the learning area of Languages ranged from 60-100% since the implementation of READ's training programmes at their schools. The data suggests that READ's training programmes brought measurable results in the project schools. This is an important aspect of the conceptual framework that has been used in this investigation. When the respondents were asked whether the changes could be attributed to READ's training programmes, fifteen respondents as shown in Table 6.18, mentioned that the changes could be attributed to READ's training programmes.

When the respondents were asked about the situation at their schools, ten respondents (R 1.2, R 1.4, R 2.5, R 2.9, R 1.12, R 1.13, R 1.14, R 2.14, R 1.19, and R 2.20) (See Table 6.18), mentioned that the situation was bad before the implementation of READ's training programmes. The data suggests that the majority of the respondents indicated that the above changes could be attributed to READ's training programmes.

In fact, the study shows that from the forty respondents who were interviewed at the twenty different schools, thirty-five of them mentioned that there were some notable changes at their schools that could be attributed to the READ's training programmes. For instance, Educator 1 of School 11 said "*Grade 4 learners wrote 2 activities per week before the implementation of READ and that they wrote 5 written exercises per week since the implementation of READ*" (Sic). In addition to that, Educator 1 of school 11 said "*The pass rate of LLC was 39% before the implementation of READ, the pass rate of the learning area of Languages has improved to 100% since the implementation of READ*". (sic). These findings are corroborated by the results of the quantitative study where both male and female agree that READ's training programmes have an impact on Grade 4 learners' writing competencies

This also concurs with the researcher's experience during this project and the literature review. For example, Phillips (2003:35) postulates that this aspect measures the actual results achieved by programme participants as they successfully apply what they have learned. Brown and Seidner (1998:107), in support of this view, postulate that it is imperative to measure the actual results achieved by the participants after going through training. The above data suggests that there are notable changes or measurable results at the project schools that could be attributed to READ's training programmes. In view of this, one would conclude that language programmes offered by service providers such as READ Educational Trust have an impact on Grade 4 learners' writing performance. These findings address the fifth research sub-question, namely to what extent does the READ Educational Trust's training programmes impact on Grade 4 learners' writing competencies? Details are illustrated in Table 6.18.

**TABLE 6.17 Coding system explaining notable changes that could be attributed to READ's training programmes**

Responses	Codes
Written activities per week before the implementation of READ	ABR
Written activities per week since the implementation of READ	ASR
Written tests per quarter before the implementation of READ	TQB
Written tests per quarter since the implementation of READ	TQS
Improvement levels of Grade 4 learners' writing performance	TLW
The pass rate of the learning area of Languages before the implementation of READ	PBR
The pass rate of the learning area of Languages since the implementation of READ	PSR

**Table 6.18 Frequency explaining notable changes that could be attributed to READ's training programmes**

Responses	Codes	Frequency
Written activities per week before the implementation of READ ranged from: (i) (1-5)	ABR	1.1, 1.2, 2.1,2.2, 1.3, 2.3, 1.4, 2.4, 1.5, 2.5, 1.6, 2.6,1.7, 2.7, 1.8, 2.8, 1.9, 2.9, 1.10, 2.10, 1.11, 2.11, 1.12, 2.12, 1.13, 2.13, 1.14, 2.14, 1.15, , 2.15, 1.16, 2.16,1.17, 2.17,1.18, 2.18,1.19,2.19,1.20,2.20
Written activities per week since the implementation of READ are ranging from: (i) (1-5)  (ii). (6)	ASR	1.3, 2.3, 1.4, 2.4, 1.5, 2.5,1.6, 2.6, 1.7, 2.7, 1.8, 2.8, 1.9, 2.9, 1.10, 1.11, 1.12, 2.12, 1.13, 2.13, 1.14, 2.14, 1.15, 2.15, 1.16, 2.16, 1.17, 2.17, 1.18, 2.18, 2.19, 2.20,  2.11, 1.19, 1.20,2.2,2.10
Written tests per quarter before the implementation of READ ranged from: (i) (1-5)  (ii). (6-10)	TQB	1.1, 2.1, 1.2, 1.3, 2.3, 1.4, 2.4,1.5, 2.5, 1.6, 2.6, 1.7,2.7, 1.8, 1.9, 2.9, 1.10, 2.10, 1.11,2.11, 1.12, 2.12, 1.13, 2.13, 1.14, 2.14, 1.15, 2.15, 1.16, 2.16, 1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20  2.2
Written tests per quarter since the implementation of READ are ranging from: (i) (1-5)	TQS	1.3, 2.3, 1.4, 1.5, 2.5, 2.6, 2.7, 1.8, 1.9, 2.9, 1.10, 2.10, 1.12, 2.12,





programme had an influence on their teaching skills in the classrooms. Interesting however, is that nine respondents as shown in the above table, mentioned that READ's training programmes enabled them to apply the acquired language teaching skills in their classrooms. When the respondents were asked whether the differences could be attributed to READ's training programmes, or to their own commitment, eighteen respondents as illustrated in Table 6.20, mentioned that the differences could be attributed to READ's training programmes. An explanation for these responses could be that READ Educational Trust was the only service provider which offered language programmes in English.

The study shows that from the forty respondents who were interviewed at the twenty different schools, twenty-five of them mentioned that READ's training programmes had an impact on their own professional development.

For example, Educator 1 of School 13 said "*My professional development was influenced by the READ programme*". (sic). A possible explanation for this positive response is that READ Educational Trust offers courses that afford educators the opportunity to receive credits towards National Diplomas and Degrees.

This is also in line with the findings of the quantitative research where Grade 4 educators have a positive reaction in terms of READ's impact on their professional development. These findings address the fourth research sub-question, namely how do the methodologies of service providers such as READ Educational Trust advance staff development?

This also concurs with the researcher's experience during this project and literature review. For example, Belzer (2005:34) posits that it is important to gauge the participant's reaction towards the training programmes in terms of their professional development.

The data suggest that the majority of Grade 4 educators have a positive reaction to READ's training programmes in terms of their professional development. These findings also answer the second research sub-question, namely what are the perceptions of Grade 4 language educators towards language programmes offered by organizations such as READ Educational Trust on the achievement of the curriculum outcomes?



**Table 6.19 Coding system explaining the impact of READ’s training on Grade 4 educators’ professional development**

Responses	Codes
READ has an influence on our professional development	IPD
READ has an influence on our teaching skills in the classroom	ITS
READ’s training enabled us to apply the acquired language teaching skills in the classroom	RAC
READ provided us with the material	RPM

**Table 6.20 Frequency explaining the impact of READ’s training on Grade 4 educators’ professional development**

Responses	Code	Frequency
READ’s training influenced our professional development	IPD	1.3, 2.2, 1.4, 1.7, 2.7, 1.9, 2.9, 1.11, 2.11, 1.12, 2.12, 1.13, 2.14, 2.15, 2.16, 1.2, 2.6, 1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20
READ’s training influenced our teaching skills	ITS	1.1, 1.9, 1.10, 2.10, 1.18, 2.18, 2.19
READ’s training enabled us to apply the acquired language skills in the classroom	RAC	2.14, 1.6, 2.8, 1.14, 1.18, 2.18, 2.19, 1.20, 2.20
READ provided us with the material	RPM	1.1, 2.1, 1.2, 2.2, 1.3, 2.4, 1.5, 2.5, 1.8, 1.9, 1.11, 2.14, 1.15, 1.16, 2.16, 1.17, 2.17, 2.20

When the respondents were asked whether READ’s training programmes had an impact on Grade 4 learners’ writing skills, twenty-four of the respondents, as illustrated in Table 6.22, mentioned that their ability to spell words was good. Seven respondents mentioned that their ability to spell words was average and seven of the respondents mentioned that their ability to spell words was excellent. A possible explanation for this finding could be that READ’s training programmes put more emphasis on the usage of key words which enable learners to improve their spelling. Only one (R2.1) (see Table 6.22), mentioned that their spelling was poor. The majority of the respondents as illustrated in Table 6.22, mentioned that the usage of adverbs was good, while six respondents mentioned that the usage of adjectives was good. Fascinating though, is that four respondents (R 2.3, R 2.5, R 2.9 and R 1.19) (see Table 6.22), mentioned that it was average. Only three respondents (R 2.6, R 2.11 and R 2.17) (see Table 6.22), mentioned that the usage of pronouns was poor, twenty-nine of the respondents mentioned that it was good, while ten

respondents mentioned that it was excellent. Only one respondent (R 2.10) (see Table 6.22), mentioned that the usage of pronouns was average.

When the respondents were asked about Grade 4 learners' ability to do sequencing, twenty-nine respondents as illustrated in Table 6.22, mentioned that their ability to do sequencing was good, while eight respondents mentioned that their ability to do sequencing was excellent. Only three respondents (R2.6, R 2.10, and R 1.10) (see Table 6.22), mentioned that their ability to do sequencing was average. The majority of the respondents mentioned that Grade 4 learners' ability to complete fill-in questions was good, while eight respondents mentioned that it was excellent. Only one respondent (R2.15) (see Table 6.22), mentioned that their ability to complete fill-in questions was average. Most of the respondents as illustrated in Table 6.22, mentioned that Grade 4 learners' ability to construct sentences was good, while seven respondents mentioned that their ability to construct sentences was average. Only two respondents mentioned that their ability to construct sentences was excellent. Interesting, however, is that one respondent (R1.12) (see Table 6.22), mentioned that Grade 4 learners' ability to construct sentences was poor. When the respondents were asked about Grade 4 learners' ability to use tenses, twenty-eight of them as shown in Table 6.22, mentioned that their ability to use tenses was good while seven respondents mentioned that it was excellent. Only four respondents (R2.5, R 2.10, R 1.13 and R 2.16) (see Table 6.22), mentioned that their ability to use tenses was average. A possible explanation for these positive findings could be that READ's training programmes cover all aspects of writing.

The study shows that from the forty respondents who were interviewed at the twenty different schools, most of the respondents mentioned that the impact of READ's training programmes on the level at which Grade 4 learners developed their writing competencies ranged from 'good' to 'excellent'. In view of these findings, it may be concluded that READ's training programmes had an impact on the level at which Grade 4 learners developed their writing competencies.

This concurs with the findings of the quantitative research where Grade 4 educators indicate that READ's training programmes had an impact on the level at which Grade 4 learners develop their writing competencies. This finding addresses the sixth research sub-question, namely how do intervention programmes offered by organizations such as

READ impact on the level at which Grade 4 learners develop their language competencies?

**Table 6.21 Coding system explaining the impact of READ's training programmes on Grade 4 learners' writing competencies**

<b>Responses</b>	<b>Codes</b>
Spelling	SP
Use of Punctuation Marks	UPM
Use of Prepositions	UP
Use of Adverbs	UA
Use of Adjectives	UADJ
Use of Pronouns	UP
Sequencing	SQ
Fill in Questions	FQ
Sentence Construction	SC
Use of Tense	UT

**Table 6.22 Frequency explaining the impact of READ's training programmes on Grade 4 learners' writing competencies**

Responses	Code	Frequency			
Spelling	SP	Poor	Average	Good	Excellent
		2.1	1.3,1.4, 2.5,2.9,2.15, 2.18,1.19	1.2,2.3,2.4, 1.5,2.6,1.7, 2.7, 1.8, 2.8,1.9,1.10,1.11,2.11, 1.12,2.13,2.14,1.15, 1.16, 2.17,2.16,1.17, 1.18, 2.19, 1.20,2.20	1.1, 2.2, 1.6,2.10, 2.12, 1.13, 1.14
Use of Punctuation Marks	UPM	Average		Good	Excellent
		1.4, 1.5, 2.7, 1.8, 2.14, 2.15,2.16		1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 2.4, 2.5, 1.6, 1.7, 1.9, 2.9, 1.10, 2.10, 2.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20	2.6, 2.8, 1.11, 2.12, 2.13
Use of Prepositions	UP	Poor	Average	Good	Excellent
			1.4,2.5,2.15	1.1,2.1,1.2,2.2,1.3,2.3,2.4,1.5,1 .6,2.6,1.7,2.7,1.8,2.8,1.9,2.9,1. 10,2.10, 1.11,1.12,2.14,1.15, 1.16,2.16, 1.17, 2.17,1.18,2.18,1.19,2.19,1.20,2 .20	2.11, 2.12, 1.13, 2.23, 1.14



Responses	Codes	Poor	Average	Good	Excellent
Use of Adverbs	UA		1.1, 1.2, 2.5, 2.9, 2.16, 2.19	2.1, 2.2, 1.3, 1.4, 2.4, 1.5, 1.6, 2.6, 1.7, 2.7, 1.8, 2.8, 1.9, 1.10, 1.11, 2.11, 1.12, 2.12, 1.13, 2.13, 2.14, 1.15, 2.15, 1.16, 1.17, 2.17, 1.18, 1.19, 1.20, 2.20	1.14
Use of Adjectives	UADJ		2.3, 2.5, 2.9, 1.9	1.1, 2.1, 1.2, 2.2, 1.3, 1.4, 2.4, 1.5, 1.6, 1.7, 2.7, 1.8, 2.8, 1.9, 1.10, 2.10, 1.11, 1.12, 2.12, 1.13, 2.13, 1.14, 2.14, 1.15, 2.15, 1.16, 2.16, 1.17, 1.18, 2.18, 2.19, 1.20, 2.20	2.6, 2.11, 2.17
Use of Pronouns	UP		2.10	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 1.4, 1.5, 2.5, 2.6, 1.7, 1.8, 2.8, 1.9, 2.9, 1.10, 2.11, 1.12, 2.12, 2.13, 1.14, 2.14, 1.16, 1.17, 1.19, 2.19, 1.20, 2.20	2.4, 1.6, 2.7, 1.11, 1.13, 1.15, 2.15, 2.17, 1.18, 2.18
Sequencing	S		2.6, 2.10, 1.20	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 2.4, 1.5, 2.5, 1.6, 1.7, 2.7, 1.8, 1.9, 2.9, 1.10, 1.11, 1.12, 1.13, 2.13, 2.14, 1.15, 1.16, 2.16, 1.17, 2.17, 2.18, 1.19	1.4, 2.8, 2.11, 2.12, 1.14, 1.18, 2.19, 2.20
Fill in Questions	FQ		2.15	1.1, 2.1, 1.2, 2.2, 2.3, 1.4, 1.5, 2.5, 1.7, 2.7, 1.9, 2.9, 1.10, 1.11, 2.11, 1.12, 2.12, 1.13, 2.14, 1.16, 2.16, 1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20	1.3, 1.6, 2.6, 1.8, 2.8, 2.12, 1.14, 1.15
Sentence Construction	SC		1.12, 1.4, 2.5, 1.7, 2.10, 1.17, 2.17, 1.19	1.1, 2.1, 1.2, 2.2, 2.3, 1.5, 1.6, 2.6, 2.7, 1.8, 1.9, 2.9, 1.10, 1.11, 2.11, 2.12, 1.13, 2.13, 1.14, 2.14, 1.15, 2.15, 1.16, 2.16, 1.18, 2.18, 2.19, 1.20, 2.20	1.3, 2.4
Use of Tense	UT		2.5, 2.10, 1.13, 2.16	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 1.4, 2.4, 1.5, 1.6, 2.6, 1.7, 1.8, 1.9, 1.10, 2.11, 1.12, 2.12, 2.13, 1.14, 2.14, 1.16, 1.17, 2.17, 2.18, 1.19, 2.19, 2.20	2.7, 2.9, 1.11, 1.15, 2.15, 1.18, 1.20

When the respondents were asked whether the monitoring of READ's training programmes was effectively implemented, the majority of the respondents as illustrated in Table 6.24, mentioned that the monitoring component of READ's training programmes was effectively undertaken. Most of the respondents as illustrated in Table 6.24, mentioned that READ's trainers supported them by following-up through monitoring visits. Interesting however, is that twenty respondents as illustrated in Table 6.24 mentioned that the trainers visited their schools monthly, while thirteen respondents mentioned that they visited them regularly. Only six respondents (R2.1, R 1 .3, R 2.5, R 1.8, R 1.12 and R 2.19) (see Table 6.24), mentioned that they visited them quarterly. An explanation for this response could be that monitoring forms an important aspect of READ's training programmes. In fact, monitoring and implementation are closely intertwined. When the respondents were asked about the general coordination of READ's language programme, nineteen respondents as illustrated in Table 6.24, mentioned that the overall co-ordination of READ's training programmes was satisfactory.

The study shows that from the forty respondents who were interviewed at the twenty different schools, twenty-two of them mentioned that the monitoring of READ's training programmes was effectively undertaken. For example, Educator 1 of School 15 said "*READ trainers did follow-up visits. They monitored us during our classroom periods. They visited us once per month*". (sic).

This also concurs with the researcher's experience during this project and literature review as shown in Chapter Four, where the concept of whole school monitoring has been highlighted. READ Educational Trust sustains its training programmes through the monitoring system. The data also suggest that the general monitoring of READ's training programmes was well undertaken. Details are reflected in Table 6.24 below.

**Table 6.23 Coding system explaining the monitoring of READ’s training programmes**

Responses	Codes
READ monitors the implementation of training programmes	RMP
READ offered us support after training	ROS
Schools that have been visited weekly	SVW
Schools that have been visited monthly	SVM
Schools that have been visited quarterly	SVQ
Overall co-ordination of the READ programme was satisfactory	OCP

**Table 6.24 Frequency explaining the monitoring of READ’s training programmes**

Responses	Code	Frequency
READ monitors the implementation of training programmes	RMP	1.5, 1.6, 1.7, 1.8, 2.8, 1.9, 2.9, 1.11, 2.11, 2.12, 1.13, 1.14, 2.14, 1.15, 1.16, 1.17, 2.17, 1.18, 1.19, 2.19, 1.20, 2.10.
READ offered us support after training	ROS	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 1.4, 2.4, 1.5, 2.5, 2.6, 1.7, 2.7, 1.8, 2.8, 1.9, 2.9, 1.10, 2.11, 1.12, 2.12, 1.13, 2.13, 1.15, 1.16, 2.16, 1.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20,
Schools that have been visited weekly	SVW	1.2, 1.7, 2.9, 1.10, 1.11, 1.13, 1.14, 2.16, 1.1., 2.6, 2.8, 1.9, 1.16
Schools that have been visited monthly	SVM	2.2, 2.3, 1.4, 2.4, 1.5, 1.6, 2.7, 2.10, 2.11, 2.12, 2.13, 2.14, 1.15, 2.15, 1.17, 2.17, 1.18, 2.18, 1.19, 1.20
Schools that have been visited quarterly	SVQ	2.1, 1.3, 2.5, 1.8, 1.12, 2.19
Overall co-ordination of the READ programme was satisfactory	OCP	1.1, 2.2, 1.3, 2.3, 1.4, 2.4, 2.6, 1.8, 2.8, 1.9, 2.9, 1.10, 2.10, 1.11, 2.11, 1.12, 2.12, 2.14, 2.15

When the respondents were asked whether they received some incentives as a token of appreciation for and recognition of their ability to implement READ’s training programmes at their schools, thirteen respondents as shown in Table 6.26, mentioned that certificates were received by their schools. When the respondents were asked whether they received any rewards as individuals, most of the respondents mentioned that they received certificates, t-shirts, mugs and caps which had READ’s logo. Only eleven respondents as illustrated in Table 6.26, mentioned that they haven’t received anything. A possible explanation for these responses could be that READ Educational Trust emphasizes the importance of reinforcing good behaviour during and after its training sessions.

The study shows that from the forty respondents who were interviewed at the twenty different schools, twenty-nine respondents and thirteen schools received awards or



certificates. For example, Educator 1 of school I4 said “*We received certificates, cups and charts*”. (sic).

This concurs with the literature review and the researcher’s experience during this project.. For example, Kirkpatrick (1998:21-22) postulates that it is necessary to check whether participants are being rewarded for implementing the training programmes as one of the conditions for level 3 of the conceptual framework.

Based on the above-mentioned data, it may be concluded that READ Educational Trust provided Grade 4 educators with some incentives as a token of recognition for their ability to implement its training programmes at classroom level. Details are illustrated in Table 6.26 below.

**Table 6.25 Coding system explaining the incentives that were provided by READ Educational Trust**

Responses	Codes
Our school received some incentives from READ	IRS
READ gave some incentives to individual educators	IRE
Educators who didn’t receive any award or certificate	EDA

**Table 6.26 Frequency explaining the incentives that were provided by READ Educational Trust**

Responses	Codes	Frequency
Our school received some incentives from READ	IRS	1.6, 2.5, 2.8, 2.9, 1.11, 2.11, 1.13, 1.14, 1.15, 2.15, 2.16, 2.18, 2.20
READ gave some incentives to individual educators	IRE	1.1, 2.1, 1.2,2.2, 1.5, 1.6, 1.7, 2.7, 1.8, 1.9, 2.9, 1.10, 2.10, 1.11, 2.11, 1.12, 1.13, 1.14, 1.15, 2.15, 1.16, 2.16, 1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 1.20,
Educators who didn’t receive any award or certificate	EDA	1.3, 2.3, 1.4, 2.4, 2.5, 2.6, 2.8, 2.12, 2.13, 2.14, 2.20

When the respondents were asked whether READ’s training programmes covered all aspects of writing, as it relates to language teaching, most respondents as shown in Table 6.28, mentioned that READ’s training covered all aspects of writing. Only three respondents (R.18, R 2.12 and R 1.19) (see Table 6.28), mentioned that READ does not cover all aspects of writing. Eleven respondents, as illustrated in Table 6.28, mentioned that time allocated for the learning area of Languages periods must be reviewed while six

respondents mentioned that READ's training programmes must be implemented up to Grade 12 level and that it needs to focus on other languages as well. A probable explanation for these responses could be that educators are not aware that such decisions can only be made by the Department of Education and not READ Educational Trust as the service provider. Surprisingly, only two respondents (R1.8 and R 1.19) (see Table 6.28), mentioned that READ's trainers must improve their attitudes during monitoring. An explanation for these two responses could be that it is very difficult for any service provider to satisfy all its customers. Another important finding was that four respondents (R1.8, R 1.15, R 2.12 and R 1.19) (as shown in Table 6.28), mentioned that READ's trainers must concentrate on the writing of compositions and letters, sentence construction and handwriting.

The study shows that from the forty respondents who were interviewed at the twenty different schools, thirty-seven respondents mentioned that READ's training programmes covered all aspects of writing. For example, Educator 2 of school 8 said "*READ covers every aspect of writing*". (sic).

This concurs with the researcher's experience during this project and literature review in Chapter Four (see Figure 4.1), which clearly shows that READ covers every aspect of writing in terms of Learning Outcome 4, namely writing. However, scholars such as McNeil (1985:227), Kirkpatrick (1998:17) and Rae (2004:3) postulate that it is vital to determine whether service providers have to improve specific areas of their training programmes or not.

In view of the above findings, one would conclude that READ Educational Trust has to improve on aspects such as sentence construction, letters and compositions and handwriting. These findings address the fifth research sub-question, namely to what extent do READ Educational Trust's intervention programmes impact on Grade 4 learners' writing competencies?

**Table 6.27 Coding system explaining writing skills covered by READ's training programmes**

Responses	Codes
Writing skills covered by READ	SCR
Writing skills not covered by READ	SNR
READ must provide intervention programmes in other languages.	RPL
READ's training programmes must be implemented up to Grade 12 level.	RTL
READ's trainers must improve their attitude during monitoring	TAM
Allocated time to be reviewed	ATR
READ must concentrate on the writing of compositions, letters, sentence construction and hand writing	RCS

**Table 6.28 Frequency explaining the writing skills covered by READ's training programmes**

Responses	Codes	Frequencies
Writing skills covered by READ	SCR	1.1, 2.1, 1.2, 2.2, 1.3, 2.3,1.4, 2.4,1.5, 2.5, 1.6, 2.6,1.7, 2.7, 2.8, 1.9, 2.9, 1.10, 2.10, 1.11, 2.11, 1.12, 1.13, 2.13, 1.14, 2.14, 1.15,2.15,1.16, 2.16, 1.17, 2.17, 1.18, 2.18, 2.19, 1.20, 2.20
Writing skills not covered by READ	SNR	1.8, 2.12, 1.19
READ must provide intervention programmes in other languages. .	RPL	1.2, 2.2, 1.7, 2.18, 1.20, 2.5
READ's training programmes must be implemented up to Grade 12 level	RTL	1.2, 2.2, 1.7, 2.18, 1.20, 2.5
READ's trainers must improve their attitude during monitoring	TAM	1.8, 1.19
Allocated time to be reviewed	ATR	2.6, 2.10, 2.11, 2.13, 2.7, 1.9, 1.11, 2.11, 2.14, 2.15, 2.16
READ must concentrate on the writing of compositions, letters, sentence construction and hand writing	RCS	1.8, 1.15, 1.19, 2.12,

When the respondents were asked about the challenges facing them as educators who implement READ's training programmes, the majority of the respondents as illustrated in Table 6.30, mentioned that they were facing different challenges during the implementation of READ's training programmes. For instance, the majority of the respondents mentioned that the duration for the learning area of Languages period was 30 minutes while four respondents (R1.12, 2.12, 2.5 and R 2.6) (see Table 6.30), indicated that the duration ranged from 45-60 minutes. An explanation for these responses could be that the duration of the learning area of languages periods is not the same in the primary schools.

Three respondents (R 1.6, R 2.3 and R 1.18) (See Table 6.30), mentioned that the duration for the LLC period was 20-25 minutes. The study shows that the majority of the respondents mentioned that there were 5-10 LLC periods per week, while eighteen

respondents mentioned that they had 18-20 LLC periods per week. Only one respondent (R1.1) (See Table 6.30), mentioned that there were 32 LLC periods per week. An explanation for these responses could be that the number of LLC periods is not the same in all the primary schools.

When the respondents were asked whether English as a medium of instruction was a barrier to the implementation of READ's training programmes, twenty-two respondents mentioned that it was a barrier to the implementation of READ's training programmes while eighteen respondents mentioned that English as a medium of instruction was not a barrier at all. A possible explanation for these findings could be that Grade 4 learners are second-language speakers.

When the respondents were asked whether management was supportive of the implementation of READ's training programmes, the majority of the respondents as shown in Table 6.30, mentioned that their school principals were supportive of the implementation of READ's training programmes. Only one respondent (R 1.8) (See Table 6.30) mentioned that her school principal was not supportive of the implementation of READ's training programmes. A possible explanation for these positive responses could be that READ Educational Trust also offered training programmes for school managers. It is probable that such training programmes might have influenced their attitudes towards the overall implementation of READ's training programmes.

When asked about the conduciveness of the school environment for the implementation of READ's training programmes, most of the respondents mentioned that their school environment was enabling. It appears that the attitudes of school managers led to the establishment of a tranquil school environment which was conducive to the implementation of READ's training programmes.

Intriguing however, is that twelve respondents mentioned that their schools were well-resourced while eighteen respondents mentioned that their schools were not well-resourced. When analysing the availability of resources in terms of the location of schools, it became evident that seven of the eight urban schools were well-resourced. It was also found that one urban school, namely school eight was not well-resourced. The data also indicates that from the nine rural schools, one of them, namely school eleven was well-resourced. The data suggest that most rural schools are not well-resourced. In

view of the above findings, one would say that it is not justifiable to conclude that all rural schools are not well-resourced and that all urban schools are well-resourced. However, the analysis clearly shows that all deep rural schools are not well-resourced. The data also suggest that Grade 4 educators were faced with a myriad of challenges during the implementation of READ's training programmes..

This concurs with the researcher's experience during this project and literature review. For example, Nieman and Monyai (2006:48) clearly stipulate that learners who study through the medium of a language other than their home language struggle to cope with the linguistic demands of academic study. This aspect might have affected the manner in which READ's training programmes were implemented in primary schools where English was used as a medium of instruction.

According to Monyai and Nieman (2006:159); Kirkpatrick (1998:21); and Rae (2004:2), it is imperative to determine whether the participants work in the right climate as one of the conditions for level 3 of the conceptual framework.

**Table 6.29 Coding system explaining the challenges that were faced by Grade 4 educators**

Responses	Codes
Time allocated for the LLC period	TAP
LLC periods per week	PPW
English as a medium of instruction becomes a barrier to the implementation of READ's training programmes	EMB
English as a medium of instruction is not a barrier to the implementation of READ's training programmes	ENB
School principal supports the implementation of READ's training programmes	PSP
School principal does not support the implementation of READ's training programmes	PNS
School principal is supportive because he transported us to the workshops and even bought some materials for us	STM
The school environment is conducive for the implementation of READ's language programmes	ECL
Our school is well-resourced	SWR
Our school is not well-resourced	SNR

**Table 6.30 Frequency explaining the challenges that were faced by Grade 4 educators**

Responses	Codes	Frequency
Time allocated for LLC periods between (i) (20-25)  (ii). 50min  (iii).45-60	TAP	1.6, 2.3, 1.18  1.1, 2.1, 1.2, 2.2, 1.3, 1.4, 2.4, 1.5, 1.7, 2.7, 1.8, 1.9, 2.9, 1.10, 2.10, 1.11, 2.11, 1.13, 2.13, 1.14, 2.14, 1.15, 1.16, 1.17, 2.17, 2.18, 1.19, 2.19, 1.20, 2.20  1.12, 2.12, 2.5, 2.6
LLC periods per week (i). (5-10) periods  (ii). (11-20) periods  (iii). 32 periods	PPW	2.1,1.2, 2.2, 1.3, 1.4, 2.4, 2.6, 1.8, 2.8, 1.9, 2.10, 1.11, 1.12, 1.13, 2.13,1.14, 2.14, 1.15, 2.15, 1.16, 2.16  2.3, 1.5, 2.5, 1.6, 1.7, 2.7, 2.9, 1.10, 2.11, 2.12, 1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20  1.1
English as a medium of instruction becomes a barrier to the implementation of READ's training programmes	EMB	1.1, 2.1, 1.2, 2.2, 1.4, 2.4, 1.5, 2.5, 2.6, 1.7, 1.8, 2.8, 2.9, 1.12,2.14, 1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 2.20
English as a medium of instruction is not a barrier to the implementation of READ's training programmes	ENB	2.3, 1.6, 2.7, 1.9, 1.10, 2.10, 1.11, 2.11,2.12, 1.13, 2.13, 1.14, 1.15, 2.15, 1.16, 2.16,1.20
The school principal supported the implementation of the READ programme	PSP	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 1.4, 2.4, 1.5, 2.5, 1.6, 2.6,1.7, 2.7, 2.8, 1.9, 2.9,1.10, 2.10, 1.11,2.11, 1.12, 2.12,1.13,2.13, 1.14, 2.14,1.15,2.15,1.16, 2.16,1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20
The school principal did not support the implementation of the READ programme	PNS	1.8
The school principal is supportive because he transported us to the workshops and even bought some materials for us	STM	1.3,2.6, 1.7,2.7,2.12, 2.14, 1.5, 2.3, 1.6, 2.9, 2.10,2.11,2.13, 1.14, 1.15
The school environment is conducive to the implementation of READ's language programmes	ECL	2.10, 1.5, 2.5, 2.8, 1.12, 2.12, 1.13, 2.15, 1.16, 2.16, 1.17, 2.17, 1.18, 2.18, 1.20
Our school is well-resourced	SWR	1.1, 2.2, 2.3, 1.4, 2.4, 2.8, 1.10, 1.11, 1.12, 1.13, 2.13, 2.16
Our school is not well-resourced	SNR	1.3, 1.5, 2.5, 1.6, 2.8, 1.10, 2.12, 2.14,2.16, 1.17, 2.17, 1.18, 2.18, 1.19, 2.19, 1.20, 2.20

This completes a discussion of results from Grade 4 educators who were involved in the implementation of READ's training programmes. Following is a discussion of results from READ staff.

### 6.3.5.3 Discussion of results: READ staff

When respondents were asked whether READ's mission statement is relevant to the development, implementation and maintenance of training in schools, all the respondents (TM, PC1, PC2, T1, T2, T3, T4 and T5) (See Table 6.32), mentioned that READ's mission statement guides the development, implementation and maintenance of training in schools. The data also indicates that seven respondents (TM, PC1 T1, T2, T3, T4 and T5) (see Table 6.32), mentioned that READ's mission statement takes the learners' level of development into consideration. Five respondents (PC1, T1, T2, T3 and T4) (see Table 6.32), indicated that READ's mission statement encourages effective integration of training programmes into lesson plans. These findings are in line with the results from Grade 4 educators as illustrated previously. Of the eight respondents that were interviewed at READ, two of the respondents (TM and PC1) (see Table 6.32), mentioned that READ's mission statement promotes the implementation of language programmes through quality assurance and mentoring systems. Only one respondent (TM) (see Table 6.32), mentioned that READ's mission statement promotes the development of entrepreneurial courses.

The study shows that from the eight respondents who were interviewed at READ, all of them maintained that READ's mission statement guides the development, implementation and maintenance of training in schools. For example, The training manager said "*READ's mission statement seeks to develop people throughout South Africa by developing their reading, writing and communication skills so that they can become lifelong independent learners*" (sic).

This concurs with the researcher's experience during this project and literature review. For example, Basarab and Root (1992:4) postulate that it is imperative for programme evaluators to determine whether the organization's mission statement articulates and takes into account the diversity of general and public interests and values that are related to the concept of training. They further stipulate that a philosophy statement, at times called a mission statement, is a guide to the development, implementation and maintenance of

training. It is, therefore important to understand the philosophy as a testimony to company practices concerning evaluation.

Based on the findings of this study, it may be concluded that READ's mission statement serves as a guide for the development, implementation and maintenance of training in project schools. Table 6.32 highlights the findings on READ's mission statement.

**Table 6.31 Coding system explaining the significance of READ's mission statement to the development of its training programmes.**

Response	Code
Mission statement guided the implementation of READ's training programmes	MGT
Mission statement and learners' level of development	LLD
Integration of READ's training programmes into lesson plans	IPL
Mission statement and the development of entrepreneurial courses	DEC
Quality assurance and mentoring programmes	QAM

**Table 6.32 Frequency explaining the significance of READ's mission statement to the development of its training programmes**

Response	Code	Frequency
Mission statement guided the implementation of READ's training programmes	MGT	TM, PC1,PC2,T1,T2,T3,T4,T5
Mission statement and learners' level of development	LLD	TM,PC1,T1,T2,T3,T4,T5
Integration of READ's training programmes into lesson plans	IPL	PC1, T1, T2, T3,T4
Mission statement and the development of entrepreneurial courses	DEC	TM
Quality assurance and mentoring systems	QAM	TM, PC1

When the respondents were asked whether READ's training programmes achieved the national aims and outcomes specified by the national curriculum statement, all the respondents (TM, PC1, PC2, T1, T2, T3, T4 and T5) (see Table 6.34), maintained that READ's training programmes achieved the national aims and outcomes specified by the National Curriculum Statement. A possible explanation for this finding could be that READ's training programmes are based on the National Curriculum Statement. Intriguing though, is that five respondents (PC1, PC2, T1, T2 and T3) (see Table 6.34), indicated that there was a difference between READ's training programmes and the traditional teaching practices. This finding is corroborated by the results from Grade 4



educators as shown in the preceding sub-section. An explanation for these findings could be that READ's training programmes are OBE-based as illustrated in the Fourth Chapter. When the respondents were asked whether one would expect to find major differences between READ's training programmes and traditional teaching methods and strategies, three respondents (PC1, TM and TS) (see Table 6.34), mentioned that there were major differences between the international standards and other learning areas, while two respondents (TM and T3) (see Table 6.34), mentioned that there is a close relationship between READ Educational Trust and the Department of Education. Only two respondents (TM and PC1) (see Table 6.34), mentioned that the differences could be linked to issues relating to quality assurance and compliance standards.

The study shows that, from the eight respondents who were interviewed at READ, all of them mentioned that READ's training programmes achieved the national aims and outcomes specified by the national curriculum statement. For example, Project coordinator 1 (PC1) said "*READ Educational Trust is effective in achieving the national aims and outcomes specified by the NCS*" (sic). This is also in line with what has been discussed in Chapter Four, where it has been indicated that READ develops its language programmes in accordance with stipulations of the National Curriculum Statement.

Based on the above findings, it may be concluded that READ's training programmes are based on the National Curriculum Statement and that they are not an 'added on' to the curriculum. This is also indicative of the fact that READ Educational Trust works in collaboration with the national Department of Education as was indicated in Chapter One.

This concurs with the researcher's experience during this project and literature review. For example, Brown and Seidner (1998:97) purport that it is important to determine whether the programme under evaluation is effective in achieving the national aims and outcomes specified by the National Curriculum Statement. Details are illustrated in Table 6.34 below.

**Table 6.33 Coding system explaining the relationship between READ’s training programmes and the NCS**

Response	Code
READ’s training programmes achieve the aims and outcomes specified by the National Curriculum Statement	RCS
READ uses Quality Assurance mechanisms for compliance purposes	QAC
There is a relationship between READ’s training programmes and international standards	RIS
READ works in partnership with the Department of Education	RDE
There are differences between READ’s training programmes and the traditional teaching practises	DRT

**Table 6.34 Frequency explaining the relationship between READ’s training programmes and the NCS**

Response	Code	Frequency
READ’s training programmes achieve the aims and outcomes specified by the National Curriculum Statement	RCS	TM, PC1, PC2, T1, T2, T3, T4, T5
READ uses Quality Assurance mechanisms for compliance purposes	QAC	TM, PC1
There is a relationship between READ’s training programmes and international standards	RIS	PC1, TM and T5
READ works in partnership with the Department of Education	RDE	TM, T3
There are differences between READ’s training programmes and the traditional teaching practices	DRT	PC1, PC2, T1, T2, T3

When the respondents were asked whether READ has obtained some tangible or measurable results in the last three years of organizational success, seven respondents (TM, PC1, PC2, T1, T2, T3, and T5) (see Table 6.36), mentioned that READ’s training programmes have yielded measurable results in the last three years of organizational success. They further indicated that READ’s training programmes are evaluated internally and externally. The data also indicates that six respondents (TM, PC1, PC2, T3, T4 and T5) (see Table 6.36), mentioned that READ Educational Trust does baseline and post-programme analysis.

One respondent (T1) (see Table 6.36), mentioned that READ’s training programmes had impacted on 800 000 learners and that READ trained 13 940 educators in 800 schools form 1999– 2004. Another respondent (TM) (see Table 6.36), mentioned that external evaluation results showed that learner performance has improved by 10% in less than a year.

The study shows that from the eight respondents who were interviewed at READ, seven of them mentioned that READ’s training programmes yielded tangible results in the last three years of organizational success and that the programmes are evaluated internally and externally. For instance, Trainer (T1) mentioned that READ has achieved measurable or tangible results through its training programmes as illustrated previously. According to Rae (2004:6-7); Kirkpatrick (1998:3); and Brown and Seidner (1998:106), it is imperative for the evaluator to determine whether measurable results have been achieved as a result of the training programme or not. This is also in line with the objective of level 4 of the ROI model that has been used in this investigation.

In the light of the above findings, it may be concluded that READ Educational Trust has yielded measurable or tangible results through the implementation of its training programmes. Details are reflected in Table 6.36 below.

**Table 6.35 Coding system explaining measurable results achieved by READ in the last three years**

Response	Code
READ’s training programmes are evaluated internally and externally	EIE
READ has impacted on 800 000 learners from 1999-2004	RIL
External evaluation results showed that learners’ results have improved by 10% in less than a year	ERI
READ trained 13 940 educators in 800 schools from 1999-2004	RTE
READ does baseline and post-programme analysis	RBP

**Table 6.36 Frequency explaining measurable results achieved by READ in the last three years**

Response	Code	Frequency
READ's training programmes are evaluated internally and externally	EIE	TM, PC1, PC2, T2, T3, T4, T5
READ has impacted on 800 000 learners from 1999-2004	RI	T1
External evaluation results showed that learners' results improved by 10% in less than a year	ERI	TM
READ trained 13 940 educators in 800 schools from 1999 – 2004	RTE	T1
READ does baseline and post-programme analysis	RBP	TM, PC1, PC2, T3, T4, T5

When the respondents were asked whether there are differences between READ's approach to language teaching and that of the traditional school, all the respondents (TM, PC1, PC2, T1, T2, T3, T4, and T5) (see Table 6.38), mentioned that there were differences between READ's training programmes and the old method of teaching. Basically, all the respondents mentioned that READ's training programmes are OBE based. In addition to that, seven respondents (PC1, PC2, T1, T2, T3, T4, and T5) (see Table 6.38), mentioned that there is a difference between READ's training programmes which are learner-centred and that of the traditional school which is teacher-centred. Interesting though, is that five respondents (PC1, PC2, T3, T4, and T5) (see Table 6.38), mentioned that READ's approach to language teaching is book-based while three respondents (T2, T3 and T4) (see Table 6.38), mentioned that READ's approach promotes the establishment of print-rich classrooms. Only one respondent (TM) (see Table 6.38), reiterated that the differences are caused by READ's ability to benchmark its training programmes against best practices of the world.

The study shows that from the eight respondents who were interviewed at READ, all of them mentioned that READ's approach to language teaching is OBE based, for example, The training manager (TM) said "*READ's training programmes are OBE based.*" (sic). The study also indicates that from the eight respondents who were interviewed at READ, seven of them mentioned that there are major differences between READ's training programmes and that of the traditional method of teaching. In view of these findings, it may be concluded that READ's training programmes are OBE-based. Details are illustrated in Table 6.38 below.

**Table 6.37 Coding system explaining the differences between READ’s approach to language teaching and that of the traditional school**

Response	Code
There is a relationship between READ’s training programmes and OBE	RPO
READ benchmarks its training programmes	RBT
READ’s approach is book-based	RBB
READ’s approach encourages the establishment of print-rich classrooms	RPC
There are differences between READ’s training programmes and the traditional method of teaching	RTT

**Table 6.38 Frequency explaining the differences between READ’s approach to language teaching and that of the traditional school**

Responses	Code	Frequency
There is a relationship between READ’s training programmes and OBE	RPO	TM, PC1, PC2, T1, T2, T3, T4, T5,
READ benchmarks its training programmes	RBT	PC1, PC2, T1, T2, T3, T4, T5,
READ’s approach is book-based	RBB	TM,
READ’s approach encourages the establishment of print-rich classrooms	RPC	T2, T3, T4
There are differences between READ’s training programmes and the traditional method of teaching	RTT	PC1, PC2, T1, T2, T3, T4, T5

When the respondents were asked whether READ covers all aspects of writing at Grade 4 level, seven respondents (TM, PC1, PC2, T1, T2, T3 and T5) (see Table 6.40), mentioned that READ’s training programmes covered all the aspects of writing. A probable explanation for this finding could be that READ’s training programmes are based on the National Curriculum Statement. Only one respondent (T4) (see Table 6.40), mentioned that spelling and use of punctuation marks were not covered by READ’s training programmes. Intriguing however, is that three respondents (TM, PC1 and T4) (see Table 6.40), mentioned that READ’s training programmes are achieving the national aims and outcomes specified by the National Curriculum Statement. The study also revealed that three respondents (TM, PC1, and PC2) (see Table 6.40), mentioned that educators were provided with workbooks while one respondent (T5) (see Table 6.40), mentioned that READ’s approach to language teaching is systematic and that it involves skills development.

The study shows that from the eight respondents who were interviewed at READ, seven of them mentioned that READ’s training programmes covered all aspects of writing at Grade 4 level. For example, Project coordinator 1 (PC1) said “*READ covers all aspects of*

writing that are prescribed by the national Department of Education” (sic). In the light of these findings, it may be concluded that READ’s training programmes cover all aspects of writing.

This concurs with the views of Grade 4 educators who were interviewed at the twenty different schools as illustrated in section A. In addition, READ’s annual report clearly indicates that the organization covers all aspects of writing at Grade 4 level (READ educational Trust, 2006:3). Details are highlighted in Table 6.40 below.

**Table 6.39 Coding system explaining aspects of writing covered by READ’s training programmes at Grade 4 level**

Response	Code
Aspects of writing covered by READ of Grade 4 level	ACG
READ’s training programmes cover all aspects of writing except spelling and use of punctuation marks	ESP
READ covers aspects of writing that are reflected in the National Curriculum Statement	CAN
Educators are provided with workbooks	EPW
READ uses a systematic way of writing at different levels	SWD
Skills development is an important aspect of writing	SDW

**Table 6.40 Frequency explaining aspects of writing covered by READ’s training programmes at Grade 4 level**

Responses	Code	Frequency
Aspects of writing covered by READ at Grade 4 level	ACG	TM, PC1, PC2, T1, T2, T3, T4, T5
READ’s training programmes cover all aspects of writing except spelling and use of punctuation marks	ESP	T4
READ covers aspects of writing that are reflected in the National Curriculum Statement	CAN	TM, PC1, T4
Educators are provided with workbooks	EPW	TM, PC1, PC2
READ uses a systematic way of writing at different levels	SWD	T5
Skills development is an important aspect of writing	SDW	T5

When the respondents were asked about the implementation of READ’s training programmes, all the respondents (TM, PC1, PC2, T1, T2, T3, T4, and T5) (see Table 6.42), mentioned that READ’s training programmes were implemented according to its

training objectives. However, five respondents (PC1, PC2, T1, T3 and T4) (see Table 6.42), mentioned that the balanced literacy model is underpinning READ's training programmes. Three respondents (TM, PC1 and T3) (see Table 6.42), mentioned that the implementation of READ's training programmes was done through quality assurance mechanisms and the mentoring system. Only one respondent (TM) (see Table 6.42), mentioned that READ's training programmes are based on Kirkpatrick's training evaluation model. Fascinating though, is that five respondents (TM) T1, T2, T3, and T5) (see Table 6.42), rated the implementation of READ's training programmes as being 'excellent'.

The study shows that from the eight respondents who were interviewed at READ, all of them mentioned that the implementation of READ's training programmes was achieved according to its objectives. For example, Trainer 5 (T5) said "*READ implements its training programmes successfully. It involves well-trained trainers in the implementation of its training programmes*". (sic).

These results are in line with the views of Grade 4 educators who were interviewed at the twenty different schools. The study shows that from the forty respondents, thirty-six of them mentioned that READ's training has impacted positively on their implementation or application skills.

According to level 3 of the R01 model that has been used in this investigation, it is important to assess the general implementation of training programmes when programme evaluation is being undertaken (Kirkpatrick, 1998:17).

The data suggest that READ' training programmes have been implemented according to its training objectives. Details are reflected in Table 6.42 below.

**Table 6.41 Coding system explaining the implementation of READ’s training programmes**

Responses	Code
READ’s training programmes were effectively implemented	TEI
I would rate the implementation of READ’s training programmes as being ‘good’	RIG
I would rate the implementation of READ’s training programmes as being ‘excellent’	RIE
Educators are able to apply the acquired knowledge in terms of READ’s objectives	EAR
Balanced literacy model is underpinning READ’s training programmes	BLR
KirkPatrick’s training evaluation model is underpinning READ’s training programmes	KMR
Implementation of READ’s training programme was done through quality assurance mechanisms and the mentoring system	IQM

**Table 6.42 Frequency explaining the implementation of READ’s training programmes.**

Response	Code	Frequency
READ’s training programmes were effectively implemented	TEI	TM, PC1, PC2, T1, T2, T3, T4, T5
I would rate the implementation of READ’s training programmes as being ‘good’	RIG	TM, T1, T2, T3, T5
I would rate the implementation of READ’s training programmes as being ‘excellent’	RIE	PC1, PC2, T4
Educators are able to apply the acquired knowledge in terms of READ’s objectives	EAR	TM, PC1, PC2, T1, T2, T3, T4, T5.
Balanced literacy model is underpinning READ’s training programmes	BLR	PC1, PC2, T1, T3, T4,
KirkPatrick’s training evaluation model is underpinning READ’s training programmes	KMR	TM
Implementation of READ’s training programme was done through quality assurance mechanisms and the mentoring system	IQM	TM, PC1, T3

When the respondents were asked whether READ Educational Trust had a monitoring system in place to sustain its training programmes, all the respondents (TM, PC1, PC2, T1, T2, T3, T4, and T5) (see Table 6.44), mentioned that the organization had a consistent monitoring system in place to achieve the above goal. An explanation for this finding could be that monitoring is an important component of READ’s training programmes. In addition to that, seven respondents (TM, PC1, T1, T2, T3, T4, and T5) (see Table 6.44), mentioned that the READ trainers use standardized checklists and monitoring forms to



monitor the implementation of READ’s training programmes. Fascinating however, is that five respondents (TM, PC1, PC2, T1 and T5) (see Table 6.44), indicated that the READ trainers did support visits and not inspection visits.

The study shows that from the eight respondents who were interviewed at READ, all of them mentioned that READ Educational Trust has a consistent monitoring system in place to sustain its training programmes. For example, The training manager (TM) said *“READ trainers make follow-up visits to all the projects schools. The monitoring system is very consistent as they use standardized checklists and monitoring forms. We do support visits and not inspection visits”*. (sic).

This aspect is also highlighted in READ’s annual report which clearly indicates that the organization has a consistent monitoring system in place to sustain its training programmes (READ Educational Trust, 2006: 10). These findings are also in line with the views of Grade 4 educators who participated in the qualitative study. In fact, Grade 4 educators mentioned that the monitoring of READ’s training programmes was effectively undertaken. Monitoring is an important aspect of programme implementation.

In view of the above data, it may be concluded that the monitoring of READ’s training programmes was well-undertaken. Details are highlighted in Table 6.44 below.

**Table 6.43 Coding system explaining the monitoring of READ’s training programmes**

Responses	Code
READ’s training programmes were effectively monitored	MTP
READ’s monitoring system is consistent	MSC
READ trainers use standardized checklists and monitoring forms	TSM
READ trainers did support visits and not inspection visits	SN1

**Table 6.44 Frequency explaining the monitoring of READ’s training programmes**

Response	Code	Frequency
READ’s training programmes were effectively monitored	MTP	TM, PC1, PC2, T1, T2, T3, T4, T5
READ’s monitoring system is consistent	MSC	TM, PC1, T1, T2, T4, T5
READ trainers use standardized checklists and monitoring forms	TSM	TM, PC1, T1, T2, T3, T4, T5
READ trainers did support visits and not inspection visits	SN1	TM, PC1, PC2, T1, T5

When the respondents were asked about some notable changes in the last three years of organizational success in acquiring new projects, all the respondents (TM, PC1, PC2, T1, T2, T3, T4, and T5) (see Table 6.46), mentioned that READ Educational Trust has acquired quite a number of projects in the last three years of organizational success and growth. In fact, all of them cited examples of projects that were acquired by READ Educational Trust in the last three years of organizational success. A probable explanation for these responses could be that READ Educational Trust has already developed a good reputation which makes it easy for the organization to acquire new projects. Interesting however, is that five respondents (TM, PC1, PC2, T1, and T5) (see Table 6.46), rated the business impact of READ’s training projects on organizational growth as being ‘good’ while the other three respondents (T2, T3 and T5) (see Table 6.46), rated the business impact of those projects as being “excellent”.

The study shows that from the eight respondents who were interviewed at READ, all of them mentioned that there were notable changes in the last three years of organizational success in acquiring new projects. For example, Project coordinator 1 (PC1) said *“There are many notable examples of projects that were acquired by READ in the last three years. For example, the Anglo Gold Ashanti project, the National Lottery project and the Edcon project. I would rate the business impact of READ’s training programmes on organizational growth as “Good”. (sic).*

According to level 4 of the R01 model that has been used in this investigation, it is imperative to assess the impact of training programmes on organizational growth and sustainability (Brown & Seidner, 1998:106-107).

These findings concur with the views of Grade 4 educators who participated in this investigation as illustrated in Table 6.18.

Based on these findings, it may be concluded that READ’s training programmes have impacted positively on organizational growth and success. Details are reflected in Table 6.46 below.

**Table 6.45 Coding system explaining the business impact of READ’s training programmes on organisational growth**

Responses	Code
There are notable changes that resulted from the implementation of READ’s training programmes	NPA
READ has acquired projects in the last three years of organizational success	RAP
I would rate the business impact of READ’s training programmes on organizational growth as being “good”	RBG
I would rate the business impact of READ’s training progress on organizational growth a being “excellent”	RBE

**Table 6.46 Frequency explaining the business impact of READ’s training programmes on organisational growth**

Response	Codes	Frequency
There are notable changes that resulted from the implementation of READ’s training programmes	NPA	TM, PC1, PC2, T1, T2, T3, T5
READ has aquired projects in the last three years of organizational success	RAP	TM, PC1, PC2, T1, T2, T3, T4, T5
I would rate the business impact of READ’s training programmes on organizational growth as being “good”	RBG	TM, PC1, PC2, T1, T4
I would rate the business impact of READ’s training programmes on organizational growth as being “excellent”	RBE	T2, T3, T5

When the respondents were asked about success stories that could be linked to READ’s training programmes, all the respondents (TM, PC1, PC2, T1, T2, T3, T4, and T5) (see Table 6.48), indicated that there were many success stories that could be attributed to READ’s training programmes. Surprisingly, three respondents (TM, T1 and T4) (see Table 6.48), mentioned that READ provided schools with the resources. Three respondents (PC2, T2 and T5) (see Table 6.48), mentioned that READ’s training programmes had an impact on the development of literacy skills in general. Only two respondents (PC1 and T3) (see Table 6.48), mentioned that READ’s training programmes

had an impact on educators' professional development. Intriguing however, is that two respondents (PC1 and T4) (see 6.48), mentioned that READ has already groomed successful business people in South Africa, while two other respondents (PC1 and T4) (see Table 6.48), mentioned that READ is the best NGO in South Africa. When the respondents were asked about the uniqueness of READ's training programmes, one respondent (PC2) (see Table 6.48), mentioned that READ was involved in the provision of non-formal education and the other respondent (T5) (see Table 6.48) mentioned that READ undertook continuous research on its training programmes.

The study shows that from the eight respondents who were interviewed at READ, all of them mentioned that there are many success stories that could be linked to READ's training programmes, for example, Project coordinator 1 (PC1) said "*READ has already touched the lives of many educators and learners. My children undergone training at READ and they are successful businessmen. READ has been there for 27 years and it is the best NGO in South Africa.*" (sic).

According to Brown and Seidner (1998:106), it is vital to determine whether there are some success stories that could be linked to the organization's language programmes in schools. This is an important aspect of programme evaluation as it determines the merit and worth of organizations.

The above findings are corroborated by the findings of the quantitative study where Grade 4 educators showed a positive reaction towards READ's training programmes. These findings confirm the credibility of READ Educational Trust as the service provider. Any organization that attains a positive reaction or customer satisfaction has the potential to acquire many projects which implies economic growth and sustainability. Details of these findings are illustrated in Table 6.48 below.

**Table 6.47 Coding system explaining success stories that could be linked to READ’s training programmes**

Responses	Code
READ provides schools with the resources	RPR
READ has an impact on the development of successful business people	RDB
READ has an impact on the development of literacy skills in general	RDL
READ is the best NGO in South Africa	RBN
READ undertakes continuous research on its training programmes	RRT
READ organizes motivational events	RME
READ is involved in the provision of non-formal education	RNE

**Table 6.48 Frequency explaining success stories that could be linked to READ’s training programmes**

Response	Code	Frequency
READ provides schools with the resources	RPR	TM, T1, T4
READ has an impact on the development of successful business people	RDB	PC1, T3
READ has an impact on the development of literacy skills in general	RDL	PC1, T4
READ is the best NGO in South Africa	RBN	T5
READ undertakes continuous research on its training programmes	RRT	T1, T2
READ organizes motivational events	RME	PC2, T2, T5
READ is involved in the provision of non-formal education	RNE	PC2

When the respondents were asked about the theories that underpin READ’s training programmes, seven respondents (PC1, PC2, T1, T2, T3, T4, and T5) (see Table 6.50), indicated that the READ language programme is based on language teaching and learning theories of Vygotsky and Bernstein. However, one respondent (T5) (see Table 6.50), mentioned that they also followed language principles proposed by authors such as Krashen.

The study shows that from the eight respondents who were interviewed at READ, seven of them mentioned that READ’s training programmes are based on language teaching and learning theories of Vygotsky and Bernstein. However, the training manager (TM)

indicated that READ’s training programmes are based on the teaching and learning theories of Vygotsky, Bernstein and Kirkpatrick’s training evaluation model.

Based on these findings, it may be argued that READ’s training programmes are credible as they are based on learning theories that have been developed by well-renown scholars such as Vygotsky and Bernstein. Even more fascinating is that READ’s training programmes are based on Kirkpatrick’s training evaluation model. It is imperative to determine the basis as well as the nature of training programmes when conducting programme evaluation (READ Education Trust, 2006:10). Details of these findings are illustrated in Table 6.50 below.

**Table 6.49 Coding system explaining theories of learning that underpin READ’s training programmes**

Response	Code
READ’s training programmes are based on teaching and leaning theories of Vygotsky and Bemstein	TVB
READ’s training programmes are based on teaching and learning theories of Vygotsky, Bernstein and Kirkpartrick	VBK
READ’s training programmes are based on language principles proposed by Krashen	LPA

**Table 6.50 Frequency explaining theories of learning that underpin READ’s training programmes**

Response	Code	Frequency
READ’s training programmes are based on teaching and learning theories of Vygotsky and Bernstein	TVB	PC1, PC2, T1, T2, T3, T4, T5
READ’s training programmes are based on teaching and learning theories of Vygotsky, Bernstein and Kirkpartrick	VBK	TM
READ’s training programmes are based on language principles proposed by other authors such as Krashen	LPA	T5

When the respondents were asked about the challenges facing them as READ trainers and managers, all the respondents mentioned that they were faced with different challenges during the implementation of READ’s training programmes.

When the respondents were asked whether top management was supportive of the implementation of READ's training programmes, all the respondents (TM, PC1, PC2, T1, T2, T3, T4, and T5) (see Table 6.52), mentioned that top management was supportive of the implementation of READ's training programmes.

When the respondents were asked whether the social milieu has an impact on the general implementation of READ's training programmes, five respondents (PC1, PC2, T1, T3 and T5) (see Table 6.52), mentioned that the social milieu has an impact on the general implementation of READ's training programmes. Amazing however, is that two respondents (T2 and T4) (see Table 6.52), mentioned that the social milieu does not have an impact on the implementation of the READ training programmes.

When the respondents were asked whether English as a medium of instruction was a barrier to the implementation of READ's training programmes, five respondents (TM, T1, T2, T3 and T4) (see Table 6.52), mentioned that English as a medium of instruction is not a barrier to the implementation of READ's training programmes. Interesting, however, is that three respondents (PC1, PC2 and T5) (see Table 6.52), mentioned that English as a medium of instruction is a barrier to the implementation of READ's training programmes. These respondents also indicated that the home language policy was a challenge. Only one respondent (PC2) (see Table 6.52) mentioned that lack of vehicles was a challenge to them as fieldworkers. Surprisingly, one respondent (T3) (see Table 6.52), mentioned that lack of funds was a challenge. According to Nieman and Monyai (2006:159), it is imperative to establish the challenges facing project staff when conducting programme evaluation.

This study shows that from the eight respondents who were interviewed at READ, all of them mentioned that they were faced with different challenges and that management was supportive of the implementation of READ's training programmes. The data in Table 6.52 also show that five of the respondents mentioned that the social milieu has an impact on the implementation of READ's training programmes. For example, Project coordinator 1 (PCI) said "*The social milieu affects the implementation of READ's training programmes, because learners in urban areas normally perform better than those in the rural areas even though they are provided with almost the same material.*" (sic).

The study has revealed that from the eight respondents who participated in the investigation, five of them mentioned that English as a medium of instruction is not a barrier to the implementation of READ's training programmes. This result is contrary to the findings from Grade 4 educators where the majority of the respondents indicated that English as a medium of instruction is a barrier to the implementation of READ's training programmes. Interesting though, is that three of the respondents indicated that English as a medium of instruction is a barrier to the implementation of READ's training programmes. Of note is that the majority of Grade 4 educators who participated in the qualitative study, mentioned that English is a barrier to the implementation of READ's training programmes.

In the light of the above findings, it may be concluded that English as a medium of instruction can, to a certain extent, be a barrier to the implementation of language programmes in schools. Details are reflected in Table 6.52 below.

**Table 6.51 Coding system explaining challenges facing READ staff**

Response	Code
Top management is supportive of the implementation of READ's training programmes	TSI
The social milieu has an impact on the implementation of READ's training programmes	SIR
The social milieu does not have an impact on the implementation of READ's training programmes	SNI
English is a barrier to the implementation of READ's training programmes	EBL
English is not a barrier to the implementation of READ's training programmes	ENB
The home language policy is a challenge	HPC
Lack of vehicles is a challenge	LVC
Lack of funds is a challenge	LFC

**Table 6.52 Frequency explaining challenges facing READ staff**

Response	Code	Frequency
Top management is supportive of the implementation of READ's training programmes	TSI	TM, PC1, PC2, T1, T2, T3, T4, T5
The social milieu has an impact on the implementation of READ's training programmes	SIR	PC1, PC2, T1, T3, T5
The social milieu does not have an impact on the implementation of READ's training programmes	SNI	T2, T4
English is a barrier to the implementation of READ's training programmes	EBL	PC1, PC2, T4





English is not a barrier to the implementation of READ's training programmes	ENB	TM, T1, T2, T3, T4
The home Language policy is a challenge	HPC	PC1, PC2, T5
Lack of vehicles is a challenge	LVC	PC2
Lack of funds is a challenge	LFC	T3

#### 6.4 SUMMARY

In Chapter Six, the analysis and interpretation of the quantitative and qualitative results are provided. Aspects such as the reliability and validity of the questionnaire; the interpretation of data obtained on items associated with the impact of the READ programme on Grade 4 learners' writing competencies; statement of the appropriate hypotheses and analyzing the data by means of multivariate statistical tests, a discussion of the five factors identified in this study and a discussion of the differences between the factor means of the group for each of the factors that contribute to the impact of the READ programme on Grade 4 learners' writing competencies, were dealt with in this chapter. In addition to the analysis and interpretation of the qualitative research, a discussion and synthesis of the qualitative results was presented in the Sixth Chapter

The next chapter presents the summary of findings, conclusions and recommendations.

## CHAPTER SEVEN

### OVERVIEW, CONCLUSIONS AND RECOMMENDATIONS

#### 7.1 INTRODUCTION

In this chapter, a summary of the literature review and the results of the empirical study are presented. Thereafter, an account is given of how the problem has been addressed, resulting in the conclusions of the study. A discussion of the contributions that the study has made to the theory and practice of language teaching has also been presented in this chapter. Certain recommendations are made regarding teaching practice and future research. The chapter ends with a presentation of the shortcomings of the study.

The first aspect to be dealt with is a summary of the literature review.

#### 7.2 SUMMARY OF THE LITERATURE REVIEW

In order to present a summary of the literature review, it will be necessary to recap the research problem.

Prior to the twenty-first century, South African schools functioned in a less complex environment than that of today. As a result, school managers of contemporary organizations are faced with the challenges of coping with over-crowded classes, ill-qualified educators, shortages of physical and human resources, and a mismatch between the curriculum and the current market place. According to Owings and Kaplan (2003:267), schools of the 21<sup>st</sup> century must be able to prepare all students for economic viability, advanced education and well-paying careers.

These have resulted in a need for the involvement of a number of language support programmes such as those offered by organizations like READ Educational Trust. This view is supported by Russel and Cook (1993:5), who note that South African schools that receive support through educational interventions have developed rapidly in the new dispensation. These collaborative approaches to language teaching are geared towards the general improvement of the quality of teaching and learning in primary schools. Furthermore, the literature study clearly shows that educator expertise is also regarded as

one of the most important school factors influencing student achievement (Owings & Kaplan, 2003:267).

In order to address the problem as stated above, this study was outlined as follows:

**Chapter One** dealt with the following:

- The justification and scope of the study;
- A statement of the problem;
- The aims of the research;
- Locating a theoretical framework;
- The clarification of concepts; and
- The research methodology.

Theories and models that are relevant to the study were discussed in **Chapter Two**.

**Chapter Three** describes factors that might influence the implementation of language programmes in primary schools.

**Chapter Four** focuses on READ's training model.

**In Chapter Five**, the conceptual framework and the research design were highlighted. The ROI model that underpins this study has assisted in addressing the research problem, which is:

What is the impact of teaching and learning programmes offered by service providers such as READ Educational Trust on the writing performance of Grade 4 learners?

The four levels of the ROI model guided the whole research project as illustrated in Chapter Five.

### **7.2.1 Problems Related to Learning Theories and the Realization of Effective Language Teaching**

The following problems regarding the above-mentioned aspects of school life have been identified:

- Many educational theories and models have been developed and implemented in primary schools;
- Many educationists present different definitions of the concept of learning;
- Many factors affect the general implementation of READ's language programmes in the primary schools; and
- READ's training model determines its mode of operation and the extent to which writing skills are acquired.

These problems have been highlighted in the literature review, and are indicative of the need to develop a common ground when it comes to the development of intervention programmes that are geared towards the improvement of classroom practice. A worrying factor though is that the effective enhancement of the quality of teaching and learning is still questionable despite the many advances in the field of education. The function of educational theories and models is to guide classroom practice. So, there is a need to make the many theories and models of educational practice more relevant as shown in the second chapter.

According to Watson (1958, in Weiten, 1992:7), behaviourism is a theoretical orientation based on the premise that scientific psychology should study only observable behaviour. From the behaviourist's perspective, learning involves a very wide range of human behaviour and should be related to corresponding laws and principles that apply to those situations. Thus language learning may include such activities such as acquiring vocabulary, memorizing a poem, grasping a scientific principle, as much as it may involve such skills as writing, reading, speaking, and listening.

Behaviourism has educational implications for language teaching and learning in the sense that it emphasizes the importance of conditioned reflexes (Hodgkinson, 1998:52). It is also vital for educators to use some rewards during the teaching and learning process. Kruger (1989:26) supports this view when postulating that educators must be aware of the fact that a stimulus is something which elicits a response, and that a response is something elicited by a stimulus. Rewards cause both satisfaction and performance (Osborn, *et al.*, 2000:120). The literature study clearly shows that there is a close correlation between the availability of rewards and the enhancement of effective teaching and learning in schools (Rebore & Ronald, 1998:21).

It was also revealed in the Second Chapter that the Gestalt theory puts emphasis on the theory of organization and reorganisation within the structure of the organization itself. According to the Gestalt theory, language educators are expected to create a classroom atmosphere which is in line with the learners' mental sets, including needs, attitudes, interests, and motivation (Hjelle & Ziegler, 1987:13).

The literature study also indicates that the Information Processing Model is relevant to the process of teaching and learning. According to Carole and Carole (1993:241), information is actively processed in a series of subroutines between inputs and outputs. This view is supported by Atkinson and Shifrin (1968, in Louw and Edwards, 1995: 286) who note that memory processing takes place in a series of three stages, namely encoding, storage, and retrieval and that memory itself is dependant on three different systems of storage, namely sensory storage, short-term storage, and long-term storage. This also implies that educators should have a better understanding of these stages and systems if they are to offer quality language teaching in primary schools.

Unlike the behaviourists, the Gestaltists and the cognitive psychologists, who place more emphasis on external stimuli, the building of associations and the theory of organization and reorganisation respectively, Piaget emphasizes the importance of maturation, experience and practice, social interaction and transmission, and equilibration as indicated in section 2.2.1.2 (Louw *et al.*, 1999:71). The above theory also suggests some educational implications that need to be observed by educators as well.

According to Behr (1990:16), no system of education can be effectively implemented without understanding how children grow and develop. It is, therefore, equally important for language educators to be knowledgeable about the level of development of their learners. It also implies that the learning content should be suitable to the learner's level of development if effective teaching and learning is to take place.

Different forms of learning such as classical conditioning and operant conditioning were also discussed in the Second Chapter. Watson (1958, in Weiten, 1992:7) stipulates that classical conditioning is a type of learning in which a stimulus acquires the capacity to evoke a response that was evoked by a similar previous stimulus. Classical conditioning is relevant to our understanding of the learning process because it provides the basis for emotional, psychological, and cognitive responses. On the other hand, operant

conditioning is defined by Louw and Edwards *et al.*, (1999:71) as a mechanical process by means of which successful responses are learned gradually as a result of a favourable outcome being obtained. According to Atkinson and Shifrin (1968, in Louw, 1995:286), external influences, and not internal thoughts and feelings, control human behaviour, at home, at school, in the work situation, and in society. It is therefore important for educators to use rewards or reinforcement in the classroom.

In addition to the above theories, the social learning theory was also discussed in the Second Chapter. The key assumption of social learning is that modelling influences learning chiefly through their informative function (Hjelle & Ziegler, 1987: 13). The social learning theory has very important educational implications. For instance, educators should model good writing skills if primary school learners are to master these skills with ease. It is also important to note that the above theories are relevant to the enhancement of quality teaching and learning in general.

READ's approach to language teaching is based on the observational theory, which is the crux of the social learning theory. Language educators involved in the implementation of the programme are trained in such a way that they are able to model the skills well. It is for this reason that READ Educational Trust uses teaching methods such as modelled writing, shared writing and independent writing.

READ holds the view that the more learners write, the quicker their writing skills develop. The link between reading and writing is not disputed, nor is the importance of writing meaningfully. To promote this, language educators involved in the implementation of the language and literacy programme have to include writing activities on a daily basis. READ also makes use of rewards or reinforcement in the classroom as discussed in the Second Chapter.

Generally, READ's mode of delivery is holistic in nature. The organization gives equal attention to all aspects of language development through the balanced language and literacy programme. Seemingly, there is a strong link between READ's approach to language teaching and the requirements of the National Curriculum Statement.

Based on the findings of the literature study, this research adopts a holistic approach to language teaching. It also attaches more value to the incorporation of intervention

programmes into teaching in general. It is envisaged that a holistic approach to the teaching of skills such as reading, writing, speaking, and listening would yield better results than a fragmented approach that was promoted by the traditional method of teaching.

### **7.2.1.1 The concept of learning as it applies to language development**

The literature study has revealed many connotations that are attached to the concept of learning, which present a challenge to redefine the concept if relevant language programmes are to be developed and implemented. It is evident that different scholars view educational concepts from different perspectives. For example, Jacobs *et al.*, (2004:3) maintain that a currently accepted view of learning is that learners bring their own individual understanding of reality to the classroom, and that the educator's role is to assist them to reconcile their existing knowledge with the new information through reflective thinking.

The literature clearly shows that learning is a change in human disposition or capability that persists over a period of time and that it is not simply ascribable to processes of growth (Gagne', 1985:2). Chapman and Gale (1988:127) support this view when maintaining that learning occurs when the learners' mental ability to manipulate his/her psychological field (i.e. the inner world of concepts, memories, etc.) in response to his/her experiential knowledge. The cognitive approach to learning views the individual not as a somewhat mechanical product of the environment, but as an active agent in the learning process as indicated in Section 2.2.

On the contrary, the constructivist movement views learning as a process that must enable the learner to engage in meaningful, authentic activities which will ultimately lead to the construction of understanding and development of skills (Wilson, 1996:3). It was also revealed that the constructivist viewpoint emerged as a catalyst as it encourages students to construct their own knowledge in a context where the provision of education entails creating appropriate learning situations that afford the learners opportunities to develop personal knowledge that can be used in their daily lives (Wilson, 1996:3).

It is against this background that organizations such as READ Educational Trust developed training programmes that encourage critical thinking on the part of the learner.

The literature study also shows that the many definitions of the concept of learning are complementary in the sense that educators and education specialists can draw useful information and apply it to any teaching and learning situation. It also implies that educators must be knowledgeable about different approaches to learning if they are to improve the quality of teaching in general. However, what has become a case for great caution when considering constructivist options for primary school language learners, would be by now a general emerging opinion that sound meaningful reception learning should form the basis or foundation to more advanced constructivist thinking in the language classroom (Ausubel, 1968:533). The message is becoming clear from a South African point of view. Constructivist thinking, as well as poor classroom facilitation practices supposed to support constructivist learning, remain futile and a waste of time and money if a sound basis had not been put into place by traditional ways of teaching and learning. Language development also depends on knowing and understanding. Good quality classroom teaching based where behavioural and cognitivist approaches such as rote learning, memorization, drill and transmission are necessary to bring about these outcomes.

Along with this complexity, non-traditional forms of knowledge such as the feminist theories have emerged, and new ways of knowing have come to the fore, thereby removing the myths that knowledge is objective and impartial (Jacob *et al.*, 2004:3). In short, the learning content, or the knowledge that is selected for inclusion in school curricula, is contested terrain. This contestation has resulted in academic debates and discourses.

Furthermore, learning theory has informed this investigation that relevant language programmes should be developed and implemented if sound meaningful reception learning is to occur. Based on the literature study, the investigation propagates a holistic approach to language teaching in general. In other words, equal attention should be given to the teaching of all aspects of language development such as reading, writing, speaking, and listening.

Of note is the fact that READ is also playing a pivotal role in as far as the development and implementation of language programmes is concerned. The organization uses a balanced language and literacy programme so that reading and writing are linked and that the development of one language skill fundamentally supports the other.



With regard to the provision of language education, READ had used the book-based, integrated approach to language and literacy learning in South African schools long before it became adopted by the national department. The instructional strategies for developing reading and writing followed the best practice models from countries in which OBE models had been in operation for many years.

#### **7.2.1.2 Factors that affect the implementation of language programmes**

A number of factors affect the implementation of intervention programmes offered by organizations like READ Educational Trust. Factors such as school culture, rewards, human factors and motivation, leadership and ideological differences are cited as the most significant factors in the literature study. For instance, it was revealed that there is a mutual relationship between school culture and the provision of quality education (Badenhorst, 1997:197). The literature study shows that schools with strong positive cultures rate high in educational achievement. It is therefore imperative for management teams to ensure that schools adopt a positive, moral culture that will eventually lead to the development of a tranquil environment that is conducive to effective teaching and learning. It is then also for this reason that a number of schools had originally been identified by the Provincial Department of Education as so-called ‘under performing schools’ and that it was this sample of schools that became involved in the READ project.

Furthermore, the literature study has revealed that human factors such as personality and work, ideological differences and work, perceptions and work, and stress and work have an impact on organizational effectiveness as discussed in Section 3.3 (Van Fleet & Peterson, 1994:339). It was also revealed that rewards cause high levels of performance (Osborn *et al.*, 2000:120). According to Armstrong (1996:557), reward management is an activity that is geared towards designing, implementing, and maintaining pay processes or philosophy systems that are aimed at the improvement of organizational performance.

A variety of theories and models has been used to illustrate the relationship between the above factors and the implementation of language programmes in schools. For instance, Maslow’s hierarchy of needs has been used to show the relationship between motivation and basic needs in Chapter Three. In a nutshell, organizational factors such as the culture of the school, International Standards Organization: ISO 9000, affirmative action,

leadership, failure to delegate authority, confusion of lines of authority with lines of information, granting authority without exacting responsibility, misuse of functional authority and the failure to plan properly were discussed in the third chapter.

In addition, human factors such as personality and work, ideological differences and divisions in schools, ideological differences and human relations, ideological differences and absenteeism, perceptions and work stress were also discussed in the third chapter as indicated earlier on.

Basically, the impact of organizational factors, human factors and motivation and rewards on the implementation of language programmes in primary schools was highlighted in the Third Chapter. The literature study clearly shows that all these factors might impact on the implementation of language programmes in primary schools, and the enhancement of quality teaching and learning in general.

### **7.2.1.3 READ's training model**

READ's training model determines its mode of operation and delivery. This view is supported by Bouman and Ireys (1991, in Baker, 1994:54), who posit that a theory informs the design of a programme, its implementation and evaluation. The literature study has revealed that READ's model puts the teaching of writing at the centre of its practice and that reading and writing are closely linked. Basically, the development of one language skill fundamentally affects the other. Reading improves writing, as reading texts improves the learner's syntactic, semantic and grapho-phonetic knowledge systematically as indicated in section 4.2.2 (South African National Department of Education, 2003:78).

According to Northedge (1997:10), writing is the most demanding and challenging aspect of learning. He goes on to justify his argument by explaining that the reason why writing is especially demanding is that it forces one into a very deep and powerful kind of learning. Thus, writing remains the most difficult skill to learn. The literature study also shows that shared writing is an effective method of teaching writing as discussed in Section 4.2.2. Shared writing enables learners also to summarize the text they have read. It is evident that READ's theoretical model describes outcomes and predictors of outcomes and suggests how intervention programmes could be affected.

It is also clear that READ's training model suggests the cascade model is being followed. The cascade model is a training method which is also known as the "train the trainer" approach. This method works well for READ as it is cost-effective. National and international experts train READ's trainers on the methodology to be used during training. READ trainers also train language educators, who in turn impart the acquired knowledge to the learners at school level.

#### **7.2.1.4 Educational theory about teaching/learning in general that might be applied when teaching writing in English**

A number of important aspects have been identified for the language educator who wishes to assist primary school learners with writing. In the first place, the importance of teaching in a friendly classroom atmosphere was highlighted in the third chapter. Schools should set out deliberately to devise the right environment for children, to allow them to be themselves, and to develop in the way and at the pace appropriate to them. In other words, there should be a strong element of fun and enjoyment while fostering respect for the language and culture (Revised National Curriculum Statement Grade R-9 (Schools):2003:9). Primary school learners should work in groups, where different projects and activities are undertaken. Moreover, the significance of using participative teaching methods was mentioned in the fourth chapter. Participative methods give learners the opportunity to participate actively and fully in classroom activities (Jacob *et al.*, 2002:176).

### **7.3 FINDINGS FROM THE EMPIRICAL STUDY**

The overall aim of the research is to gauge the impact of a teaching and learning programme offered by external service providers such as READ Educational Trust on the writing performance of Grade 4 learners and the influence it has had on the classroom practices and professional development of educators who were involved in the implementation of such programmes. Basically, the degree to which the READ programme was successful and the effect of the programme was evaluated both quantitatively and qualitatively. Levels 1, 2, 3 and 4 of the ROI model, namely, reaction, learning, application and business impact were used in this study.

This study uses the Return on Investment Model of Programme Evaluation (ROI) as a basis for understanding the process of programme development and evaluation. The ROI model consists of five levels that are closely related. These are:

- Level 1: Reaction;
- Level 2: Learning;
- Level 3: Application;
- Level 4: Business impact; and
- Level 5: Return on Investment.

The theoretical framework provides four sequential steps that need to be followed when conducting programme evaluation. The various steps are:

- Planning;
- Data Collection;
- Data Analysis; and
- Reporting.

Important to note is the fact that the evaluator should not feel compelled to go through all the steps. If some can be skipped in a particular situation without jeopardizing the validity of the evaluation, the evaluator should do so. It is for the same reason that level 5 of the ROI model was not used in this study because it is an impact assessment study. Therefore, the outline of the process is meant as a broad guideline and not a prescription.

As indicated in the graphic presentation of the ROI model, all the various levels of programme evaluation (reaction, learning, application and business impact) are executed by following a series of steps of a process described by Phillips (2003:33). These levels are the essence of the ROI model. Therefore, it can be concluded that this study has made a contribution in the sense that the ROI model can be used to evaluate the impact of programmes such as those offered by organizations like READ. For instance, government officials and curriculum specialists can use the model to evaluate the impact of educational programmes like OBE and those that are offered by organizations such as READ as already indicated. A detailed discussion of the steps as well as the levels of the ROI model that has been used in this investigation are presented in the fifth chapter.

A summary of the findings of the quantitative and qualitative design follows.

### 7.3.1 Summary of the Findings of the Quantitative and Qualitative Design of the Study

This thesis reports on a case study of educators' experiences with a READ Educational Trust's language programme in primary schools. A summary of the findings of the quantitative study is presented first, with the qualitative findings thereafter. The quantitative study focused mainly on the perceptions of Grade 4 language educators towards language programmes offered by READ Educational Trust. A questionnaire was used as a quantitative data collection method in this investigation. A total number of 150 Grade 4 language educators participated in the quantitative study.

A summary of the quantitative results is based on the five factors, namely Grade 4 educators' opinions, of the READ programme, impact of programme on school effectiveness, impact of programme on Grade 4 learners' writing competences, impact of READ's training method on Grade 4 educators' ability to apply the acquired knowledge and school resources.

The findings of the quantitative study clearly show that male and female educators held different views of the READ training programme. Possible explanations for these differences have been highlighted in section 6.3.4. However, a total mean score of 3.82 was obtained by both male and female educators in respect of factor one, namely Grade 4 educators' opinions of the READ programme. In view of these findings, one would argue that READ Educational Trust does have a high customer satisfaction and great potential for growth and sustainability. The above findings suggest that hypothesis 2 be accepted and indicate that there is a correlation between READ's training programme, staff development and their professional growth.

In respect of factor two, namely impact of programme on school effectiveness, the quantitative data suggest that male and female educators have different opinions of the impact of READ's language programme on school effectiveness as indicated in section 6.3.4. A total mean score of 3.60 was obtained by male and female educators. The results suggest that both male and female educators have a positive view of the impact of READ's training programmes on school effectiveness..

Based on the above findings, one would conclude that READ's training programmes have an impact on school effectiveness and language teaching in primary schools.

In respect of factor three, namely impact of programme on Grade 4 learners' writing competencies, female educators obtained a mean score of 3.82 whilst male educators obtained a mean score of 3.43. The results suggest that male and female educators have different views of the impact of READ's programme on Grade 4 learners' writing competencies. The results also show a statistically significant difference between male and female educators in respect of factor three, namely impact of programme on Grade 4 learners' writing competencies. An explanation for these differences could be that female and male educators held different views of the READ programme in this study. It would also appear that the READ programme has impacted differently on female and male educators' opinions in respect of factor three, namely impact of programme on Grade 4 learners' writing competencies.

The above findings also suggest that hypothesis 3 be accepted and indicate that educators regard READ's language programme contributory to Grade 4 learners' language development in general and their ability to write and design text (writing skills).

The above results also suggest that hypothesis 4 be accepted and indicate that female and male educators have different opinions regarding the value of READ's training programme on the performance of primary school children with specific reference to the impact of the programme on children's writing competencies.

In respect of factor four, namely the impact of READ's training method on Grade 4 educators' ability to apply the acquired knowledge, the results show that male and female educators had different opinions of the impact of READ's method on their ability to apply the acquired knowledge in the classroom as indicated in section 6.3.4. These findings are in line with the results of the qualitative study where the majority of Grade 4 educators who participated in the study mentioned that they were of the opinion that READ's training programmes impacted on their ability to apply the acquired knowledge. In view of these findings, one would argue that training methods offered by READ Educational Trust have an impact on educators' ability to apply the acquired knowledge in the classroom. These findings suggest that hypothesis 1 be accepted and indicate that

READ's language programme impacts on language teaching with expected correlations between its training method and the improvement of learners' language skills.

However, the findings of the qualitative study show that both male and female educators held the same view in respect of factor five, namely school resources. A total factor mean score of 3.24 was obtained by both male and female educators in respect of factor five, namely school resources. The implications of this finding is that both male and female educators agree that there is a correlation between school effectiveness and the availability of resources. The findings of the qualitative study clearly show that both rural and deep rural schools are not well-resourced. Based on these findings, it would still not be justifiable to conclude that all rural schools are not well-resourced and that all urban schools are well-resourced as indicated in the sixth chapter.

In addition, the findings of the quantitative study show that educators from rural and urban schools had different perceptions of the impact of READ's language programmes in respect of factors 1,2,3 and 4 as indicated in section 6.3.4. It was also revealed that educators from rural schools obtained higher mean scores in respect of factors 1, 2, 3 and 4 as compared to those in urban schools. The above findings suggest that hypothesis 5 be accepted and indicate that external training programmes such as those offered by READ Educational Trust have more significant impacts on teaching and learning in rural schools as compared to urban schools.

The findings of the quantitative study clearly show that female educators had consistently higher mean scores than male educators in all the five factors as indicated in section 6.3.4.

Worth mentioning is the fact that the qualitative study was also geared towards assessing levels 1, 2, 3 and 4 of the ROI model that was used in this investigation, namely reaction/customer satisfaction, learning, application and business impact. Open-ended interviews were used as the qualitative data collection method. Grade 4 educators and READ staff participated in the qualitative study. The findings of the qualitative study clearly show that the majority of the respondents, mentioned that they were of the opinion that READ's training programme was integrated into the current curriculum. This important finding suggests that READ's training programmes are aligned with the National Curriculum Statement. The qualitative study has also revealed that from the eight respondents who were interviewed at READ, all of them mentioned that they were

of the opinion that READ's training programmes achieved the national aims and outcomes specified by the national curriculum statement. The results of the qualitative study show that from the eight respondents who were interviewed at READ, all of them mentioned that they were of the opinion that READ's approach to language teaching is OBE based. The above-mentioned findings are also in line with the literature review in the fourth chapter, which shows that READ's training programmes incorporate the theoretical foundations of learning, language acquisition and literacy acquisition (Du Plessis, 2002:18). In view of the above findings, one would argue that training programmes offered by READ Educational Trust are not an 'added on' activity as they are integrated into the curriculum.

The findings of the qualitative study clearly show that the majority of the respondents, mentioned that they were of the opinion that READ's training programmes had an impact on their application skills. These findings are supported by the literature review which indicates that learning is the extent to which participants change attitudes, improve knowledge, and or increase skill as a result of attending the training programme (Kirkpartrick, 1998:20). The above finding is also in line with the views of READ staff who participated in the qualitative study. In fact, the study shows that from the eight respondents who were interviewed at READ, seven of them, mentioned that they were of the opinion that the implementation of READ's training programmes was achieved according to the set objectives. In the light of these findings, one would argue that READ's training programmes have impacted on Grade 4 educators' application or implementation skills. The above-mentioned findings also relate to the second level of the ROI model that has been used in this investigation.

Another important finding that emanated from the qualitative study is the fact that the majority of the respondents, indicated that they were of the opinion that READ's training has impacted on their teaching practices. This finding is supported by Phillips (2003:34), who postulates that learning as the second level of the conceptual framework, focuses mainly on what participants learned during training, using tests, skill practices, role plays, simulations and group evaluations. This view is also supported by Kirkpartrick (1998:20), who postulates that it is imperative to determine the extent to which change in behaviour has occurred because the participants attended training workshops. Based on the above finding, one would conclude that READ's training programmes have impacted on Grade 4 language educators' teaching practices. The above finding addresses the



third research sub-question, namely how do language programmes such as those offered by READ Educational Trust contribute to effective language teaching?

The findings of the qualitative study show that the majority of the respondents, mentioned that they were of the opinion that there were some notable changes at their schools that could be attributed to READ's training programmes. This finding is corroborated by the literature review which indicates that it is important to measure the actual results achieved by programme participants as they apply the acquired knowledge (Phillips, 2003:35). Brown and Seidner (1998:107) also support this view when postulating that it is imperative to measure the actual results achieved by the participants after going through training. The above findings are also in line with the views of READ staff who participated in the qualitative study. In fact, the qualitative study shows that from the eight respondents who were interviewed at READ, all of them mentioned that they were of the opinion that there were notable changes in the last three years of organizational success in acquiring new projects.

It was also revealed that all respondents who were interviewed at READ, mentioned that they were of the opinion that there are many success stories that could be linked to READ's training programmes. According to Brown and Seidner (1998:106-107), it is imperative to assess the impact of training programmes on organizational growth and success. This important aspect of programme evaluation was achieved through level 4 of the ROI model that was used in this investigation. In view of the above findings, one would argue that language programmes offered by service providers such as READ Educational Trust have an impact on Grade 4 learners' writing performances. This finding addresses the fifth research sub-question, namely to what extent does READ Educational Trust's training programmes impact on Grade 4 learners' writing competencies?

The qualitative study has also revealed that the majority of the respondents, indicated that they were of the opinion that READ's training programmes had an influence on their professional development. It is very important to determine whether the training programme has an impact on participants' professional development when conducting programme evaluation (Phillips, 2003:37). In the light of these findings, one would argue that training programmes offered by service providers such as READ Educational Trust have an impact on participants' professional development. These findings address the

fourth research sub-question, namely how do the methodologies of service providers such as READ Educational Trust advance staff development?

The qualitative study has revealed that the majority of the respondents, mentioned that they were of the opinion that READ's training programmes had an impact on the level at which Grade 4 learners developed their writing competences. The above finding is also in line with the views of READ staff who participated in the qualitative study. This finding addresses the sixth research sub-question, namely how do intervention programmes offered by organizations such as READ Educational Trust impact on the level at which Grade 4 learners develop their language competencies?

The results of the qualitative study also show that the majority of the respondents as illustrated in Table 6.24, mentioned that they were of the opinion that the monitoring of READ's training programmes was effectively implemented. This view was supported by READ staff who participated in the qualitative study. Basically, the study shows that from the eight respondents who were interviewed at READ, all the respondents mentioned that they were of the opinion that READ Educational Trust has a consistent monitoring system in place to sustain its training programmes. This important aspect is also highlighted in READ's annual report which clearly shows that the organization has a consistent monitoring system in place to sustain its training programmes (READ Educational Trust, 2006:10). In the light of the above findings, one would conclude that the monitoring of READ's training programmes was well undertaken.

The qualitative study has also revealed that the majority of the respondents, mentioned that they received some incentives as a token of appreciation for their ability to implement READ's training programmes at their respective schools. This finding is in line with the literature review which suggests that it is necessary to check whether participants are being rewarded for implementing the training programmes or not (Kirkpartrick, 1998:21-22). In view of the above-mentioned findings, one would argue that service providers such as READ Educational Trust provide educators with some incentives as a token of appreciation for their ability to implement its training programmes.

The findings of the qualitative research show that the majority of the respondents, mentioned that they were of the opinion that READ's training covered all aspects of

writing. This view was supported by READ staff who participated in the qualitative study. The study shows that from the eight respondents who were interviewed at READ, seven of them, mentioned that they were of the opinion that READ's training programme covered all aspects of writing at Grade 4 level. These findings are also corroborated by the literature review which indicates that it is vital to determine whether service providers cover all aspects of learning with a view to checking whether they have to improve specific areas of their training programmes or not. Based on the above findings, one would conclude that READ's training covered all aspects of writing. However, some Grade 4 educators mentioned that it is necessary for READ Educational Trust to improve on aspects such as sentence construction, letters and compositions and handwriting. These findings address the fifth research sub-question, namely to what extent does READ Educational Trust's intervention programmes impact on Grade 4 learners' writing competencies?

Another significant finding that emerged from the qualitative study was that the majority of the respondents, indicated that they were faced with different challenges during the implementation of READ's training programmes. This view was also supported by READ staff who participated in the qualitative study. The above findings are also in line with the literature review which suggest that it is important to determine whether the participants work in the right climate or not (Kirkpartrick, 1998:21). In the light of the above findings, one would conclude that the implementers of language programmes offered by service providers such as READ are faced with different challenges.

When respondents were asked whether READ's mission statement is relevant to the development, implementation and maintenance of training in schools, all of them mentioned that they were of the opinion that READ's mission statement guides the development, implementation and maintenance of training in schools. This finding is supported by Basarab and Root (1992:4), who purport that it is imperative for programme evaluators to determine whether the organization's mission statement articulates and take into account the diversity of general and public interests and values that are related to the concept of training. In view of the findings of the qualitative study, one would conclude that READ's mission statement serves as a guide for the development, implementation and maintenance of training in project schools.

Finally, it is important to mention the fact that the qualitative study has revealed the teaching and learning theories on which READ's training programmes are based. For example, it was revealed that from the eight respondents who were interviewed at READ, seven respondents indicated that they were of the opinion that READ's training programmes are based on the theories of Vygotsky and Bernstein. A discussion and an illustration of the relevance of these theories to READ's training programmes is presented in the second chapter.

### 7.3.2 Hypotheses

The aim of this study is to assess the impact of a teaching and learning programme intervention offered by external service providers such as READ Educational Trust on the writing performances of Grade 4 learners and on the classroom practices of educators involved in the application of such programme.

The study aimed to:

- (a) Determine the nature of intervention programmes offered by service providers such as READ Educational Trust;
- (b) Investigate the perceptions of educators towards intervention programmes such as those offered by organizations such as READ;
- (c) Determine how language programmes such as those offered by READ contribute to effective language teaching;
- (d) Establish how methodologies employed by service providers such as READ Educational Trust advance staff development;
- (e) Gauge the extent to which intervention programmes offered by organizations such as READ impact on Grade 4 learners' writing skills;
- (f) Determine how intervention programmes offered by organizations such as READ impact on the level at which Grade 4 learners develop their language skills;
- (g) Establish how intervention programmes offered by service providers such as READ Educational Trust contribute to effective language teaching; and
- (h) Study the issues involved in productivity management with a view to ensuring that organizations like READ Educational Trust are capable of improving their productivity strategies in such a way that they adequately meet the needs of the target groups and the entire corporate market.

In order to achieve the above goals, the following hypotheses were investigated:

Hypothesis 1: READ's language programme impacts on language teaching with expected correlations between its training method and the improvement of learners' language skills. Hypothesis 1 was intended to test the third research sub-question, namely how do language programmes such as those offered by READ contribute to effective language teaching? The results of the quantitative research suggest that hypothesis 1 should be accepted and indicate that READ's language programme impacts on language teaching and learning in the primary schools.

- Hypothesis 2: There is a correlation between READ's training programme, staff development and their professional growth. The classroom interventions therefore contribute significantly to educators' performance measured in terms of the development of their language teaching competences, classroom practices and professional skills. Hypothesis 2 was aimed at addressing the fourth research sub-question, namely how do the methodologies of service providers such as READ Educational Trust advance staff development? The findings of the quantitative research suggest that hypothesis 2 should be accepted and indicate that there is a correlation between READ's training programme, staff development and their professional growth.
- Hypothesis 3: Educators regard READ's language programme as contributing to Grade 4 learners' language development in general and their ability to write and design text (writing skills). Hypothesis 3 was intended to test the sixth sub-research question, namely: How do intervention programmes offered by organizations such as READ impact on the level at which Grade 4 learners develop their language skills? The results of the quantitative study suggest that hypothesis 3 be accepted and indicate that Grade 4 educators regard READ's READ's language programme as contributing to Grade 4 learners' language development in general and their ability to write and design text (writing skills).
- Hypothesis 4: Female and male educators have different opinions regarding the value of READ's training programme on the performance of primary school children with specific reference to the impact of the programme on children's writing competences. Hypothesis 4 was aimed at addressing the second research sub-question, namely what

are the perceptions of Grade 4 language educators towards language programmes offered by organizations such as READ Educational Trust on the achievement of the curriculum outcomes? The findings of the quantitative study suggest that hypothesis 4 should be accepted and indicate that female and male educators have different opinions regarding the value of READ's training programme on the performance of primary school children with specific reference to the impact of the programme on Grade 4 learners' writing competencies.

- Hypothesis 5: READ's training programmes have a more significant impact on teaching and learning in rural schools than urban schools. Hypothesis 5 was geared towards addressing the fifth research sub-question, namely to what extent does the READ Educational Trust's intervention programmes impact on Grade 4 learners' writing competencies? The findings of the quantitative research suggest that hypothesis 5 be accepted and indicate that external training programmes such as those offered by READ have more significant impacts on teaching and learning in rural schools as compared to urban schools.

The above findings also show in general that Grade 4 language educators have a positive reaction towards READ's training programmes.

### **7.3.3 Attainment of Aims and Objectives**

The aims and objectives of this research project have been achieved as follows:

- The perceptions of educators towards READ's language programme were gauged by means of a questionnaire and open-ended interviews (see the results in Section 6.3.5, 7.3.1 and 7.3.2);
- The relevance of educational theories to READ's training model and language teaching and learning was determined in the Second Chapter;
- The nature of language programmes offered by READ Educational Trust have been discussed in Chapter Four; and
- The issues involved in productivity management have been discussed in Chapter Three.

### 7.3.3.1 Conclusions

In order to draw a conclusion to this study, it is necessary to revisit the research questions and highlight the research problem. The research questions are:

1. What is the impact of a teaching and learning programme interventions offered by external service providers such as READ Educational Trust on the performances of Grade 4 learners and what influence does it have on the classroom practices and professional development of educators involved in the application of such programmes?
2. How are supplemental language programmes structured in order to support and complement formal classroom teaching and learning environment?
3. What are the perceptions of Grade 4 language educators towards language programmes offered by organizations such as READ Educational Trust on the achievement of the curriculum outcomes?
4. How do language programmes such as those offered by READ Educational Trust contribute to effective language teaching?
5. How do the methodologies of service providers such as READ Educational Trust advance staff development?
6. To what extent does the READ Educational Trust's intervention programmes impact on Grade 4 learners' writing competencies?
7. How do intervention programmes offered by organizations such as READ Educational Trust impact on the level at which Grade 4 learners develop their language competencies?
8. How do intervention programmes offered by service providers such as READ Educational Trust contribute to effective language teaching?

Based on the findings of this study, the following conclusions can be drawn:

- That Grade 4 educators reported that they were of the opinion that READ's language programme impacts on language teaching and learning in the primary schools;
- That Grade 4 educators mentioned that they were of the opinion that there is a correlation between READ's training programme, staff development and their professional growth;
- That Grade 4 educators reported that they were of the opinion that classroom intervention programmes offered by READ Educational Trust contribute significantly to their language teaching competencies, classroom practices and professional skills;
- That Grade 4 educators reported that they regard READ's language programme as contributing to Grade 4 learners' language development in general and their ability to write and design text (writing skills);
- That female and male educators mentioned that they have different opinions regarding the value of READ's training programme on the performance of primary school children with specific reference to the impact of the programme on children's writing competencies;
- That Grade 4 educators reported that they were of the opinion that external training programmes offered by READ Educational Trust have more significant impact on teaching and learning in rural schools as compared to urban schools;
- That Grade 4 educators indicated that they have a positive reaction towards language programmes offered by READ Educational Trust;
- That Grade 4 educators reported that they were of the opinion that language programmes offered by READ Educational Trust are implemented according to its training objectives;
- That Grade 4 educators and READ staff reported that they were of the opinion training programmes offered by READ Educational Trust have an impact on the organizational growth of both the schools and READ as the service provider;
- That Grade 4 educators mentioned that they were of the opinion that language programmes offered by READ Educational Trust are not an 'added on' activity as they are integrated into the learning area curriculum;
- That Grade 4 educators and READ staff reported that they were of the opinion that READ Educational Trust uses a consistent monitoring system to sustain its language programmes;



- That Grade 4 educators and READ staff mentioned that READ Educational Trust gives some incentives to individual educators and deserving schools as a token of appreciation for their ability to implement its training programmes;
- That Grade 4 educators and READ staff reported that they were of the opinion that training programmes offered by READ Educational Trust are OBE based;
- That Grade 4 educators and READ staff indicated that they were of the opinion that training programmes offered by READ Educational Trust achieve the national aims and outcomes specified by the national curriculum statements;
- That READ staff reported that they were of the opinion that READ's mission statement guides the development, implementation and sustenance of training in schools;
- That Grade 4 educators and READ staff reported that they were of the opinion that training programmes offered by READ Educational Trust cover all aspects of Learning Outcome four, namely writing at Grade 4 level;
- That Grade 4 educators mentioned that they were of the opinion that English as a medium of instruction is a barrier to the implementation of training programmes offered by READ Educational Trust;
- That Grade 4 educators and READ staff reported that they were of the opinion that the social milieu has an impact on the implementation of training programmes offered by READ Educational Trust;
- That Grade 4 educators and READ staff mentioned that school principals and READ's top management are supportive of the implementation of training programmes offered by READ Educational Trust;
- That Grade 4 educators and READ staff reported that they were of the opinion that there are measurable or tangible results in project schools that can be attributed to training programmes offered by READ Educational Trust as the service provider;
- That READ staff reported that they were of the opinion that there are success stories in schools that can be linked to the implementation of READ's intervention programmes;
- That Grade 4 educators reported that they were of the opinion that some rural and deep rural schools are not well-resourced; and
- That Grade 4 educators mentioned that they were of the opinion that intervention programmes offered by READ Educational Trust contribute to effective language teaching in general.

#### 7.3.4 Contributions to the Theory and Practice of Language Teaching

A new synthesis of various aspects that are addressed by the study has led to contributions in a number of areas that are discussed below.

- **Theory building: Educational Theory**

A contribution has been made to the building of educational theory in certain areas. For example, through the utilization of theory methodology in the form of a literature review, the problems and factors affecting the implementation of language programmes were realized. South African language policies therefore need to be reviewed to include the selection criteria as well as the procedures for the implementation of language programmes in schools. Moreover, the problem was highlighted from a global perspective. In so doing, theory about how effective implementation of language programmes and the methodology of English can be realized has been generated. This theory can be applied in other educational situations, and even internationally.

Although this study has its own limitations and reports on one case study, namely READ Educational Trust, it is hoped that it will stand within the literature as an example of how programme evaluation could be undertaken.

A contribution was made as far as the background of READ Educational Trust is concerned. For example, it has been revealed that the READ's mission statement guides the development, implementation and monitoring of its training programmes. It also became evident that the implementation of training programmes offered by READ have an impact on its organizational growth and sustainability. Moreover, it was revealed that language programmes offered by READ have an impact on educators' performance in terms of language teaching. This also implies that alternative or additional interventions are likely to make an impact on the methodology of English in primary schools.

- **Contribution to educational practice**

The research project adds a lot of insight on the subject been investigated, namely the impact of language programmes on learner performance;

- Advance theory on the impact of language intervention programmes on the concept of language development in general;
- Advance theory on the undertaking of a systematic programme evaluation;
- The integration of theories leads to the construction of new theory, which will also guide the whole process of language teaching in South African schools; and
- In turn, the new theory can be useful to persons such as language educators, school managers, parents, language specialists and policy makers and service providers such as READ Educational Trust; and
- In a nutshell, the investigation came up with new knowledge and insights and has the potential to give guidance to different stakeholders in the educational context.

- **The development of research methodology**

The study demonstrates that programme evaluation research and the use of the ROI model can be an effective method for the assessment of language programmes in educational settings. Similarly, the value of utilising the process of triangulation whereby various data collection methods are used to increase the reliability of observations was realised. Qualitative research, such as the use of open-ended interviews was employed. The research method utilised in the study can guide other research endeavours as far as the implementation of language programmes is concerned.

### **7.3.5 Other Contributions to the Theory and Practice of Language Teaching**

Ten other important aspects or components have emerged during the investigation. The first was once again the great emphasis placed on constructivist learning strategies and approaches suggested for the teaching of language in the classroom at the expense of the traditional reception learning approaches that had always been very prominent in the classroom. However, postmodernism has brought new challenges to the classroom not

only in terms of changes and challenges to the curriculum, but also in terms of the teaching and learning strategies to be followed and assessment practices to support these new changes. Outcomes-based education has brought its own dimension of successes and failures to the South African school environment. Outcomes-based education has changed the teaching and learning environment in the sense that it requires a shift from educator input to a focus on learner outcomes. The proponents of OBE believe that learners are taught too much theoretical knowledge that they do not need in the labour market and which they instantly forget after they have written their examinations. In the past, important skills that learners need for employment purposes, such as business and technical skills, were not adequately taught to learners. OBE suggests that educators should no longer base their learning programmes on objectives, but rather on helping learners to achieve learning outcomes. Basically, OBE is learner-driven and knowledge and skills can be drawn from any source and the role of the educator changes accordingly to provide guidance for the learners to achieve their outcomes.

One of the expectations and new approaches in terms of learning brought about by OBE was the change and challenge of the educator's role of learning facilitator as opposed to the traditional and trusted educator and transmitter of information and skills. The outcomes-based model is a transformational approach to the curriculum that was necessitated by technological advancement, changes of societal needs and goals, new political dispensations, and many other factors. Therefore, any educational system based on outcomes gives priority to the end results of learning.

Closely linked to this was the move away from the traditional use of textbooks and learning material. OBE was supposed to allow the educator to use a broad base of learning materials not supplied by the DoE but collected by the educator from service providers for language programmes. For example, READ Educational Trust has been providing schools with additional learner support material such as videos, posters, reading and writing starter packs, etc. As a result, learning facilitation encourages constructivist thinking based on the assumption that learners have to engage in meaningful, authentic activities that will lead to the construction of understanding and development of skills. In the light of this, one would say that the foundations of language education had not been achieved by means of traditional approaches in South Africa.

Unfortunately, the consequences of the traditional method of teaching are more detrimental to humanity than was envisaged (du Plessis *et al.*, 2007:40). The main problem with this approach to teaching is that schooling seems too internally focused and does not prepare people for life. The traditional view simply assigns the learners the role of passive recipients of facts, and the educator that of presenter of factual knowledge. Teaching which reduces the learner to an empty vessel into which the educator pours content and expects the learner to pour it out during testing time, continues to draw criticism from educational theorists who maintain that learners are responsible for their own learning. This particular study has made a contribution to the theory of language teaching and learning in the sense that it has revealed that READ Educational Trust's training programmes are OBE-based. The findings of this study also show that Grade 4 educators and READ staff reported that they were of the opinion that READ's training programmes do achieve the national aims and outcomes specified by the National Curriculum Statement.

The second problem exposed by this investigation is that READ's training programmes, and all other programmes built upon the same assumptions, are not 'added-on' interventions as they are integrated into the learning area curriculum. The 'added-on' characteristics of programmes is a manifestation of many of the fragmented teaching and learning interventions we have experienced in South Africa during the past ten years with the commencement of OBE. Take for example outcomes-based assessment workshops, classroom teaching strategies and education management. Fragmented teaching does not work irrespective of the amount of money and time going into the programmes. There is little capacity building in the training component of the programmes and educators do not take ownership for the approaches.

It is for this reason that READ Educational Trust bases its assumptions on the premise that learning is behavioural at primary school level. Therefore, the organization emphasizes the use of drawings and projects in the implementation of its training programmes. Educators are shown how to use big books, sets of group readers and classroom resource collections. In addition, learners learn how to complete simple work cards, and how to do group project work. Emphasis is also placed on primary school learners' ability to design interactive posters, curriculum vitae, reports, etc. On the other hand, learners' phonic skills, word-attack skills, sight words, knowledge of grammatical and spelling conventions and familiarity with common sentence patterns are developed.

All these language teaching tactics would enable language educators to integrate the training programmes of organizations such as READ in an effective manner. The findings of the qualitative research clearly show that Grade 4 educators and READ staff reported that they were of the opinion that READ's training programmes are integrated into the learning area curriculum. It is, therefore, evident that READ Educational Trust does offer training programmes that are easy to integrate into the learning area curricula as they are aligned with the National Curriculum Statement.

The third contribution that has been made by this investigation is that it has revealed that Grade 4 educators reported that they were of the opinion that the general coordination of READ's training programmes is undertaken according to its specifications. In fact, the findings of this study show that grade 4 educators and READ staff reported that they were of the opinion that READ's language programmes are well-implemented and monitored. Grade 4 educators and READ staff also mentioned that they were of the opinion that school managers and READ's management are supportive of the general implementation of language programmes in schools. It appears that the overall coordination and implementation of training programmes offered by READ Educational trust depends on management support. In view of these findings, one would argue that it is necessary for the stakeholders to take a holistic view of aspects of school life such as the mission statement, school management, school climate, staff development, parental involvement, curricula and assessment measures if effective language teaching and learning is to be a reality in South African schools.

The fourth contribution that has been made by this investigation is that it was revealed that READ staff reported that they were of the opinion that the development, implementation and sustainance of training programmes offered by READ Educational Trust are guided by its mission statement. The mission statement is an important aspect of training as it emphasizes the philosophy of the organization. These two concepts link up with one another in the sense that they both highlight the values and ethos of the organization which in turn, determines the quality of training provided by READ Educational Trust as the service provider.

The fifth contribution that has emerged from this investigation is that it has revealed that Grade 4 educators and READ staff reported that they were of the opinion that the implementation of training programmes offered by READ Educational Trust have a

business impact on both the schools and READ's growth and sustainability. This is a very important contribution because it is necessary to know whether the implementation of language programmes lead to organizational growth or not. Based on the findings of the business impact, one would be able to determine whether the implementation of language programmes is worth pursuing or not.

The sixth contribution that has been made by this study is that it has shown that Grade 4 educators reported that they were of the opinion that READ Educational Trust uses some incentives to motivate and encourage the implementers of language programmes in schools. It is imperative for service providers to have an effective reward system in place.

However, it should be noted that the involvement of service providers such as READ in the provision of support through language programmes does not serve as a panacea for all the problems related to language teaching in South Africa. The fact of the matter is that intervention programmes offered by organizations such as READ Educational Trust have a critical role to play in the enhancement of effective language teaching in South African schools. Certainly, there is a pressing need to continuously involve service providers such as READ Educational Trust in the provision of intervention programmes if the enhancement of effective language teaching and learning is to be realized. In essence, professionalism and the development of professional scholars in teaching and learning do not lie in 'first-aid' type of practices, These send out the wrong message, namely that things are not working in South Africa and that corrective measures have to be put into place to rectify teaching and learning that has gone wrong.

The seventh aspect that has emerged from this investigation is that Grade 4 educators reported that they were of the opinion that English as a medium of instruction can become a barrier to the implementation of language programmes offered by READ Educational Trust in schools. The extent to which the performance of second language speakers can be affected by the usage of English as a medium of instruction has been illustrated in the literature review. Moreover, the findings of the qualitative research also show that English as a medium of instruction can to a greater extent become a barrier to the implementation of language programmes in the primary schools.

It is, therefore, very important for the service providers to develop and implement their language programmes in the learner's mother tongue, especially in the lower grades. Educators are also expected to adhere to the stipulations of the home language policy.

The eighth contribution that has been made by this investigation is that Grade 4 educators and READ staff reported that they were of the opinion that the social context within which language programmes are implemented has an impact on the general implementation of such programmes. This necessitates the creation of a positive school environment if effective language teaching and learning is to be enhanced. In addition, the creation of a tranquil home situation is very important as the family remains an important support system. It should also be remembered that the school is one element of the entire social context within which language programmes are implemented.

The ninth contribution that emerged from this investigation is that Grade 4 educators reported that they were of the opinion that READ's training programmes advance staff development. It was also revealed that Grade 4 educators mentioned that they were of the opinion that READ's training method enables language educators to apply or implement the acquired knowledge in the classroom. Basically, the study showed that READ's training programmes contribute to educator efficiency and effectiveness. It is for this reason that one would conclude that READ's training programmes enhance effective language teaching and learning in schools.

The tenth and last contribution that has emerged from this study is that Grade 4 educators and READ staff reported that they were of the opinion that READ's training programmes do yield measurable or tangible results in the project schools. This is an important contribution in the sense that it will enable school managers and other educational authorities to determine the effectiveness of training programmes of organizations such as READ Educational Trust. It would also assist in the effective administration of quality assurance mechanisms and the implementation of performance management systems at school level. It is imperative to determine the extent to which the set milestones have been achieved if effective language teaching and learning is to be enhanced in the South African schools. The findings of this investigation show that Grade 4 educators reported that they were of the opinion that READ's training programmes have an impact on Grade 4 learners' writing competencies. It was also revealed that Grade 4 educators have a positive reaction towards training programmes offered by READ Educational Trust. In



fact, this is a major contribution of this particular investigation because these findings do answer the fifth and sixth research sub-questions as illustrated in Section 7.3.4.1.

Although the majority of the respondents indicated that they were of the opinion that training programmes offered by READ Educational Trust cover all aspects of Learning Outcome Four, namely writing, the study has revealed that there is a need for READ to put more emphasis on aspects of writing such as sentence construction, letters and compositions and handwriting during the implementation of language programmes in the primary schools. These three aspects emerged as areas that need to be improved in the roll-out of language programmes at the intermediate phase.

Basically, language teaching has to be integrated into the formal and non-formal curricula. Therefore, there should be continuity in the involvement of service providers such as READ Educational Trust in the provision of support through language programmes.

## 7.4 RECOMMENDATIONS

The following recommendations follow from the findings and conclusions of this study:

### ▪ **The Role of Government Education Departments**

Provincial Departments of Education should implement a uniform language policy and provide support to districts. District support teams will have to be established to take a leading role in the monitoring of the language programmes that are implemented in their respective districts. Such support teams would also check whether the language programmes are in line with the language policy, and the administration thereof, as well as programme implementation. For example, it would be necessary for the task teams to check whether service providers such as READ Educational Trust ensure that their training programmes cover all aspects of learning areas. It would also be necessary for the district support teams to determine the extent to which language programmes achieve the national aims and outcomes specified by the national curriculum statements.

In addition, the support teams would check the extent to which English as a medium of instruction becomes a barrier to the implementation of language programmes in

schools. Aspects such as the extent to which the school principals are supportive of the implementation of language programmes as well as the impact of the social milieu on the implementation of language programmes would also be tackled by the district support teams.

Apart from establishing the district support teams that would work closely with the language educators and trainers, the Provincial Departments of Education should continuously review educator learner ratios to minimize problems such as overcrowding. Coupled with that, one would also recommend that the whole issue of resources be taken into consideration if effective teaching and learning is to be enhanced in South African schools.

- **Sensitising the Service Providers**

It is important for service providers to be sensitized to their role in the provision of support programmes in public schools. It is vital for the service providers to realize that they only have a supportive role and that government has the responsibility to provide quality education to all the learners in schools. This would alleviate unnecessary tensions between the trainers and language educators, unhealthy competition by different service providers, and disruptions of lessons by trainers, for example. It would also be necessary to ensure that service providers such as READ implement their language programmes according to the initial agreement that was signed by the Department of Education and the service providers. However, the findings of this study show that training programmes offered by organizations such as READ are implemented as expected. Furthermore, an attempt would be made to ensure that service providers are aware of the fact that they are expected to yield measurable or tangible results through the implementation of language programmes in public schools. This would still be necessary even though the findings of this study has revealed that there are measurable results in the project schools that could be attributed to language programmes offered by service providers such as READ. Another important recommendation that one would like to put forward is that READ Educational Trust needs to ensure that more attention is given to aspects of writing such as sentence construction, handwriting and letters and compositions as was revealed by this investigation.



- **Sensitising the project schools**

It is essential that the attitudes of language educators and school management towards intervention programmes should change. For instance, educators should be made aware of the fact that language programmes offered by organizations such as READ Educational Trust are not an ‘added on’ activities and that they must be continuously integrated into the learning area curriculum as one of the important findings of this study. It is also important to sensitise all the parties involved in the implementation of language programmes. For instance, they should realize that the trainers are the facilitators of the projects and not the “inspectors” as they are sometimes perceived. It would also be necessary to reinforce the need for of all the stakeholders to work collaboratively with a view to ensuring that the language programmes are successfully implemented in schools. Although this study has revealed that school principals and management are supportive of the implementation of training programmes offered by service providers such as READ, it would be necessary to reinforce the involvement of parents as important stakeholders. In addition, an attempt would be made to ensure that the general implementation of training programmes offered by organizations such as READ is based on the principles of OBE as an important finding of this investigation. This would assist in ensuring that there is uniformity in the implementation of training programmes offered by service providers such as READ Educational Trust in all the project schools.

## **7.5 FUTURE RESEARCH**

This research project is not an end in itself, but opens the door to further research. Further research projects could be carried out in the following aspects of language development:

- Research will have to be conducted by language specialists in order to determine the impact of incentives on the implementation of language programmes in public schools within the South African context. This study has revealed that service providers such as READ Educational Trust gave some incentives to individual educators and deserving schools as a token of appreciation for their ability to implement their training programmes, but it still not clear whether the incentives had an impact on the implementation of such training programmes or not;

- The extent to which the integration of language programmes is enhanced should be researched. This particular study has only established that intervention programmes offered by organizations such as READ Educational Trust are not an ‘added on’ activity and that they are integrated into the learning area curriculum;
- Problems associated with the use of English as the medium of instruction in schools where English is not the learners’ first language should be identified and investigated. Future research should also focus on the planning and implementation of language programmes to address these problems in schools. The findings of this study suggest that English as a medium of instruction may be a barrier to the implementation of training programmes offered by service providers such as READ in schools;
- The problem of resources would also have to be investigated, particularly those that are cheap and easy to use as there is a scarcity of resources in almost all public schools, particularly in rural areas. The findings of this study show that almost all the rural and deep rural schools are not well-resourced;
- Ways of best enhancing collaborative management that is geared towards effective implementation of language programmes will also have to be researched. In fact, this is a fertile area for research given the importance of partnerships to the enhancement of quality teaching and learning in schools. The findings of this study only show that school managers and READ’s management are supportive of the implementation of training programmes offered by service providers such as READ in the project schools. It would therefore, be necessary to conduct research on aspects such as parental involvement; and
- The extent to which training programmes offered by service providers such as READ achieve the national aims and objectives specified by the national curriculum statement also needs to be investigated. This study has revealed that training programmes offered by service providers such as READ achieve the national aims and outcomes specified by the revised curriculum statement but it does not address this aspect.

## 7.6 SHORTCOMINGS OF THE STUDY

This study has the following shortcomings:

- The lack of similar studies in South Africa made it difficult for the researcher to draw from the research of others which always has the possibility of leading to ways of clarifying the research results. However, it is believed that with government's commitment to the involvement of service providers in schools, the number of studies will increase in the future;
- Constraints related to time were experienced by the researcher when she was conducting qualitative research. This resulted from the national strike that affected all the public schools in South Africa. The situation was exacerbated by the availability of READ staff as they could only be interviewed during school holidays;
- The Educators' questionnaire does not make provision for other options, particularly with regard to aspects such as Learning area taught, Phase taught etc.; and
- The limitation of basing the research on the opinions of educators rather than on hard data about their classroom performance.

## 7.7 SUMMARY

Environmental and organizational changes are putting new demands on training. Training must change to support new organizational structures within a complex and changing business and social environment. Training is changing in who we serve, how we serve them, and why we serve them.

Forces of change in the global environment, knowledge-based economy, the information explosion, advances in technology, changes in the workforce, and evolving organizational architecture have resulted in pressure on training organizations to justify their costs in terms of improvement in individual and organizational performances. Therefore, there is pressure to be customer focused, high quality, in time, and cost effective. Training organizations are required to facilitate the changing roles of an aging, international, and culturally diverse work force. Training is also expected to facilitate the application and

creation of new knowledge and the integration of ever-changing technology in work processes.

All these factors have resulted in new roles for training organizations, such as change consultants, vendor managers, and information synthesizers. New organizational structures, which are smaller, flexible and have permeable boundaries, with external vendors have been adopted. Training is seen as one of many performance enhancing interventions. There is movement away from the classroom towards less costly, more decentralized delivery, including electronically distributed delivery.

The implications are that training evaluation has had to focus on achievement of strategic initiatives, organizational performance, and return on investment on training expenditures. Training organizations have had to demonstrate that they are well-managed organizations that make decisions based on results, costs, and other organizational business concerns. The definition of customers has been expanded from the employees in the classroom to include their managers and business units, and evaluation has had to expand from employee-in-the-classroom satisfaction to individual and organizational performance. This has meant not only a change in the level of evaluation but in evaluation becoming multilevelled. While these evaluative processes should be made easier by the availability of information and technology, they have often added levels of complexity to them.

To meet these challenges, evaluators must move with the environmental and organizational changes. These changes create a need to look at evaluation differently. Evaluation of training must be multilevelled, customer focused, and support continuous improvement of training. Evaluation should demonstrate its effect on a targeted business problem. The challenge is to provide meaningful data that enables organizations to assess customer satisfaction and business impact.

Finally, it is imperative to mention the fact that this investigation was geared towards assessing the impact of a teaching and learning programme offered by external service providers such as READ Educational Trust on the writing performances of Grade 4 learners and the influence it has had on the classroom practises of educators involved in the application of such programmes. Basically, the study aimed to determine Grade 4 language educators' experiences with a READ Educational Trust training programme and

the extent it has impacted on their classroom practices and professional development. It is hoped that the study provided useful data that would enable READ's management and government officials to assess customer satisfaction and the business impact of READ's training programmes on organizational growth and sustainability. It is also believed that this research project adds a lot of insight on the subject been investigated, namely the impact of intervention programmes on learner performance, and that it came up with new knowledge and insights and has the potential to give guidance to different stakeholders in the educational context.

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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><b>Gender</b></p> <p>Male <input style="width: 30px; height: 20px; text-align: center;" type="text"/> 1</p> <p>Female <input style="width: 30px; height: 20px; text-align: center;" type="text"/> 2</p>	<p>V3 <input style="width: 60px; height: 20px;" type="text"/> 7</p>																		
2.	<p><b>Age</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 70%;">20-24</td><td style="width: 30%; 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><b>Teaching experience</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 70%;">1-5 years</td><td style="width: 30%; 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><b>Your highest educational qualification</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 70%;">Lower than grade 12</td><td style="width: 30%; 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</p> <p>Numeracy</p> <p>Social Sciences</p> <p>Natural Sciences</p> <p>Arts and Culture</p> <p>Economic and Management Sciences</p> <p>Life orientation</p> <p>Technology</p>	<table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> <tr><td>6</td></tr> <tr><td>7</td></tr> <tr><td>8</td></tr> </table>	1	2	3	4	5	6	7	8	V7	<input type="text"/> 12			
1															
2															
3															
4															
5															
6															
7															
8															
6.	<p>Which of the following phases do you MOSTLY teach?</p> <p>Foundation phase</p> <p>Intermediate phase</p> <p>Senior phase</p>	<table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> </table>	1	2	3	V8	<input type="text"/> 13								
1															
2															
3															
7.	<p>In which language do you mostly teach?</p> <p>Afrikaans</p> <p>English</p> <p>IsiSwati</p> <p>Ndebele</p> <p>Sepedi</p> <p>South Sotho</p> <p>TshiTsonga</p> <p>Tshivenda</p> <p>Tswana</p> <p>Xhosa</p> <p>Zulu</p> <p>Other (specify)</p> <p>.....</p>	<table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> <tr><td>6</td></tr> <tr><td>7</td></tr> <tr><td>8</td></tr> <tr><td>9</td></tr> <tr><td>10</td></tr> <tr><td>11</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	V9	<input type="text"/> <input type="text"/> 14-15
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
8.	<p>Your school is a:</p> <p>Primary school (Grade R or 1 to Grade 12)</p> <p>Combined school (Grade R or 1 to Grade 12)</p>	<table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> </table>	1	2	V10	<input type="text"/> 16									
1															
2															
9.	<p>Which of the following best describes your present post?</p> <p>Principal</p> <p>Deputy-principal</p> <p>Head of department</p> <p>Educator</p> <p>Other (specify)</p> <p>.....</p>	<table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> </table>	1	2	3	4	V11	<input type="text"/> 17							
1															
2															
3															
4															

10. What is the medium of instruction at Grade 4 level?

English only  
Afrikaans only  
Other (specify)

V12  18

11. How would you classify the level of Grade 4 learner's writing skills since the implementation of READ's training programme?

Excellent  
Good  
Average  
Poor

V13  19



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





	<b>Educator 2</b>	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
<b>5. Impact of READ's training programme on Grade 4 learner's writing Competencies</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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
<b>6. Impact of READ's training on Grade 4 educator's professional development</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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><b>7. Notable Changes</b></p>	<p><b>Educator 1</b></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><b>Educator 2</b></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><b>8. Monitoring of READ's training programmes</b></p>	<p><b>Educator 1</b></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>



	<b>Educator 2</b>	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.
<b>9.Incentives</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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
<b>9.Writing Skills covered by READ</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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
<b>10.Challenges</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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
<b>1.Integration of READ's training programmes</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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
<b>2.Impact of training on Grade 4 educator's application skills</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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
<b>3.Impact of training on Grade 4 educator's teaching practises</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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><b>4. Notable Changes</b></p>	<p><b>Educator 1</b></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><b>Educator 2</b></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>

<b>5. Influence of READ's training programmes on Grade 4 educator's professional development</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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
<b>6. Impact of READ's training programmes on Grade 4 learner's writing Skills</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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
<b>7. Monitoring of READ's training programmes</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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

<b>8.Incentives</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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
<b>9.Writing Skills covered by READ</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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.
<b>10. Challenges</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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.
<b>THEMES</b>	<b>RESPONDENT</b>	<b>SCHOOL 9</b>	<b>SCHOOL 10</b>	<b>SCHOOL 11</b>	<b>SCHOOL 12</b>
<b>1.Integration of READ's training programmes</b>	<b>Educator 1</b>	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.

	<b>Educator 2</b>	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.
<b>2. Impact of training on Grade 4 educators' application skills</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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.
<b>3. Impact of training on Grade 4 educator's teaching practises</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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><b>4. Notable Changes</b></p>	<p><b>Educator 1</b></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><b>Educator 2</b></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>

<b>5. Influence of READ's training programmes on professional development</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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.
<b>6. Impact of READ's programmes and Grade 4 learner's writing competencies</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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
<b>7. Monitoring of READ's training programmes</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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
<b>1.Integration of READ's programmes</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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.
<b>2.Impact of training on application skills</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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.
<b>3.Impact of training on teaching practises</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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><b>4. Notable changes</b></p>	<p><b>Educator 1</b></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><b>Educator 2</b></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><b>5. Influence of READ's programmes on Grade 4 educators' professional development</b></p>	<p><b>Educator 1</b></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		
	<b>Educator 2</b>	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.
<b>6. Impact of READ's programmes on Grade 4 learner's writing competencies</b>	<b>Educator 1</b>	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
	<b>Educator 2</b>	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
<b>7..Monitoring of training programmes</b>	<b>Educator 1</b>	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
	<b>Educator2</b>	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.



<b>8.Incentives</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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.
<b>9.Writing Skills not covered by READ</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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.
<b>10. Challenges</b>	<b>Educator 1</b>	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.
	<b>Educator 2</b>	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 intergrate it into the traditional teaching practises. Grade 4 learners are able to construct 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 practises. Grade 4 learners are able to write well. They also participate in class	I do integrate it into the traditional teaching practises. 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.
<b>5. Influence on Professional Development</b>	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
<b>6. Impact of READ's programmes and Grade 4 learner's writing Skills</b>	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
<b>7. Monitoring of READ's training programmes</b>	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
<b>8. Incentive</b>	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
<b>9. Writing Skills covered by READ</b>	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
<b>10 Challenges</b>	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>

<b>Measurable/Tangible Results</b>	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>

<b>READ and OBE</b>	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>
<b>Aspects of Writing Covered by READ</b>	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'
<b>Monitoring of READ's Training Programmes</b>	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><b>Implementation of READ's Training Programme</b></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><b>Success Stories that can be linked to READ's Interventions</b></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>

<b>Theories Underpinning READ's Training Programmes</b>	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.
<b>Challenges Facing READ Trainers and Management</b>	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**