

Implementation enablers and constraints of a school-based intervention in a rural context

Marisa Claudia Leask

(11232685)

Submitted in partial fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR

(Learning Support, Guidance and Counselling)

Department of Educational Psychology

Faculty of Education,

University of Pretoria

SUPERVISOR:

Dr Funke Omidire

CO-SUPERVISORS:

Prof Liesel Ebersöhn and Prof P. Karen Murphy (PSU)

AUGUST 2019

Declaration

I declare that the dissertation/thesis, which I hereby submit for the degree PhD at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.”



Marisa Leask

31 August 2019
Date

Ethical Clearance Certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

| | |
|-------------------------------|--|
| CLEARANCE CERTIFICATE | CLEARANCE NUMBER: EP 07/02/04 FLY 16-001 |
| DEGREE AND PROJECT | PhD Implementation enablers and constraints of a school-based intervention in a rural context |
| INVESTIGATOR | Ms Marisa Leask |
| DEPARTMENT | Educational Psychology |
| APPROVAL TO COMMENCE STUDY | 18 April 2016 |
| DATE OF CLEARANCE CERTIFICATE | 30 August 2019 |

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn



CC
Ms Bronwynne Swarts
Dr Funke Omidire
Prof Liesel Ebersöhn
Prof Karen Murphy

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Dedication

I dedicate this thesis to my family. Without your love and support, this would not have been possible. Thank you for being there for me.



Acknowledgements

I am grateful to you for sharing your experience, expertise, and wisdom. You have challenged me to achieve more than I could have imagined professional and personally. I thank you for believing in me Dr Omidire, Prof Ebersöhn and Prof Murphy.

Abstract and Key Concepts

School-based intervention in a post-colonial context forms part of a transformational process to address equity and the right to quality education. Interventions have had limited effect reducing the disparity between the haves and the have-nots, thereby perpetuating the cycle of intergenerational poverty and inequality. Quality Talk, a classroom discourse intervention, was used as a case study to explore the broader issues of school-based intervention. Using a mixed-methods integrated design the data collected was used to identify potential enablers and constraints of school-based intervention research in a rural context. Building on active intervention implementation models in health and education research I propose an integrated approach to school-based intervention that focuses on a multilevel process of implementation. The implementation process emphasises the interrelationship between the intervention, participants, and context. The role of researcher, as an active ingredient of implementation, is to assess and align the intervention within its contextual setting with the participants as they reflect on the intervention implementation process. The implementation of the intervention is linked to developing a multilevel support system focusing on professional development, leadership, and perceptions and attitudes towards the intervention. Together these factors aim at facilitating the transitioning of school and individual readiness to intervention implementation thereby developing teacher competence in providing quality education to students in the classroom.

Keywords: Classroom discourse, critical thinking, enablers and constraints, literacy, South African rural school, school-based intervention research, Quality Talk

Language editor



Member South African Translators' Institute

P.O. Box 3172
Lyttelton South
0176
<https://www.language-services.biz>
30 August 2019

TO WHOM IT MAY CONCERN

This is to confirm that the thesis titled "Intervention Research Enablers and Constraints" by Marisa Claudia Leask has been proof read and edited by me for language usage.

I verify that it is ready for publication and / or public viewing in respect of language and style.

Please note that no view is expressed in respect of the subject specific technical contents of the document or changes made after the date of this letter.

Kind regards



Anna M de Wet

BA (Afrikaans, English, Classical Languages) (Cum Laude), University of Pretoria.
BA Hons ((Latin) (Cum Laude), University of Pretoria.
BA Hons (Psychology) University of Pretoria.

TABLE OF CONTENTS

CONTENTS

| | |
|--|----------|
| Declaration..... | ii |
| Ethical Clearance Certificate | iii |
| Dedication..... | iv |
| Acknowledgements..... | v |
| Abstract and Key Concepts..... | vi |
| Language editor | vii |
| CHAPTER 1 - GENERAL ORIENTATION..... | 1 |
| 1.1 Introduction | 1 |
| 1.2 Background..... | 2 |
| 1.3 Statement of the Problem | 4 |
| 1.4 Purpose and Research Questions..... | 4 |
| 1.5 Theoretical Framework | 5 |
| 1.6 Conceptual Framework | 6 |
| 1.7 Concept Clarification..... | 8 |
| 1.7.1 Classroom Discourse..... | 8 |
| 1.7.2 Critical thinking..... | 9 |
| 1.7.3 Enablers and constraints..... | 10 |
| 1.7.4 Literacy..... | 11 |
| 1.7.5 South African rural school | 12 |
| 1.7.6 School-based intervention research..... | 13 |
| 1.7.7 Quality Talk..... | 14 |
| 1.8 Research Methodology: Overview | 15 |
| 1.8.1 Introduction | 15 |
| 1.8.2 Meta-theoretical paradigm | 15 |
| 1.8.3 Methodological paradigm: Integrated mixed methods..... | 16 |
| 1.8.4 Research design: Instrumental case study | 16 |
| 1.8.5 Sampling..... | 16 |
| 1.9 Data collection..... | 16 |
| 1.10 Data analysis..... | 17 |
| 1.11 Quality criteria..... | 20 |
| 1.12 Ethical considerations..... | 21 |

| | | |
|--|--|-----------|
| 1.13 | Limitations..... | 22 |
| 1.14 | Thesis outline..... | 22 |
| CHAPTER 2 - LITERATURE REVIEW | | 24 |
| 2.1 | Introduction | 24 |
| 2.2 | Theoretical Model: Bronfenbrenner’s Bioecological Model | 25 |
| 2.2.1 | Introduction | 25 |
| 2.2.2 | Historical overview of the bioecological model | 25 |
| 2.2.3 | Process..... | 26 |
| 2.2.4 | Person..... | 28 |
| 2.2.5 | Context | 30 |
| 2.2.6 | Chronosystem..... | 32 |
| 2.3 | South African Educational System..... | 33 |
| 2.3.1 | Introduction | 33 |
| 2.3.2 | Addressing inequality in education | 33 |
| 2.3.3 | School-based intervention research: enablers and constraints | 36 |
| 2.3.3.1 | Physical Resources | 36 |
| 2.3.3.2 | Human Resources | 37 |
| 2.3.3.3 | Time and financial resources..... | 40 |
| 2.3.3.4 | School Management and leadership..... | 40 |
| 2.3.4 | Postcolonial education..... | 42 |
| 2.4 | Intervention Research in Education..... | 45 |
| 2.4.1 | Bottom-up approach..... | 45 |
| 2.4.2 | Top-down approach..... | 46 |
| 2.4.3 | Combined approach..... | 47 |
| 2.5 | Implementation Science | 48 |
| 2.5.1 | Introduction | 48 |
| 2.5.2 | Implementation science theoretical framework | 49 |
| 2.5.3 | School-based intervention implementation..... | 52 |
| 2.5.3.1 | Individual..... | 53 |
| 2.5.3.2 | Context | 54 |
| 2.5.3.3 | Support System..... | 55 |
| 2.5.3.4 | Intervention..... | 56 |
| 2.5.3.5 | Time..... | 56 |
| 2.5.4 | Implementation dimensions of a school-based intervention | 58 |

| | | |
|--|--|-----------|
| 2.5.4.1 | The role of management and leadership..... | 58 |
| 2.5.4.2 | Intervention perceptions and attributes | 62 |
| 2.5.4.3 | Professional development..... | 63 |
| 2.5.4.4 | Support System..... | 64 |
| 2.5.4.5 | Fidelity..... | 65 |
| 2.5.4.6 | Sustainability | 67 |
| 2.6 | Conclusion..... | 67 |
| CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY | | 69 |
| 3.1 | Introduction | 69 |
| 3.2 | Paradigmatic Perspective..... | 69 |
| 3.2.1 | Introduction | 69 |
| 3.2.2 | Meta-theoretical Paradigm: Pragmatism..... | 70 |
| 3.2.3 | Methodological Paradigm: Integrated Mixed Methods | 71 |
| 3.3 | Research Design: Instrumental Case Study..... | 75 |
| 3.4 | Background to the Case: Implementation of Quality Talk South Africa | 77 |
| 3.4.1 | Introduction | 77 |
| 3.4.2 | Intended Outcome | 78 |
| 3.4.3 | Quality Talk South Africa: A School-based Intervention Research | 79 |
| 3.4.3.1 | Instructional Frame..... | 80 |
| 3.4.3.2 | Discussion Elements..... | 81 |
| 3.4.3.3 | Teacher Modeling and Scaffolding | 81 |
| 3.4.3.4 | Pedagogical Principles..... | 81 |
| 3.4.4 | School-based intervention implementation of Quality Talk South Africa..... | 82 |
| 3.4.4.1 | Introduction | 82 |
| 3.4.4.2 | The Who: Intervention implementors | 82 |
| 3.4.4.3 | The When: Implementation stages | 83 |
| 3.4.4.4 | The How: Support system | 86 |
| 3.5 | Classroom Implementation..... | 94 |
| 3.5.1 | Introduction | 94 |
| 3.5.2 | Preparation for Quality Talk discussions | 95 |
| 3.5.3 | During Quality Talk discussions | 96 |
| 3.5.4 | After Quality Talk discussions | 98 |
| 3.6 | Research Methodology | 98 |
| 3.6.1 | Introduction | 98 |

| | | |
|-------|---|-----|
| 3.6.2 | Teachers | 98 |
| 3.6.3 | Head of Department | 99 |
| 3.6.4 | Student-Leaders..... | 99 |
| 3.6.5 | Grade 8 and 9 Students..... | 99 |
| 3.6.6 | Strengths and Limitations..... | 100 |
| 3.7 | Integrated Data Collection..... | 101 |
| 3.7.1 | Introduction | 101 |
| 3.7.2 | Observation Data..... | 101 |
| | 3.7.2.1 Classroom observations (semi-structured) | 102 |
| | 3.7.2.2 Observation as context of interaction | 103 |
| | 3.7.2.3 Data transformation of Observations..... | 103 |
| | 3.7.2.4 Strengths of observation | 103 |
| | 3.7.2.5 Limitation of observation | 104 |
| 3.7.3 | Interview Data | 105 |
| | 3.7.3.1 Introduction | 105 |
| | 3.7.3.2 Face-to-Face semi-structured interviews..... | 105 |
| | 3.7.3.3 Face-to-Face structured interviews..... | 106 |
| | 3.7.3.4 Data Transformation of Interviews | 107 |
| | 3.7.3.5 Strength of interviews..... | 107 |
| | 3.7.3.6 Limitation of interviews | 108 |
| 3.8 | Document Analysis | 108 |
| 3.8.1 | Introduction | 108 |
| 3.8.2 | Coh-Metrix analysis of the Grade 8 and Grade 9 comprehension texts..... | 109 |
| 3.8.3 | Class registers for Grade 8 and Grade 9..... | 109 |
| 3.8.4 | Analysis of the Grade 8 and Grade 9 comprehension tests..... | 109 |
| 3.8.5 | Strength document analysis..... | 110 |
| 3.8.6 | Limitation of document analysis | 110 |
| 3.9 | Integrated Data Analysis | 110 |
| 3.9.1 | Introduction | 110 |
| 3.9.2 | Stage 1: Quantitative analysis of the Quantitative data..... | 112 |
| 3.9.3 | Stage 2: Qualitative analysis of Qualitative data | 115 |
| 3.9.4 | Stage 3: Quantitative (1) analysis of the Qualitative data | 116 |
| 3.9.5 | Stage 4: Quantitative (2) analysis of the Qualitative data | 117 |
| 3.9.6 | Stage 5: Qualitative analysis of the Quantitative data..... | 117 |

| | | |
|----------------------------------|---|------------|
| 3.9.7 | Stage 6: Integration of the data analysed | 119 |
| 3.10 | Integrated Mixed Methods Quality Indicators | 120 |
| 3.10.1 | Introduction | 120 |
| 3.10.2 | Quantitative criteria..... | 120 |
| 3.10.3 | Qualitative criteria..... | 121 |
| 3.10.3.1 | Credibility | 121 |
| 3.10.3.2 | Dependability..... | 123 |
| 3.10.3.3 | Transferability | 123 |
| 3.10.3.4 | Confirmability | 124 |
| 3.10.4 | Integrated criteria | 124 |
| 3.10.4.1 | Design Planning..... | 124 |
| 3.10.4.2 | Inferential quality and inferential consistency..... | 125 |
| 3.11 | Ethical Considerations..... | 125 |
| 3.12 | Conclusion..... | 129 |
| CHAPTER 4 - RESULTS | | 130 |
| 4.1 | Introduction | 130 |
| 4.2 | Quantitative Data Analysis..... | 130 |
| 4.2.1 | Introduction | 130 |
| 4.2.2 | Grade gender comparison..... | 131 |
| 4.2.3 | Grade age grouping of students..... | 131 |
| 4.2.4 | Grade age grouping and gender of student-leaders | 132 |
| 4.2.5 | Grade 8 and 9 students' attendance..... | 132 |
| 4.2.6 | Coh-Metrix analysis of the Grade 8 and Grade 9 comprehension texts..... | 133 |
| 4.2.7 | Grade 8 and 9 students comprehension results | 135 |
| 4.2.8 | Summary | 138 |
| 4.3 | Thematic Results | 139 |
| 4.3.1 | Introduction | 139 |
| 4.3.2 | Theme 1: Pre-implementation Individual Enablers and Constraints | 140 |
| 4.3.2.1 | Introduction | 140 |
| 4.3.2.2 | Subtheme 1.1 - Teacher change valence to implement Inkhulumo.... | 141 |
| 4.3.3 | Subtheme 1.2 - Teacher change-efficacy to implement Inkhulumo | 150 |
| 4.3.4 | Theme 2: School enablers and constraints | 156 |
| 4.3.4.1 | Introduction | 156 |
| 4.3.4.2 | Subtheme 2.1 - School receptiveness to change..... | 158 |

| | | |
|---------|--|------------|
| 4.3.4.3 | Subtheme 2.2 - School readiness to implement Inkhulumo | 168 |
| 4.3.5 | Theme 3: Implementation enablers and constraints of Inkhulumo | 178 |
| 4.3.5.1 | Introduction | 178 |
| 4.3.5.2 | Subtheme 3.1 - Teacher professional characteristics that enable or constrain intervention implementation..... | 179 |
| | Category 3.1.3 - Classroom management to create an enabling learning environment for students | 187 |
| 4.3.5.3 | Subtheme 3.2 - Student-Leaders perception of implementing Inkhulumo | |
| | 190 | |
| 4.4 | Conclusion..... | 197 |
| 4.4.1 | Enablers of school-based intervention research | 197 |
| 4.4.2 | Constraints of school-based intervention research..... | 198 |
| 4.4.3 | Silences in data..... | 199 |
| | CHAPTER 5 - RESEARCH FINDINGS | 200 |
| 5.1 | Introduction | 200 |
| 5.2 | Chapter Summaries | 200 |
| 5.3 | Literature Control, Findings and Answering Research Questions | 201 |
| 5.4 | Secondary Question 1 | 202 |
| 5.4.1 | Psychological enablers and constraints | 203 |
| 5.4.2 | Professional characteristics enablers and constraints..... | 204 |
| 5.4.3 | Silences on individual enablers and constraints..... | 204 |
| 5.5 | Secondary Question 2..... | 205 |
| 5.5.1 | Student characteristics as enablers or constraints | 206 |
| 5.5.2 | School characteristics as enablers or constraints of SBIR | 207 |
| 5.5.3 | Silences on contextual enablers and constraints | 209 |
| 5.6 | Secondary Question 3..... | 209 |
| 5.6.1 | Intervention Compatibility | 210 |
| 5.6.2 | Observable benefits | 211 |
| 5.6.3 | Intervention perceptions and attributes | 211 |
| 5.6.4 | Silences on intervention enablers and constraints..... | 212 |
| 5.7 | Primary Question..... | 213 |
| 5.7.1 | Intervention implementation enablers in rural South Africa..... | 213 |
| 5.7.1.1 | Teacher readiness | 215 |
| 5.7.1.2 | School receptiveness to change | 215 |

| | | |
|---------|--|------------|
| 5.7.1.3 | School readiness to implement an intervention..... | 216 |
| 5.7.1.4 | Contextually relevant intervention outcomes..... | 216 |
| 5.7.1.5 | Intervention flexibility and adaptability..... | 216 |
| 5.7.1.6 | Time..... | 216 |
| 5.7.2 | Interaction between enablers and constraints across the system..... | 217 |
| 5.7.2.1 | Individual level..... | 217 |
| 5.7.2.2 | Mesosystem..... | 218 |
| 5.7.2.3 | Exosystem..... | 218 |
| 5.7.2.4 | Macrosystem..... | 218 |
| 5.7.3 | Integrated implementation framework in rural South Africa..... | 219 |
| 5.7.3.1 | Horizontal integrated interventions..... | 220 |
| 5.7.3.2 | Vertical integrated interventions..... | 222 |
| 5.8 | Revisiting the theoretical and conceptual frameworks of the study..... | 223 |
| 5.9 | Contribution of the Study..... | 224 |
| 5.10 | Limitations..... | 225 |
| 5.11 | Recommendations for future research..... | 225 |
| | REFERENCES..... | 227 |
| | APPENDICES..... | 253 |
| | Appendix A: Classroom observations..... | 254 |
| | Appendix B: Field notes and Reflective Journal..... | 256 |
| | Appendix C: Coh-matrix..... | 266 |
| | Coh-matrix Analysis Summary Table Grade 8..... | 267 |
| | Coh-matrix Analysis Summary Table Grade 9..... | 270 |
| | Appendix D: Comprehension Test Results..... | 273 |
| | Appendix D1: Comprehension Test Results Grade 8..... | 274 |
| | Appendix D2: Comprehension Test Results Grade 9..... | 279 |
| | Appendix E: Semi-structured Interviews..... | 284 |
| | Appendix E1: Semi-structured Interview Questions..... | 285 |
| | Appendix F: Structured Interview..... | 310 |
| | Appendix F1: Structured Interview Questions..... | 311 |
| | Appendix G: Semi-structured Interview HOD..... | 352 |
| | Appendix H: Document Analysis..... | 361 |
| | Appendix J: Consent Letters..... | 364 |
| | Approval from Mpumalanga Department of Education..... | 365 |

| | |
|--|-----|
| Consent Letter: Principal | 366 |
| Consent Letter: SGB..... | 370 |
| Consent Letter: Educator | 372 |
| Consent Letter: Learner and Parent/Caregiver | 374 |
| Appendix K: Textbook Lessons..... | 375 |
| Appendix K1: Textbook Lessons Grade 8..... | 376 |
| Appendix K2: Textbook Lessons Grade 9..... | 382 |

LIST OF FIGURES

| | |
|---|-----|
| <i>Figure 1-1.</i> Theoretical approaches in implementation science (from Nilsen, 2015) | 7 |
| <i>Figure 1-2.</i> Rural area where the school is situated (www.google.com/maps)..... | 12 |
| <i>Figure 2-1.</i> Educational attainment among individuals aged 25-64 by population group, 2016 (StatsSA, 2017)..... | 34 |
| <i>Figure 2-2.</i> Physical conditions in South African schools (DBE, 2018)..... | 37 |
| <i>Figure 2-3.</i> Multilevel implementation framework adapted from Domitrovich et al. (2008).55 | |
| <i>Figure 2-4.</i> Implementation enablers adapted from (Dyssegaard et al., 2017) | 59 |
| <i>Figure 3-1.</i> Adapted model of implementing for sustainability (Duda & Wilson, 2015) | 78 |
| <i>Figure 3-2.</i> Turn-taking pattern (Murphy, 2018)..... | 80 |
| <i>Figure 3-3.</i> Inkhulumo participants: English Teachers, student-leaders and QT researchers .82 | |
| <i>Figure 3-4.</i> Intervention implementation stages | 83 |
| <i>Figure 3-5.</i> Final implementation schedule | 84 |
| <i>Figure 3-6.</i> Staff competency training comparison | 87 |
| <i>Figure 3-7.</i> Photographs of student training on QT and equipment, 11 September 2017..... | 88 |
| <i>Figure 3-8.</i> Adapting QT with teachers | 90 |
| <i>Figure 3-9.</i> Location of the school (Maps, 2018)..... | 91 |
| <i>Figure 3-10.</i> Photo collage of the area..... | 92 |
| <i>Figure 3-11.</i> Photo of school | 93 |
| <i>Figure 3-12.</i> Classroom intervention set-up | 96 |
| <i>Figure 3-13:</i> Quality Talk discussion in the Grade 8 and Grade 9 classes..... | 97 |
| <i>Figure 3-14.</i> Sequence of Inkhulumo (Adapted from Murphy, 2018)..... | 97 |
| <i>Figure 3-15.</i> Quantitative analysis..... | 111 |
| <i>Figure 3-16.</i> Qualitative analysis themes | 111 |
| <i>Figure 3-17.</i> Data transformation analysis | 112 |
| <i>Figure 3-18.</i> Excerpt from excel..... | 116 |
| <i>Figure 3-19.</i> Qualitative analysis Theme 1..... | 117 |
| <i>Figure 3-20.</i> Qualitative analysis Theme 2..... | 118 |
| <i>Figure 3-21.</i> Qualitative analysis Theme 3..... | 118 |
| <i>Figure 4-1.</i> Gender statistics..... | 131 |
| <i>Figure 4-2.</i> Student Attendance | 133 |
| <i>Figure 4-3.</i> Grade 8 Box and Whisker..... | 137 |
| <i>Figure 4-4.</i> Grade 9 Box and Whisker..... | 138 |

| | |
|---|-----|
| <i>Figure 4-5.</i> Excerpt from PRA session on 18 July 2015 | 147 |
| <i>Figure 4-6.</i> Benefits of implementing Inkhulumo from PRA session, 18 July 2015 | 149 |
| <i>Figure 4-7.</i> Previous interventions with the University of Pretoria from PRA session | 154 |
| <i>Figure 4-8.</i> Task demands identified during PRA session | 155 |
| <i>Figure 4-9.</i> School buildings | 163 |
| <i>Figure 4-10.</i> Newspaper clipping of teacher strike | 166 |
| <i>Figure 4-11.</i> Examples of students' writing | 183 |
| <i>Figure 4-12.</i> Student examples to activist poster question | 185 |
| <i>Figure 4-13.</i> Grade 9 students sharing photocopies of the comprehension tests..... | 186 |
| <i>Figure 4-14.</i> Grade 8 students sharing readers | 187 |
| <i>Figure 4-15.</i> Student-leader perceived benefits of implementing Inkhulumo..... | 191 |
| <i>Figure 4-16.</i> Student-leader perceived challenges to implementing Inkhulumo..... | 195 |
| <i>Figure 5-1.</i> School-based intervention research enablers for a rural South African context | 214 |
| <i>Figure 5-2.</i> Integrated implementation framework adapted from (Domitrovich et al., 2008) | 221 |

LIST OF TABLES

| | |
|---|-----|
| Table 1-1: Data Collection methods | 18 |
| Table 1-2: Quality Criteria..... | 20 |
| Table 1-3: Quality Criteria Continued | 21 |
| Table 3-1: Professional Development Training | 89 |
| Table 3-2: Differences in QT classroom implementation..... | 95 |
| Table 3-3: Grade 8 and Grade 9 demographics | 100 |
| Table 3-4: Coh-Metrix components..... | 113 |
| Table 3-5: Marking order according to groups | 114 |
| Table 4-1: Student gender and ages | 131 |
| Table 4-2: Student-leader demographic information | 132 |
| Table 4-3: Grade 8: Coh-Metrix components | 133 |
| Table 4-4: Grade 9: Coh-Metrix components | 134 |
| Table 4-5: Descriptive statistics for Grade 8 and 9 comprehension tests | 136 |
| Table 4-6: Theme 1: Individual enablers and constraints | 140 |
| Table 4-7: Subtheme 1.1: Teacher change valence..... | 141 |
| Table 4-8: Category - Problem identification by the teacher and school members | 142 |
| Table 4-9: Analysis of comprehension answers..... | 144 |
| Table 4-10: Category - Value of implementing Inkhulumo..... | 148 |
| Table 4-11: Subtheme 1.2: Teacher change-efficacy..... | 151 |
| Table 4-12: Category - Teacher background, training and experience..... | 151 |
| Table 4-13: Senior Phase English FAL teachers..... | 152 |
| Table 4-14: Category - Teachers previous experiences with intervention implementation..... | 153 |
| Table 4-15: Category - Task demands | 155 |
| Table 4-16: Theme 2: School enablers and constraints | 158 |
| Table 4-17: Subtheme 2.1 - School receptiveness to change..... | 158 |
| Table 4-18: Category - Perceived leadership practices to support English literacy in the Senior Phase | 160 |
| Table 4-19: Category – Organisational culture at the school..... | 164 |
| Table 4-20: Lesson plan from teacher manuals | 164 |
| Table 4-21: Category – Available resources for literacy instruction | 167 |
| Table 4-22: Subtheme 2.2 - School readiness to implement Inkhulumo | 169 |
| Table 4-23: Support given to the Grade 8 and 9 teachers to facilitate the implementation Inkhulumo | 169 |
| Table 4-24: Category - Situational factors influencing the timing of implementing Inkhulumo..... | 172 |
| Table 4-25: Outline of initial study programme | 173 |

| | |
|---|-----|
| Table 4-26: Category 2.2.2 - Compatibility of Inkhulumo with existing teaching practices, culture and values in the school..... | 175 |
| Table 4-27: Theme 3: Implementation enablers and constraints | 178 |
| Table 4-28: Subtheme 3.1- Teacher professional characteristics as enablers or constraints of intervention implementation | 179 |
| Table 4-29: Category - Instructional literacy practices for second language students..... | 180 |
| Table 4-30: Category - Student engagement during English literature lessons | 184 |
| Table 4-31: Category - Classroom management to create an enabling learning environment | 187 |
| Table 4-32: Perception of implementing Inkhulumo | 190 |
| Table 4-33: Category - Student-leader perceived benefits of implementing Inkhulumo..... | 190 |
| Table 4-34: Category - Perceived challenges of implementing Inkhulumo..... | 194 |

CHAPTER 1 - GENERAL ORIENTATION

Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development. – Kofi Annan

1.1 INTRODUCTION

School-based intervention in a post-colonial context forms part of a transformational process to address equity and the right to quality education. Interventions have had limited effect reducing the disparity between the haves and the have-nots, thereby perpetuating the cycle of intergenerational poverty and inequality. Quality Talk as a classroom discourse model for developing critical thinking was adapted to implement in rural school context. In this study, I use the instrumental case of the implementation of Inkhulumo¹, an adaptation of the Quality Talk intervention, in a rural school context in South Africa to investigate methodological enablers and constraints of school-based intervention research (SBIR). Framed in pragmatism, I use integrated mixed-method data (i.e., interview, observation, and document analysis) with purposefully sampled teachers ($n =$ two female Grade 8 and 9 First additional language teachers), student leaders ($n =$ 51 female and 43 male), and a Head of Department (HOD) to investigate the case.

In this chapter, I present the background for implementing school-based intervention research as part of a transformational process to address equity and the right to basic education. I draw from research on inclusive education as the overarching belief system to providing quality education to all students as I make the case for the research purpose. To ensure quality education, it is important to understand what enables and constrains school-based intervention in challenging contexts. In this way the study hopes to provide insight that extends beyond what works in the context of inequality, to how it works, for whom and where (Dudley-Marling, 2011; Humphrey, Lendrum, Ashworth, Frearson, Buck, & Kerr, 2016). Then I discuss the conceptual and theoretical framework to orientate the study. I used implementation science

¹ Inkhulumo is an adaptation of the Quality Talk intervention for use in a rural high school in South Africa and is the product of collaboration between the Centre for the Study of Resilience (Funke Omidire, Liesel Ebersöhn, Marisa Leask, Sheila Sefhedi, Sipikelelo Mugari) and The Pennsylvania State University (P. Karen Murphy).

as the conceptual framework as it provides a useful model that focuses on the implementation process of evidence-based research in professional practice (Fixsen, Naoom, Blase, & Friedman, 2005; Nilsen, 2015). Bronfenbrenner's bioecological model, as the theoretical framework, helped to provide an understanding of the school context as a system that can support or inhibit intervention implementation. Pragmatism as the meta-theoretical paradigm situated the study philosophically and allowed a mixed-methods approach. The research purpose determined the use of an integrated mixed-methods methodology and the choice of instrumental case design. Next, I present a summary of the quality criteria I used to guide the study and the ethical considerations. The chapter concludes by presenting the structure of the thesis.

1.2 BACKGROUND

Interventions also referred to collectively as innovations, are a set of intentional and planned strategies to change or introduce evidence-based practices, technologies, approaches, methods, programmes or policies in practice (Century & Cassata, 2016; Mitchell, 2011). The use of psychologically oriented SBIR can be traced back to the early 20th century (Pressley, Graham, & Harris, 2006). However, it is only with the introduction of the "Education for All" campaign from UNESCO and the commitment from emerging economies and donor organisations to a universal primary education that there was greater reliance on evidence to inform educational practice and policy (Nieuwenhuis, 1997).

The UNESCO campaign together with globalisation, economic, and political pressure initiated education reform initiatives that focused on clearly defined standards and accountability to improve the quality of education both in how schools are run and in student achievement (Barrett, Chawla-Duggan, Lowe, Nickel, & Ukpo, 2006). The standards used to define quality education were based on the assumption of implementing an inclusive curriculum and on the capacity in schools, governments and international development community (Le Fanu, 2013; Taylor, 2007).

In parallel with the global inclusion paradigm in education, the new democratic government in South Africa implemented interventions, particularly in education, to overcome the inequalities of the apartheid regime (Maarman & Lamont-Mbawuli, 2017). Legal and regulatory initiatives were introduced to support children's right to education. For example, the

Children's Act No. 35 of 2005 (South Africa, 2005) emphasises the best interest of the child and underpins the constitutional rights of the child by prohibiting any unfair or discriminatory practices when admitting students to schools (Marishane, 2016). The White Paper 6 on Special Needs Education and the South African Schools Act (1996) were created as a social model for inclusion of students with diverse educational needs and to provide a framework on how schools should operate (Engelbrecht, Nel, Smit, & Van Deventer, 2016; Mabasa, 2013).

In spite of these changes, economic growth, alluding to most countries with emerging economies and academic performance, is lower in students from disadvantaged backgrounds (OECD, 2017). Similarly, in South Africa, the increase of educational opportunities has not markedly reduced income inequality, improved academic achievement or grown the economy (Tikly & Barrett, 2011). Overt inequalities persist, and the education system is seen to be split by wealth, socio-economic status, geographical location, ethnicity, gender and language (Engelbrecht et al., 2016; Spaull, 2013). Students that fall in this demographic tend to drop out of school, perform lower and not achieve in key subjects (Africa, 2017; Marishane, 2016).

Moreover, English proficiency has been identified as a determinant of academic success without which students struggle to learn and have limited access to the job market (DBE, 2008; Howie, Van Staden, Tshele, Dowse, & Zimmerman, 2012). In South Africa, the results of the 2015 Diagnostic Report identifies students' poor reading skills as a significant contributing factor to under-achievement in the exams (DBE, 2015). Furthermore, students lack a basic understanding of concepts and "proficiency in dealing with analytical, evaluative or problem-solving questions" (DBE, 2015, p. 6). This has called for changes in implementing school-based intervention and redefining quality as a measure of inclusive education.

Locally and internationally, the reliance on systematic and standards-based approaches as indicators of quality education has been seen as inadequate (Zajda, 2014). Achievement on standardised assessments places teachers under pressure to make students perform and creates a narrow and simplified curriculum to boost results (Monteiro, 2015). Quality in this approach is based on the product, overlooking the processes and other factors that influence learning making assessment measures one-dimensional (Zajda, 2014). A multi-dimensional approach focusing on quality indicators at an individual, social, cultural, economic and political level is needed as an alternative measure of the quality of inclusive education (Zajda, 2014). The role of education should, therefore, fulfil an economic and social need enabling students to convert

educational resources into meaningful capabilities (Tikly & Barrett, 2013). Therefore, education must be relevant to the socio-economic context and to socio-cultural groups within which it functions.

Consequently, the implementation of school-based research has to move away from a linear, causal approach to measuring achievement. The current discourse on school-based research acknowledges that determining what works is subjective and needs to take into account the methodological approaches, theories, measure, evidence and context (Dudley-Marling, 2011; Pressley et al., 2006). Research priorities have started to emphasise implementation and dissemination rather than just efficacy (Century & Cassata, 2016). Therefore school-based research interventions have to be “feasible and authentic and must be sensitive to both contextual realities and context-transcendent realities” (Le Fanu, 2013, p. 51). To this end, the implementation of SBIR has become a “priority and a challenge for researchers, practitioners, and policy makers” (Domitrovich, Bradshaw, Poduska, Hoagwood, Buckley, Olin, & Ialongo, 2008, p. 1).

1.3 STATEMENT OF THE PROBLEM

School-based intervention research has to include the dynamic and complex process of implementation (Century & Cassata, 2016). Therefore, contextual factors are important and need to be taken into account, especially when “exporting” research to developing countries (Miranda & Zaman, 2010). There is also a call for school-based research to include broader socio-political issues such as implementing western ideologies for all students (Pressley et al., 2006). In addition to these factors, the challenge in South Africa is compounded by high poverty and unemployment rates, limited resources and unsupportive home environments (Van Staden, 2010). Research on school-based interventions has shown that interventions in the lowest group of performing schools have been largely ineffective at improving student performance (Taylor, 2007). Against this background, I present the purpose of the study.

1.4 PURPOSE AND RESEARCH QUESTIONS

The purpose of the study is to enhance knowledge on what enables and constrains the implementation of SBIR in a rural South African context to inform methodological considerations in educational research. I chose Bronfenbrenner’s bioecological model as the

theoretical framework to describe the relationships between the individuals, the school and the broader context as it shapes the beliefs, knowledge and experiences of the Grade 8 and 9 teachers and the student-leaders to implement an intervention. Together with this model, I integrated quantitative and qualitative methods and used Inkhulumo as an instrumental case study to identify the factors that enable or constrain the intervention implementation process based on the conceptual framework and implementation science. I also included the characteristics of the intervention as an enabler or constraint to intervention implementation. In this way I addressed the call for moving away from intervention research that focuses on knowing “what works” in education to an understanding of “why” and “how” it works, for “whom” and “under what conditions” (Dudley-Marling, 2011; Humphrey et al., 2016). I answered the questions below to provide an enhanced understanding from a theoretical and methodological perspective on the implementation of SBIR:

Primary Question: How can knowledge on what enables and constrains the implementation of school-based invention in a rural South African context inform methodological considerations in educational research?

Secondary Questions:

1. What are the individual factors that enable and constrain the implementation of school-based intervention research in a rural context?
2. What are the contextual factors that enable and constrain the implementation of a school-based intervention research in a rural context?
3. Which intervention factors enable and constrain the implementation of a school--based intervention research in a rural context?

1.5 THEORETICAL FRAMEWORK

Bronfenbrenner’s bioecological model (refer to Chapter 2, Section 2.2) provides a useful starting point to understand the learning context as it represents a non-reductionist model (Tikly, 2015). It recognises the complexity of student-teacher interaction during intervention research as it is influenced in a classroom and is influenced by the school, which forms part of a broader social context. The four elements of Bronfenbrenner’s Process-Person-Context-Time (PPCT) model, form part of an interactive system (Tudge, Payir, Merçon-Vargas, Cao, Liang, Li, & O'Brien, 2016). In the PPCT model, proximal processes (interactions), which

Bronfenbrenner described as the “engines of development” are given great importance (Bronfenbrenner & Evans, 2000, p. 118). The proximal processes are bi-directional influences that occur during interactions and have an influence on immediate and long-term development (Swart & Pettipher, 2016). The person is seen as an active participant in their development who is not only influenced by interactions but can also influence the interactions. In Chapter 5, I used the model to discuss the findings by identifying the enablers and constraints across the five systems of the model.

In Bronfenbrenner’s model, the context consists of five systems namely; micro-, meso-, exo-, macro-, and chronosystem (Swart & Pettipher, 2016). The **microsystem** is the immediate environment and directly influences development through activities, societal roles, and interpersonal relations experienced by the student (Tikly, 2015). The microsystem in the study included the intervention role players: students, teachers, the school and researchers. The **mesosystem** depicts the links between the microsystems and the interrelationships that exist between the microsystems (Bronfenbrenner & Evans, 2000), e.g. the teacher and school; teacher and students, and researcher and teachers. The **exosystem** represents a larger social system which exerts a unidirectional influence on the developing person (Johnson, 2008). In the research, this included, for example, the Department of Basic Education, teacher strikes, educational policies (including the inclusive educational policy), high unemployment, and all exosystem factors influencing what happens at a school. The **macrosystem** differs from the other systems as it encompasses the other systems in an overarching belief system (Rosa & Tudge, 2013). The belief system consists of the socio-political and cultural values that embody the nation as a whole (Johnson, 2008). I foregrounded quality education (Bank, 2018; UNESCO, 2017) to redress inequality as covered in inclusive education policies in South Africa as the overarching belief system. The **chronosystem** refers to time and was represented in the study by both the day-to-day, year-to-year and historic developmental changes that occur across systems and impacts intervention research in a school.

1.6 CONCEPTUAL FRAMEWORK

Implementation science in education research (refer to Chapter 2, Section 2.5), also referred to as implementation research, is generally defined as the implementation of evidence-based research into practice (Dunst, Trivette, & Raab, 2013; Fixsen et al., 2005). It recognises the

complex and dynamic nature of bridging the gap between intervention implementation and practice by providing an understanding of how and why implementation succeeds or fails in a given context (Humphrey et al., 2016). I chose implementation science as it focuses on evaluating the process of implementation and the intended outcomes of the intervention (Bauer, Damschroder, Hagedorn, Smith, & Kilbourne, 2015). Furthermore, it allows for the incorporation of numerous theories and methods, such as bioecological systems theory and organisational theory, and includes different research designs (Mitchell, 2011). As such, it can be used to inform the methodological considerations of implementing SBIR, which is the crux of the study.

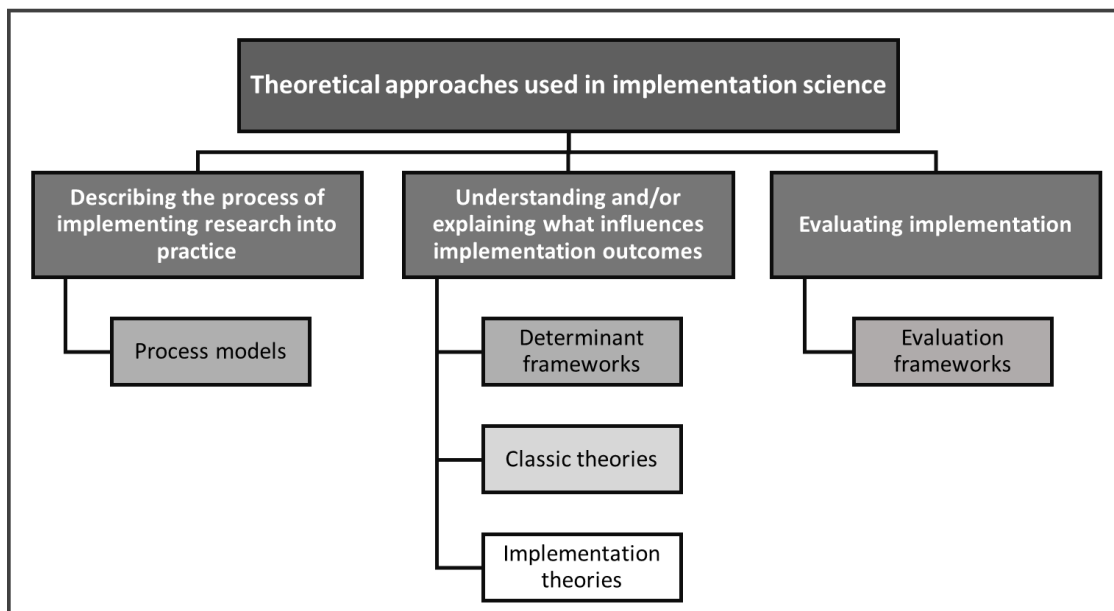


Figure 1-1. Theoretical approaches in implementation science (from Nilsen, 2015)

The methodological insight gained can be broadly divided into three areas; formative, summative and knowledge generation (Humphrey et al., 2016). Formative knowledge provides feedback during the different stages of implementation to improve the quality of interventions (Nilsen, 2015). Summative knowledge provides a deeper understanding of the context and helps to explain the variability of the intervention outcomes (Fixsen et al., 2005). Knowledge generated arguments develop a greater understanding of interventions and the interactions that occur at an individual and collective level with the intervention (Durlak & DuPre, 2008). In

the study, I applied summative knowledge to identify the determinates that enable or constrain the implementation of school-based interventions. To guide the theoretical approach to evaluate intervention implementation, I used Nilsen taxonomy, as presented in Figure 1-1.

As can be seen in the figure, Nilsen (2015) presents five categories of theory used to achieve three overarching aims of implementation science, namely: (i) to describe and/or guide the process of implementing research into practice (process models); (ii) understanding what factors influence implementation variability (determinant frameworks, classic theories, and implementation theories); and (iii) informing the evaluation of implementation (evaluation frameworks).

The second theoretical approach in the figure (*Understanding and/or explaining what influences implementation outcomes*) is the focus of the study, and I drew from all three categories shown. Century and Cassata (2016) explain that determinates are the variables that can either enable or constrain (hinder) the implementation process and are useful for designing and implementing interventions. Determinant frameworks propose that school-based interventions form part of a bioecological model with influences at different levels that interact with one another. Classical theories focus on change across at the individual, organisational and broader contextual levels (Humphrey et al., 2016). Implementation theories look at specific aspects of the implementation process by taking into consideration competence, readiness and motivation (Nilsen, 2015). Together the three theories help to clarify the relationship between the intervention and the implementation process by providing a deeper understanding of the context and individual factors that influence intervention outcomes (Humphrey et al., 2016).

1.7 CONCEPT CLARIFICATION

This section describes the terms used in the study to provide clarity on the different concepts as they relate to the study.

1.7.1 Classroom Discourse

Learning and language development are not directly causal and require active intervention through mediation (Thorne & Tasker, 2011). Eun and Lim (2009) explain mediation as the process whereby socially meaningful activities transform behaviour into higher mental processes which are internalised as development progresses. Productive classroom discourse is an example of socially meaningful activity. Classroom talk is used as a tool for “thinking

and interthinking” (Mercer, 2000), forming the theoretical model on which the study was based. Interthinking refers specifically to collaborative problem-solving activities where students are encouraged to work and talk together on a joint activity (Mercer & Howe, 2012). Evidence from literature shows that student engagement and critical thinking about the text are influenced by the quality of classroom talk (Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009; Wilkinson, Soter, & Murphy, 2010).

Classroom discourse was indicated in the data documented as an observation schedule (refer to Appendix A). The observation data could indicate the quality of discussion in the classroom and how talk was used to facilitate learning. During the classroom observations, I noted who initiated questions about the text being read and what type of questions were being asked. The classroom discussion data collected was used to support the qualitative interview data (teachers, HOD and student-leaders in Appendix E, F and G). The data-informed insights regarding English literacy challenges the teachers had identified in students (refer to Chapter 4, Subtheme 1.1) and to describe the compatibility of Inkhulumo with current teaching practices used by the teachers (refer to Chapter 4, Subtheme 3.1).

1.7.2 Critical thinking

Critical thinking is referred to in some texts as higher-order thinking, critical literacy, literate thinking or high-level comprehension (Wilkinson et al., 2010). Critical thinking in the context of reading comprehension or classroom discussion enables the student to question and evaluate what was read or heard (Richards, Platt, Platt, & Candlin, 1992). It is a process of active engagement with language, enabling the student to think independently and reflect about the text (Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009). Critical thinking forms part of how I define literacy in Section 1.5.5. The literature on teacher efficacy has shown that teachers who create opportunities for their students to think critically are perceived as more competent (Tschannen-Moran & Hoy, 2001). Furthermore, the quality of student-teacher classroom interactions is influenced by how much the teacher encourages their students to think critically (Martin & Rimm-Kaufman, 2015).

This study measured critical thinking qualitatively with interview data collected from teachers (refer to Appendix E, F and G) and fieldnotes of Participatory Rural Approach (PRA) sessions (refer to Appendix B). Critical thinking was indicated in these data sources as student-

related challenges that negatively influenced assessment outcomes. In observation data, critical thinking was indicated as opportunities created by teachers to facilitate critical thinking in students. In the observation schedule (refer to Appendix A), I included indicators of instructional practices that facilitate critical thinking, which I used to describe teachers' instructional practices during the literature lessons observed.

1.7.3 Enablers and constraints

The concept of enablers and constraints can be found in determinant frameworks of implementation science theories as they describe what influences the implementation and sustainability at a systems level (Nilsen, 2015). These types of frameworks postulate that interventions form part of a bioecological system with influences at different levels that interact with one another (Humphrey et al., 2016). Factors at the *macro-level* that can indirectly enable or constrain intervention implementation include educational policies as well as socio-economic and political factors (Domitrovich, Bradshaw, Greenberg, Embry, Poduska, & Ialongo, 2010). The enablers and constraints at the *contextual level* include factors that directly and indirectly influence change (Durlak & DuPre, 2008; Weiner, 2009). At the *school level*, the organisational climate, a culture that supports change, and providing teachers with access to resources will enable intervention implementation indirectly influences implementation (Dyssegaard, Egelund, & Sommersel, 2017). The school also directly influences the process by the support it gives to teachers implementing the intervention (Weiner, 2009). In the study, *micro-level* factors included teachers, students and the intervention. The enablers and constraints are the professional and psychological characteristics of the teacher such as skills, qualifications, experience and stress, influencing what motivates teachers to change and implement an intervention (Domitrovich et al., 2010). Background and literacy skills are student enablers and constraints. In addition, the literature further includes the characteristics of the intervention being implemented, as well as the individual's perceptions of the intervention as an enabler or constraint (Century & Cassata, 2016). Teachers are reluctant to implement an intervention that is complicated or that requires additional work (Durlak & DuPre, 2008). Interventions that address an identified need or are seen to be beneficial to their students are more likely to be implemented and to be sustained by teachers (Humphrey et al., 2016). In the study, I have used the factors that were identified in my literature review as

intervention implementation enablers or constraints as *a priori* codes to analyse the qualitative data and to describe how individual, contextual and intervention characteristics interact with each other within and across system levels during the implementation of school-based intervention research. The data from document analysis and observations was used to complement findings on what enabled and constrained the implementation of Inkhulumo to answer the research questions in Chapter 5.

1.7.4 Literacy

Literacy is “one of the critical outcomes of an integrated developmental process of constructive language acquisition” (Bouwer, 2004, p. 86) which encompasses not only communicative competence but also includes thinking and how knowledge is constructed within a specific context (Hedgcock & Ferris, 2009). Therefore, literacy is not just an individual process but the product of culturally situated forms of social interaction (Mercer & Howe, 2012). Literacy as a socio-cultural phenomenon has to be studied in an integrated way, taking into account historical and institutional contexts (Gee, 2015). Despite the implementation of numerous interventions, students are still performing poorly in matric, a phenomenon attributed to the low literacy skills of students (DBE, 2014; Taylor, 2016).

In this study, the English literacy skills of students were also identified as the problem that needed to be addressed. The quantitative data collected from the comprehension tests completed by students (refer to Appendix D) was used to assess the literacy skills of the students individually and collectively on the different texts read during the observations (refer to Chapter 4, Section 4.3). In addition, the student responses were used to support findings from the comprehension results (refer to Chapter 4, Section 4.2.7). The results provided additional information on the constraints that needed to be addressed during the implementation of Inkhulumo. To support intervention implementation, developing the literacy skills of students requires a collective commitment from teachers and the school. The qualitative data, (interviews and observation as context of interaction in Appendix E, F and G) informed insights regarding how literacy development is supported at a strategic level in the school and in the classroom (refer to Chapter 4, Theme 2).

1.7.5 South African rural school

In this study, the South African rural school context denotes a high school in the Gert Sibanda district in Mpumalanga, which I describe in Chapter 3 (refer to Section 3.4.). The school is the case sample in the study and included two teachers, one HOD and 94 students, which included 13 student-leaders. All the participants were black, did not have English as their home language and came from similar socio-economic backgrounds. While the participants may not be representative of the overall school system in South Africa, they share similar characteristics as the populations in other rural schools.

The selection of the rural school in Mpumalanga, as it is situated within a postcolonial educational context, was used as a case in the study to confirm or refute patterns that emerged from *a priori* codes in the literature (Teddlie & Tashakkori, 2009) on what enables or constrains SBIR. The factors discussed in Section 3.4.3 that describe the “who”, “when” and “why” of intervention implementation create an enabling context for SBIR (Duda & Wilson, 2015).

In this study, the term rural is used according to the Department of Basic Education's definition, which includes specific environmental features as identified by Statistics South Africa that challenge the delivery of schooling and the provision of quality education to students (DBE, 2005). The features used to determine if a school is situated in a rural context include; location, topography, access to services, the socio-economical status, and social conditions of the community (DBE, 2005; Hlalele, 2012) as can be seen in Figure 1-2 below.



Figure 1-2. Rural area where the school is situated (www.google.com/maps)

In the study, rural denotes a school context where there is limited access to communications and information technology (telephones and internet) and the school serves a

community with high illiteracy levels, low employment rates, food insecurity, limited access to learning opportunities, and poor socio-economic conditions (many of the students live with their grandparents). As part of the literature review in Chapter 2, I present the effects of the continued exclusion of opportunities present in rural schools that have been carried over from their colonial past and the challenges associated with the implementing of SBIR. In Chapter 3, I report specifically on the school context and how it influenced the implementation process of Inkhulumo.

1.7.6 School-based intervention research

In this study, school-based intervention research (SBIR) denotes the implementation of Inkhulumo in a South African context, which I describe in Chapter 3 (Section 3.4). The role of using evidence-based research has grown in popularity to inform professional best practice since the early 1990s in various disciplines (Biesta, 2010b). Guided by medical and health research, educational research focused on introducing evidence-based practices to identify what works in a classroom ([Dudley-Marling, 2011](#)). The underlying assumptions being that interventions can be implemented and replicated in different context and conditions to benefit students ([Century & Cassata, 2016](#)). Against this backdrop, large scale systemic school reform programs gained momentum to address the academic gap between students in terms of literacy and numeracy skills.

However, applying a linear approach to implementing SBIR limited the applicability of findings as it does not take student diversity in classrooms and different school contexts into consideration ([Hipsky, 2011](#); [Nel & Nel, 2012](#); [Miranda & Zaman, 2010](#)). Researchers have begun to acknowledge the complexity of literacy development and that being prescriptive about what method teachers should use will lead students to not acquiring sufficient skills to communicate in English and meet the curriculum requirements ([Brown, 2007](#); [Larsen-Freeman, 2011](#)). Interventions therefore have to be adapted to be contextually relevant ([Dearing, 2009](#)). An understanding of implementation process in SBIR provides deeper awareness of how the intervention, context and individual factors interact with each other and influence intervention outcomes (Humphrey et al., 2016).

1.7.7 Quality Talk

Quality Talk (QT_{PSU}) as a model of classroom discussion that has been empirically validated in the United States as a method for developing critical thinking in students across the grades (Murphy et al., 2009; Wilkinson et al., 2010). Quality Talk was adapted to Inkhulumo be contextually relevant (Dearing, 2009). In the study, I used the adaption of Quality Talk to explore the broader theoretical issues of what the enablers and constraints of SBIR in a rural school context are (refer to Section 3.5.2 on how QT_{PSU} was adapted).

Quality Talk is a classroom-based discussion model that looks at text-based learning and comprehension (Croninger, Li, Murphy, & Cameron, 2018). Cognitive and sociocultural theory forms the theoretical framework that underpins the Quality Talk model (Murphy & Firetto, 2018). The central aspects of social-cultural theory are language, thinking and social context. These three aspects are not seen as separate entities in learning but are interrelated and affect each other.

Language, influenced by social context, is both a tool for communication and thinking (Donald, Lazarus, & Lolwana, 2010; Thorne & Tasker, 2011). The student, the teacher and the sociocultural context all form part of the learning process and contribute towards it (Tsui, 2011). According to sociocultural theory, learning is constructed through social activity (Hall, 2011). The theory influences instructional practice in the classroom, which addresses the role of the teacher and the student for productive talk (Murphy & Firetto, 2018). Critical thinking in students is determined by how certain characteristics of classroom discussions are negotiated (Soter, Wilkinson, Murphy, Rudge, Reninger, & Edwards, 2008).

The perceived characteristics of an intervention vary between participants across context and require an active engagement process to ensure the appropriateness of fit (Century & Cassata, 2016; Damschroder et al., 2009). To assess the appropriateness of fit of the intervention I used the interviews with the teachers and students, the observation schedules and fieldnotes, to describe how Inkhulumo aligned with the current instructional practices of the teachers (refer to Subtheme 3.1). The observation schedule, fieldnotes and transcribed interviews have been included in Appendix A, B, E, F and G, respectively.

I then quantified the qualitative data from the interviews with the student-leaders to describe what enabled and constrained the implementation of Inkhulumo. I discussed the enablers by describing the perceived benefits from the student-leaders in Subtheme 3.2,

Category 3.2.1, of the implementing process of Inkhulumo, while I described the constraints in Subtheme 3.2, Category 3.2.2, by outlining what the student-leaders found challenging. The attributes and perceptions of the intervention by the participants and their perceived ability to implement an intervention influence their willingness and commitment to the process (Domitrovich et al., 2008; Kitson & Harvey, 2015).

1.8 RESEARCH METHODOLOGY: OVERVIEW

1.8.1 Introduction

A comprehensive description justifying the choice of a mixed-methods methodology is discussed in more detail in Chapter 3. In this section, I will provide a brief overview of the research methodology used in the study. I used pragmatism for the metatheoretical paradigm and integrated mixed-methods design for the methodological paradigm. I used Inkhulumo as an instrumental case study for the research design for a deeper understanding of what enables and constrains SBIR. I concurrently collected both qualitative and quantitative data, transforming the data for the integrated analysis to answer the research questions presented in Chapter 5.

1.8.2 Meta-theoretical paradigm

My choice of pragmatism as the meta-theoretical paradigm was guided by the purpose of the study rather than by the philosophical stance (Mertens, 2009). According to Biesta (2010a), pragmatism provides a set of philosophical tools that can be used to address problems. Research therefore should provide both a means to an end and understanding (Burch & Heinrich, 2016) as will be explained in more detail in Chapter 3 (Section 3.2). In the study, pragmatism provided an understanding of the factors that influence school-based intervention implementation by using both quantitative and qualitative data collection and analysis methods. In this way, I was able to go beyond “cause and effect” findings to better understand the “why” and “how” of implementation, a necessary stance for understanding the intervention implementation process (Burch & Heinrich, 2016). My methodology was an integrated mixed-approach, and I used a multilevel research design. Pragmatism, as the meta-theoretical philosophy used to guide the study, will be explained in more detail in Chapter 3 (Section 3.2.2).

1.8.3 Methodological paradigm: Integrated mixed methods

An integrated mixed methods methodology (refer to Chapter 3, Section 3.2.3) is seen as appropriate to understand complex phenomena such as culture and context (Nastasi & Schensul, 2005) These authors explain further that it allows for multiple perspectives by incorporating both qualitative and quantitative data collection and analysis strategies into a single study. During data collection and analysis, a combination of action and reflection from the knowledge acquired during the research process can be used to integrate objective and socially constructed knowledge (Biesta, 2010a).

1.8.4 Research design: Instrumental case study

I chose an instrumental case study as it “lends itself to the understanding of an issue or phenomenon beyond the case itself” (Putney, 2010, p. 117). As such, the case plays a supportive role that facilitated understanding of what enables or constrains the implementation process (refer to Chapter 3, Section 3.3). In this way, I was able to measure the intervention implementation process by taking the intervention, participants and context into account. As such, I was able to determine the individual and contextual factors that influence implementation between the students, and across the grades in the school. The design acknowledges the nonlinear and recursive nature of the implementation process, together with different contextual variables that come into play at different points in time (Century & Cassata, 2016).

1.8.5 Sampling

The research participants were purposively selected and included two teachers, 97 students, 13 student-leaders and the English Head of Department (HOD). In Section 3.6, I discuss the sampling method used to address the research purpose of the study, which is also presented in Table 1.1.

1.9 DATA COLLECTION

I present a summary of the data collection methods (observations, interviews and documentation analysis) together with the sampling type and how the data was documented in Table 1.1. Also included is where each document can be found in the Appendix together with

the strengths and limitation for each data collection method. I describe the process in more detail in Chapter 3 (Sections, 3.7 and 3.8).

1.10 DATA ANALYSIS

The data sets collected from the interviews and observations (qualitative) and the comprehension tests (quantitative data) were analysed independently. The qualitative data was first inductively and then deductively analysed using categories identified in the literature on what enables and constrains SBIR. Descriptive statistics were used to analyse the quantitative data. The results from the parallel analyses of the qualitative and quantitative data were compared through data transformation to provide overlapping information on the literacy skills of the students, teacher professional competence as well as perceptions of Inkhulumo and the factors that influenced the initial implementation process.

Table 1-1: Data Collection methods

| Data Collection Method | | | | |
|--|---|----------|---|---|
| Observations | | | | |
| Type | Documentation | Appendix | Strengths | Limitations |
| Classroom observations (semi-structured observation sessions of 1 hour each, a total of 8 hours). | Observation schedule. Audio-visual recordings. Photographs. | A | First-hand experience. | Observer influence. Observer bias. Time-consuming. |
| Observation as context of interaction (1) (48 hours of total school observations consisting of four hours of 12 school visits, 10 hours of total other observations consisting of two hours of training, four of PRA, four of PD). | Fieldnotes. Reflective journal. Photographs. | B | Depth and detailed collection. Flexibility. | |
| Interviews | | | | |
| Type | Documentation | Appendix | Strengths | Limitations |
| Semi-structured (2) interviews with: Grade 8 and 9 teachers ($n=2$ interviews) Head of Department ($n=1$ interview) | Verbatim transcriptions of audio-recordings. Reflective journal. | E & G | Deeper understanding of research topic. | Procedurally factors: Interviewer effect, social desirability, wording of questions, format effects, English proficiency, and unequal power. Time-consuming. Small sample. |
| Structured interviews with: Grade 8 and 9 teachers ($n=2$ interviews) Grade 8 Student-leaders ($n=6$ interviews) Grade 9 Student-leaders ($n=7$ interviews) | Verbatim transcriptions of audio-recordings. | F | Consistent data for comparing across several participants. Take less time. | Lacks flexibility. Lacking in detail. |

Table 1 1: Data Collection methods continued

| Data collection Method | | | | |
|---|---|----------|---|--|
| Document analysis | | | | |
| Type | Documentation | Appendix | Strengths | Limitations |
| Coh-Metrix analysis: Grade 8 comprehension texts (4 texts) Grade 9 comprehension texts (4 texts) | Computer generated Coh-Metrix report. | C | Multilevel theoretical framework which takes into consideration the linguistic, semantic and discourse characteristics of the text. Objective measure. | Flesch Kincaid scale not normed on SA students. |
| Comprehension tests analysis: Grade 8 (n= 168) Grade 9 (n= 171) | Students test scores calculated using averages for group and class comparisons. | D | Time effective. Easily accessible. | Students may have been coached by peers during the tests. Only one performance measure of the students' comprehension skills was used. Complexity of the texts varied over the four periods. Analysis process was time-consuming. |
| Class registers: Grade 8 registers Grade 9 registers | Calculation of student attendances four periods. | H | Objective. | Misinterpretation. |

1.11 QUALITY CRITERIA

In addressing the quality of the study, I applied separate quality criteria for each data type, namely quantitative, qualitative and integrated. To ensure the quality criteria of the mixed methods design, each step of the research process is validated (Johnson & Onwuegbuzie, 2004). The table below is a summary of the quality criteria I used, which I discuss in detail in Chapter 3, Section 3.10.

Table 1-2: Quality Criteria

| Method | Criteria | Description | Strategy |
|--------------|-----------------|---|--|
| Quantitative | Validity | Achievement of the intended purpose of the research | Different data sources to assess the individual and contextual factors that may influence the implementation |
| | Reliability | Replicability of the findings by other researchers and the consistency of results | The comprehension test was marked by two independent people and then I moderated the results I used a Latin square design to address marker fatigue |
| Qualitative | Credibility | Accuracy of the findings | Member checking Peer debriefing Triangulation Prolonged engagement |
| | Dependability | Methodological rigour in order to promote confidence in the results | Thick Descriptions Audit Trail |
| | Transferability | Degree to which the findings of a study can be applied to similar settings, context, and people | Thick descriptions |
| | Confirmability | Objectivity of the data | Thick descriptions Member checking Audit trail Positionality Reflexivity |

Table 1-3: Quality Criteria Continued

| Method | Criteria | Description | Strategy |
|----------------------|-------------------------|--|--|
| Mixed Methods | Design Planning | Validating how I situated the study, research question and purpose and design method | Theoretical rationale |
| | Inferential consistency | Appropriateness of the methodology used to collect and interpret data to meet the purpose of the study | Validated my decisions and the choices during all the steps of the research process |
| | Inferential quality | Design quality and interpretive rigour | Took steps to minimise the potential threats to validity during data collection, analysis and interpretation specific to the different mixed-method typologies |

The strategies I used to ensure the validity of the quantitative data were to use multiple sources to assess enablers and constraints at the individual and contextual levels. I used two independent markers to assess the comprehension tests and sequence the marking process using a Latin-matrix for inter-rater reliability. I then moderated the scores to finalise the results. For the qualitative data, I included thick descriptions and provided an audit trail of the findings throughout the thesis. In addition, I set out my position in the study and used reflexive strategies. The quality assurance strategies for the integrated mixed methods were to ensure that all my decisions addressed the purpose of the study and that the inferences made were based on accurate data.

1.12 ETHICAL CONSIDERATIONS

The ethical considerations consisted of two processes, procedural and moral. The procedural process required that approval be obtained from The Pennsylvania State University, the Department of Education, University of Pretoria and from the Mpumalanga Department of Education. Included in this process was obtaining informed consent from the teachers, School Governing Board (SGB), the Principal and the Head of Department. The students and parents/caregivers were provided with an opting-out form. The moral part of the ethical process was to include how the “research purposes, contents, methods, reporting and outcomes abide by ethical principles and practices” (Cohen, Manion, & Morrison, 2011, p. 51). The process followed is discussed in more detail in Chapter 3.

1.13 LIMITATIONS

The focus of the study was narrow as it only included one school, thereby limiting the transferability of the findings (Flick, 2009; Nieuwenhuis, 2010). The inclusion of vignettes to provide thick, narrative descriptions of what was being measured help to ensure trustworthiness (Rule & John, 2011, p. 87). This technique may help readers to generalise the findings to other contexts. The role of the community, the inclusion of other teachers and the representatives from the Department of Education would have added more depth to the research findings. Another limitation was that the intervention was not fully implemented. The enablers of SBIR vary across the different implementation stages, limiting the focus of the study to the pre-implementation initial stage. The implementation process of interventions is influenced by the role of the researcher as facilitator (Harvey & Kitson, 2015b). I felt that the socio-cultural background and the experience as a researcher and facilitator might have influenced the study in terms of construct validity (Dellinger & Leech, 2007).

1.14 THESIS OUTLINE

Chapter 1 provided an overview of the study by describing the background, problem statement and purpose of the study. The conceptual and theoretical frameworks that guided the study were described, followed by research paradigms and an explanation of the key concepts of the study. The ethical considerations and limitations of the study conclude the chapter.

In Chapter 2, I focus on what enables and constrains intervention implementation by first presenting a case for a systematic approach to implementation. I outline how implementation science is aligned with Bronfenbrenner's bioecological model to understand what creates an enabling context for intervention implementation. This is followed by a description of the South African context, and specific enablers are identified as relevant to a rural school within a postcolonial educational system. To provide the background for using implementation science as the conceptual framework, I briefly describe the implementation methods in education as they influenced educational change. I then present the implementation science framework and identified five enablers to facilitate the implementation process in South Africa.

The research paradigm and methodology used to collect, analyse and interpret the data are discussed in Chapter 3. The intervention implementation process of Inkhulumo is outlined.

I then describe the data collection and integrated data analysis methods in detail. The chapter concludes with the quality criteria used to inform the research processes, and the ethical considerations that guided the research are also addressed in this chapter.

In Chapter 4, I present the results of the data analysis to set the background for the methodological enablers and constraints of school-based intervention research (SBIR). I use both quantitative and qualitative analysis to describe the characteristics of the participants and the context. Qualitative analysis is used to describe the intervention, and the implementation process results are presented by integrating the two types of data.

In Chapter 5 the findings of the study are discussed as I answer the research questions and present an integrated framework to guide SBIR implementation. I conclude the chapter by discussing the possible contribution of the study, limitations, and make recommendations for further research.

CHAPTER 2 - LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, I use *implementation science* as the conceptual model and *Bronfenbrenner's bioecological model* as the theoretical framework to discuss what creates an enabling environment for school-based intervention implementation research in a rural high school. The bioecological framework supports a multilevel model, acknowledging personal and contextual determinants that interact with one another, that may influence the implementation of school-based intervention research (SBIR) in the classroom (Domitrovich et al., 2008). It is also a useful framework to guide intervention implementation as well as for the analysis and interpretation of data (Humphrey et al., 2016). *Implementation science* has emerged out of an interest to address the challenges associated with the implementation of evidence-based research in professional practice, particularly in education (Dyssegaard et al., 2017; Nilsen, 2015). As a change model, it helps to identify the relationships between enabling contexts, interventions and expected outcomes (Nag, Chiat, Torgerson, & Snowling, 2014). Implementation science allows for the incorporation of numerous theories and methods such as bioecological systems theory (Mitchell, 2011).

This chapter is divided into four sections. In the first section, I present Bronfenbrenner's bioecological model to identify possible enablers and constraints to intervention implementation as they pertain to the study. The second part of the chapter is a description of the educational context in South Africa to situate the study. In the third part, I provide the background for using a multilevel implementation approach by explaining the shortcomings of previous systematic approaches to educational change such as the bottom-up, top-down or combined methods. The final section is a more detailed description of implementation science as a conceptual model for intervention implementation. I then present a framework for school-based intervention to investigate what enables and constrains intervention implementation research. I conclude this section by suggesting six theoretical implementation dimensions for creating an environment for full intervention implementation and sustainability.

2.2 THEORETICAL MODEL: BRONFENBRENNER'S BIOECOLOGICAL MODEL

2.2.1 Introduction

This section provides a brief historical overview of the evolution of Bronfenbrenner's theory as it developed from an ecological to a bioecological model (Rosa & Tudge, 2013). The five systems of the bioecological model are then discussed in detail as it forms the theoretical framework to the study. Each system is discussed separately to include research findings from implementation science as to what creates an enabling environment for the intervention implementation process and how these relate to the study. The bioecological model was used as it recognises the complexity of the student-teacher interaction during the intervention implementation process that is influenced at the micro, meso and macro levels (refer to Section 2.2.5). In addition, it also recognises the bi-directional influences of the microsystems within the school context. These interactions fall within the mesosystem of Bronfenbrenner's theory and are the crux on which the study is based.

2.2.2 Historical overview of the bioecological model

Bronfenbrenner's theory of human development evolved over three major phases (Rosa & Tudge, 2013). In the first phase, Bronfenbrenner's ecological model was built on Kurt Lewin's work highlighting the importance of the interaction between the person and the environment (Johnson, 2008). The model explains how the context, consisting of five systems, directly and indirectly, influences a person's development (Swart & Pettipher, 2016). In the second phase, Bronfenbrenner included the role of person characteristics and that of the process in the context to influence development outcomes by introducing the Person-Process-Context model (Rosa & Tudge, 2013). The third phase and final version of Bronfenbrenner's theory shifts from an ecological model to a bioecological model, which includes the concept of time and is presented as Process-Person-Context-Time (PPCT). It is this version of the model that was used as the adaptations are relevant to the study in that it emphasises the importance of proximal processes, recognises the bi-directional influence of interactions and the impacts of the current development on long-term development.

In the PPCT model, proximal processes (interactions), which Bronfenbrenner described as the "engines of development" are given great importance (Bronfenbrenner & Evans, 2000,

p. 118). The person is seen as an active participant in his or her development, and a bi-directional relationship exists between the individual and their environment. Not only is the person influenced by interaction, but he or she can also influence these interactions. The person interactions are based on the individual's force, resource and demand characteristics (Swart & Pettipher, 2016) which form part of an interactive system whose elements, directly and indirectly, influence each other and in turn determine current and future development (Tudge et al., 2016). The four elements of the model, as they can be applied in intervention research, will be discussed below, linking it to the study to describe what factors create an enabling implementation context.

2.2.3 Process

Proximal processes are the reciprocal interactions between the individual and the environment or context which can either prompt, facilitate or constrain development (Taylor, 2010). The interactions are between the person and significant other people, objects or symbols in the immediate environment (Bronfenbrenner, 1995), which in the study included the interactions between the participants, students, other teachers, school, and the researchers. The significant people in proximal processes change at different times across a person's life cycle (Bronfenbrenner, 1995). As a young child, the interaction with a caregiver is important for development while as an adult, it might be the relationship with a lifelong partner. In a school environment, the interactions are with teachers and other students. Interactions can also occur with objects and symbols such as solitary activities and include things like playing with toys, reading, and hobbies (Bronfenbrenner & Morris, 2006). These experiences can either be facilitated or are inhibited by the person's pre-dispositioned characteristics of learning, for example, if prior to school a student does not have access to reading material at home they may not have the basic literacy skills to read. Learning, therefore, occurs both at a school on a formal level, and at home informally to develop the students' cognitive, social, cultural and linguistic capital (Tikly, 2015) These interactions help the person to understand his or her context and their place in it (Tudge, Mokrova, Hatfield, & Karnik, 2009).

The reciprocal interactions emphasise the bi-directional nature of the interactions indicating that the individual development is not just how the environment affects the individual but also how the individual influences these interactions. For the interactions to be

a mechanism for development, two propositions must be met. Bronfenbrenner and Ceci (1994) suggest that for interactions to be effective they must occur regularly over extended periods of time and increase in complexity. In addition, the person's developmental outcomes are influenced by the quality of the proximal processes which vary in form, power, content, and directional influence according to the characteristics of the person and the environment. Bronfenbrenner and Evans (2000, p. 118) explain developmental outcomes as a competency and/or dysfunction in "any domain - intellectual, physical, motivational, socio-emotional or artistic". What defines a competent development varies according to the situation or cultural-specific pressures (Tudge et al., 2016). Competent development as it relates to school-based intervention implementation research requires a three-pronged approach; professional development, intervention training and reflection on the intervention implementation process.

Professional development training supplements the professional knowledge of teachers to meet the required skill level of an intervention (Albers & Mildon, 2015). However, as professional knowledge varies among teachers, this may need to be assessed during the training to ensure that the teachers have the prerequisite professional abilities to implement the intervention. For example, interventions that focus on student-centred strategies may be particularly difficult for teachers to implement as 65% of mainstream teachers do not have a formal initial teacher education qualification to support diverse student needs in the classroom (Dreyer, Engelbrecht & Swart, 2012).

Intervention training addresses the implementation capacity of teachers as determined by the demands of the task, resources needed and situational influences (Weiner, 2009). The intervention training is to ensure that the teacher has the required competencies to correctly implement the core components of the intervention in terms of frequency, duration, timing, and delivery mode (Domitrovich et al., 2008). The training should include a combination of resources (Carroll, Patterson, Wood, Booth, Rick, & Balain, 2007) and techniques using role-plays, modelling, and practising the skills and techniques of the intervention (Goense, Boendermaker, & van Yperen, 2016), as well as coaching, in-service training, instruction, or any other kind of evidence-based professional development practice (Dunst et al., 2013). The training should be implemented over an extended period (Becker & Domitrovich, 2011).

Teacher reflections around the implementation is an extremely important part of the implementation process. Reflections are a deliberate and conscious process (Kitson & Harvey,

2015) to facilitate the teacher's willingness to change. It provides an opportunity for feedback on the implementation process and the possible adaptations necessary in the current context and other contexts (Wolery, 2011). This approach speaks to the non-linear and recursive nature of the implementation process to accommodate for different contextual variables over time (Century & Cassata, 2016) tailoring the implementation process to specifically address the factors that influence the teachers' commitment to change and their self-efficacy.

The development outcomes necessary for the implementation process as addressed by the competency training are influenced by the quality of interactions that occur both during the training and through interactions in the classroom, within the school context and during the intervention. Bronfenbrenner compares the quality of proximal processes interactions with a force-resource model where the nature and the power of the proximal process are influenced by each person in the dyad influencing the development outcome (Rosa & Tudge, 2013). The person characteristics, disposition or force, resources and demand, as they determine the quality of the interactions (Tudge et al., 2016) will be discussed below as they influence form, power, content and direction of interaction within and outside the classroom.

2.2.4 Person

The person is the second element in the model and refers to the individual entities in the microsystem (Rosa & Tudge, 2013). The main persons in the study are the Grade 8 and 9 teachers as the intervention is aimed at changing their instructional practices. Bronfenbrenner (1995) ascribes three types of characteristics of the person which play a dual role in the PPCT model (force, resource and demand). The first role is its influence on developmental outcomes, while the second role is how the person characteristics influence development at a later stage. In other words, person characteristics influence developmental needs, which, in turn, become the developmental means for future development requirements (Taylor, 2010). In terms of SBIR, not only can individual behaviours initiate and sustain implementation, but they can also impede implementation, as well as influence the quality and sustainability of the implementation process (Becker & Domitrovich, 2011). Research evidence has identified the individual as the most common barrier to implementation success (Albers & Mildon, 2015).

Force characteristics, also sometimes referred to as dispositions, are individual traits or temperaments that can either initiate and sustain or impede and interrupt interactions, for

example; motivation, aggressiveness, impulsivity, shyness and so on (Rosa & Tudge, 2013). This explains how two children from the same family with access to equal resources develop differently as the one child may be more motivated to succeed than the other (Tudge, Mokrova, Hatfield, & Karnik, 2009). In the teaching context, job satisfaction and engagement have been positively associated with teacher autonomy and self-efficacy and negatively influenced by emotional exhaustion (Skaalvik & Skaalvik, 2014). Force characteristics can also influence the direction and power of proximal processes (Swart & Pettipher, 2016).

Other force characteristics such as sociability, extroversion, agreeableness, conscientiousness, and individualisation are associated with positive implementation outcomes, fidelity and sustainability (Lochman et al., 2015). Research on aggressive behaviour in school-based interventions showed that conscientiousness is a higher indicator of reliable sustainability and quality implementation than other personality characteristics. Conscientious practitioners are organised, thorough, planful, and more likely to be self-disciplined and to pay close attention to details (Lochman et al., 2015). On the other hand, cynicism is inversely related to implementation quality (Lochman et al., 2015).

From an intervention implementation perspective, force characteristics strongly influence whether and how the school-based intervention will be implemented (Domitrovich et al., 2008). They influence the participant's perceptions and attitude towards the intervention. Research findings demonstrated that counsellors' successful experiences during training, coupled with high levels of conscientiousness, emerged as particularly important in predicting sustained use of a specific school-based intervention (Lochman, Powell, Boxmeyer, Qu, Sallee, Wells, & Windle, 2015). However, negative attitudes towards school-based intervention may influence the implementation of effective interventions, particularly if the intervention is perceived as highly structured (Mitchell, 2011).

Resource characteristics are not always immediately apparent and include mental and emotional resources such as past experiences, intelligence, and skills as well as material resources such as access to housing, caring parents, and educational opportunities (Tudge et al., 2009). These factors develop the person's cultural, educational and social capital, which influence the person's ability to engage effectively in the proximal processes (Bronfenbrenner, 1995). Resource characteristics are essential for healthy development as they provide the individual with the necessary support to achieve developmental tasks. The resource

characteristics that could potentially influence the ability to engage in a school-based intervention in the study included the professional knowledge of the teachers and the physical resources available in the school to promote learning.

Demand characteristics refer to the physical characteristics and observable personality traits that describe a person (Tudge et al., 2009). Demand characteristics may influence initial interactions and act as a stimulus to elicit responses from the environment, thereby influencing the initial interaction (Rosa & Tudge, 2013; Swart & Pettipher, 2016). A friendly, bubbly person may interact easier with strangers and will elicit a positive response from people. However, a shy person may struggle to initiate a conversation with a stranger who may respond negatively to the interaction. Demand characteristics in terms of race, gender and ethnicity were seen during the study as significant in influencing the student-teacher and researcher-teacher relationships.

In summary, force and resource characteristics are important in intervention research (Albers & Mildon, 2015; Century & Cassata, 2016) as they can either initiate and sustain, or impede and interrupt the intervention implementation process. Resource characteristics such as skills and ability influence the way the environment changes. The extent of the change is determined by force characteristics linked in part to the participants' motivation to change (Tudge et al., 2009). Demand characteristics are usually seen as passive change agents as interactions are initiated simply because they are present in the person (Tudge et al., 2009). However, in the South African context, they can play more of an active role because of historical inequalities, particularly in terms of race. Although the person characteristics of the teacher have a strong influence on school-based intervention implementation, the interaction between individual characteristics and broader contextual factors play a role in determining the success and sustainability of school-based interventions. The contextual factors create an enabling learning environment that will facilitate the implementation of SBIR.

2.2.5 Context

According to Tikly (2015), a contextual understanding represents a non-reductionist model and non-deterministic approach to learning. The inclusion of the context in which the intervention will be implemented emphasises the nature of the multidimensional interactions that occur and how the implementation process is influenced by different systems (Domitrovich et al., 2008).

Therefore, an assessment of the pre-implementation context in terms of general intervention readiness and readiness for a specific intervention is a significant contributor to the implementation process and its sustainability (Han & Weiss, 2005, Domitrovich et al., 2015). Furthermore, it acknowledges contextual influences on development and allows for the individual as well as collective agency to shape and change the environment (Weiner, 2009). The context in Bronfenbrenner's model consists of five systems, namely; the micro-, meso-, exo-, macro; and chronosystem (Swart & Pettipher, 2016). Time (chronosystem) is represented separately, making it the final element of the PPCT model (Rosa & Tudge, 2013). Each of these contexts influences the implementation process of school-based interventions directly and indirectly.

The **microsystem** is the immediate environment and directly influences development through activities, societal roles, and interpersonal relations experienced by the students and teachers (Tikly, 2015). The interactions in this environment are with people, objects and symbols that have a potential influence affecting the person's development, namely; parents, teachers, life partners or friends (Bronfenbrenner, 1995). These role-players within the microsystem play an important part in the successful functioning of the support structures (Nel, Nel, Engelbrecht, & Tlale, 2016) influencing willingness to implement school-based interventions. The microsystems in the study included students, teachers and the school. I included the school collectively as a microsystem as well.

The **mesosystem** represents the links between the microsystems and the interrelationships that exist between the microsystems, for example, the family and school; family and peer-group; school and peer-group (Bronfenbrenner & Evans, 2000). The mesosystem is not a layer outside the microsystem but represents the relationships that exist between or among microsystems that influence the development of the person (Rosa & Tudge, 2013). Effective interactions between these microsystems are essential for school-based intervention implementation. In intervention research, person characteristics such as competence and self-efficacy influence both the quality of interaction and student-teacher engagement in the classroom (Martin & Rimm-Kaufman, 2015; Skaalvik & Skaalvik, 2014; Tschannen-Moran & Johnson, 2011). In the study, this included classroom interaction that focused on time, tasks, content exposure, curriculum coverage, teacher expectation and use of textbooks. The interactions teachers have with the organisation (school) and among

themselves, are also important in intervention implementation (Durlak & DuPre, 2008). It also included the role of school leadership in creating a learning environment and supporting intervention implementation.

The **exosystem** represents a larger social system which exerts a unidirectional influence on the developing person (Johnson, 2008). The developing person is not directly active in this system, but the system may influence his or her development (Swart & Pettipher, 2016). Structures within the ecosystem play an important role in supporting the successful functioning of the school (Nel, Nel, Engelbrecht, & Tlale, 2016) that in turn will influence the intervention implementation process. Continuing with the study as an example, cutbacks from the Department of Basic Education, teacher strikes, the inclusive educational policy, and high unemployment influences the interactions that occur at the school.

The **macrosystem** differs from the other systems as it encompasses the other systems in an overarching belief system (Rosa & Tudge, 2013). The belief system consists of the socio-political and cultural values that embody the nation as a whole (Johnson, 2008), influencing interactions of all the other levels in a cascading manner. This system generally exerts a unidirectional influence on the other elements of the model that can change the character of a given society. Quality education to redress inequality as covered in inclusive education policies and education for all in South Africa was used as the overarching belief system. Interventions outcomes that align with these belief systems are more readily implemented (Han & Weiss, 2005).

2.2.6 Chronosystem

Time in the PPCT model includes a longitudinal component to development allowing for cross-generational relationship influences, short- and long-term developmental consequences and environmental changes across historical time (Bronfenbrenner, 1995; Tudge et al., 2016). Learning, therefore, occurs in the now and over a lifetime where the present influences what happens in the future. In the school context, time refers to the day-to-day, year-to-year periods or the number of years in operation, as it influences changes that occur within the teaching staff and students (Domitrovich et al., 2008). Time in SBIR is situational. Not only must it be the right time to implement an intervention (Shea, Jacobs, Esserman, Bruce, & Weiner, 2014), but

the researcher must also take into consideration that behaviour change is a process influenced by individual, contextual and intervention characteristics (Kitson & Harvey, 2015).

2.3 SOUTH AFRICAN EDUCATIONAL SYSTEM

2.3.1 Introduction

It is important to understand the broader context of the educational system in South Africa to create the backdrop for Bronfenbrenner's bioecological model. In South Africa, the school-based intervention must be viewed against the background of a transformational process to address equity and the right to basic education. Intervention, as defined in Chapter 1, is a collective term that includes evidence-based practices, technologies, approaches, methods, programmes or policies in practice (Century & Cassata, 2016; Mitchell, 2011). In this section, I draw specifically from the literature on inclusive education in South Africa, within the framework of sustainable development (UNESCO, 2016), to show that despite these interventions quality education still eludes many students (Tikly, 2011). Then I will discuss the contextual factors that the literature have identified as enablers or constraints to a literacy intervention implementation process.

2.3.2 Addressing inequality in education

The South African Constitution guarantees the right to basic education and schooling is compulsory for all students between the ages of seven and fifteen or up to the completion of Grade 9 (Gilimani, Marevhula, & Schmidt, 2016). Aligned with the Constitution, the Department of Basic Education developed and implemented policies for students to learn in a safe and secure school environment, have access to learning and teaching support material, address health and nutritional needs, and exempt poor parents from payment of school fees (Marishane, 2016; Sayed & Ahmed, 2013).

Quantitative findings show that there has been huge progress in the implementation of these initiatives, particularly in primary schools with enrolment figures showing a reduction of race disparity in South Africa. The results of the General Household Survey conducted in 2015, focusing on the schooling system in South Africa, indicate that the legislative framework ensuring the right to education has been successful with student enrolment in primary school at 99% (StatsSA, 2016). Across both primary and secondary schools, the no-fees policy has

benefited 65% of students attending school, and over 70% of students receive a meal at school every day (StatsSA, 2015). However, overt inequalities in education persist. By interrogating the three criteria of quality education; high school dropout, student performance and student achievement in key subjects, it becomes apparent that quality education still eludes many students in South Africa (Marishane, 2016).

Retention rates start to lower in secondary school with just over half of the students completing their schooling (DBE, 2019). More alarming is that 15% of black South Africans and 17% of coloureds drop out of school with only some primary education (StatsSA, 2015). Poor academic performance has been linked with low socio-economic status, gender, family structure, rurality, different home language to the language of learning and no pre-primary education (Mlachila & Moeletsi, 2019; Monteiro, 2015; Tikly & Barrett, 2011). Many students proceed to higher grades without acquiring the necessary literacy and numeracy skills (Spaull, 2013b). As presented in Figure 2 1, against the national average of 12%, only 9% of black Africans in the total population have some post-secondary school qualification compared to 38% of Whites (StatsSA, 2015).

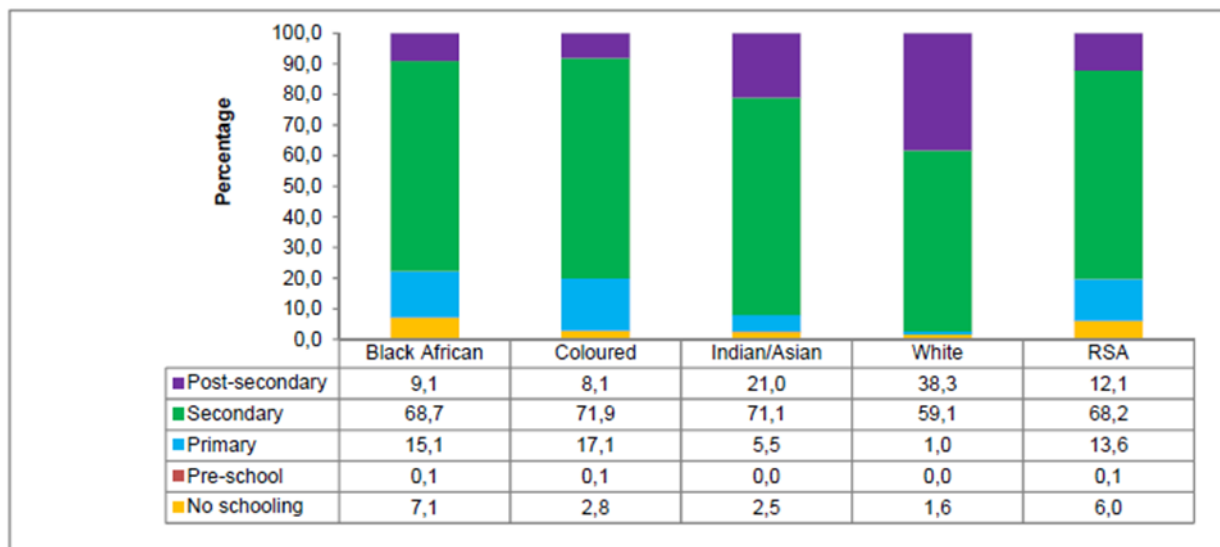


Figure 2-1. Educational attainment among individuals aged 25-64 by population group, 2016 (StatsSA, 2017).

In both primary and secondary school, student outcomes in Sub-Saharan countries are found to be lower in international studies. Despite a steady improvement between 2002 and

2015 (DBE, 2019), South African students in primary school consistently achieve the lowest scores in international reading tests (PIRLS). Data collected by the Southern and Eastern African Consortium for Monitoring Educational Quality found 25,6% to 43,3% of Grade 6 students in South Africa in poor schools are functionally illiterate compared to only 4,1% in the wealthier schools (Spaull, 2013a). The unintentional consequences of the inclusion policy have created additional challenges to providing students with quality education.

The no-fees policy introduced to help the financially disadvantaged students' access schools has resulted in growing inequality between fee-charging and non-fee charging schools. The teacher-student ratios are much higher in non-fee charging schools and have caused an influx of second language students (Sayed & Ahmed, 2013). Teachers in these schools are overstretched by the high number of students, limited resources and lack the skills to provide quality education for diverse, multilingual classrooms (Le Fanu, 2013; Sayed & Ahmed, 2013). The situation is further exasperated by low accountability, poor motivation and high absenteeism that have been identified as significant constraints to teachers providing quality education to students (Mlachila & Moeletsi, 2019). Many teachers are often late at school, are frequently absent on Mondays and Fridays, and spend little time on-site (Van der Berg, Taylor, Gustafsson, Spaull, & Armstrong, 2011).

Fleisch (2008) asserts that disadvantaged students are not being provided with the opportunity to achieve because of health problems, poverty, and inadequate access to and use of resources. The resources supplied to schools do not take into consideration the contexts within which they source and fall short of redressing current inequalities. For example, the health services provided are restricted only to eye-tests and initiatives to reduce poverty in schools consists only of providing students with a meal at school (Sayed & Ahmed, 2013). The other costs of sending students to schools such as transport, stationery and school uniforms remain burdensome for parents with low incomes and with education expenditure. In 2015, the average expenditure on education by white households was three times the national average while in Black households, it was the lowest average annual expenditure (Mlachila & Moeletsi, 2019).

Inter-generational mobility, as indicator of educational transformation, is not evident in South Africa. The inequalities in education are perpetuated by social capital from the home and school environment (Monteiro, 2015; Tikly & Barrett, 2011), which implicitly includes

language capital (Lemmer & Manyike, 2012). English proficiency is a determinant of academic success without which students struggle to learn and have limited access to the job market (DBE, 2008; Howie, Van Staden, Tshele, Dowse, & Zimmerman, 2012). Confirmation that students with educated parents do better than students with parents who are less educated indicates that the structural inequalities of the past still influence educational mobility (Stats, 2017).

2.3.3 School-based intervention research: enablers and constraints

Against this background, I will describe the enablers and constraints of school-based intervention implementation by focusing particularly on the rural context. The implementation of classroom-based interventions in South African schools is complex, and researchers have to be cognizant of the influence of both systemic and specific contextual factors that may influence the implementation process. Murphy (2015, p. 1) makes the point that “overcoming the challenges inherent in school-based interventions requires considerable resources” which include: physical, human, and time. In addition to resources, the implementation process is constrained by poverty, badly managed and poorly supported schools, the lack of participation of parents and community, and English as the language of learning (Pather & Nxumalo, 2013; Taylor, 2007; Tikly, 2011). Each of these challenges will be discussed in more detail below.

2.3.3.1 Physical Resources

Physical resources in the study refer to the basic school resources such as sanitation, safe buildings, access to electricity, water and books (Pather & Nxumalo, 2013). Statistics from the DBE confirm the continued inequality of physical resourcing of schools (DBE, 2018). While public spending on education has increased since 2013, it has increased slightly in primary schools and stagnated in secondary schools (Murtin, 2013). Infrastructure backlogs persist despite initiatives from the government.

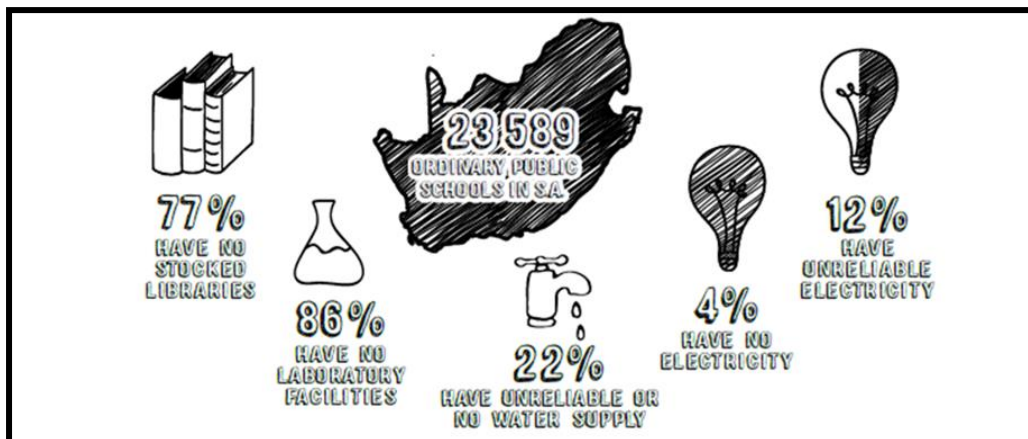


Figure 2-2. Physical conditions in South African schools (DBE, 2018)

In Figure 2-2 data collected in 2015 shows that of the 23,589 public schools in South Africa, 77% do not have stocked libraries, 86% have no laboratory facilities, and 22% either have an unreliable water supply or none at all, 4% have no electricity and 12% have unreliable electricity. A 2018 DBE report stated that 37% of schools had a combination of a pit toilet and other systems, while almost 19% had only a pit toilet or no sanitation facilities (DBE, 2018).

There is a shortage of textbooks making teaching and learning difficult. Students often have to share textbooks. The situation is worse in rural schools where access to other types of books for reading is also limited, particularly in the poorer provinces such as Limpopo, Kwa-Zulu Natal and the Eastern Cape (Moloi, 2014). The shortage of books is also the main reason why teachers do not allow students to take books home (Murtin, 2013). Malnutrition is a significant barrier to achievement in mathematics and literacy for the poorest 25% of the population (Fleisch, 2008; Tikly, 2011).

2.3.3.2 Human Resources

The human resources that enable interventions are the teachers, administrative and support staff at the school, parents and researchers. Research on school interventions reports extensively on teacher competence, indicating poor subject knowledge, as well as limited professional skills for inclusive instructional practices (Nel et al., 2016; Tikly, 2011). Teachers with weak content knowledge and pedagogical knowledge are unable to accurately assess their students' performance (Mlachila & Moeletsi, 2019; Spaul, 2013b) and adjust their instructional practices to address the needs of the students (O'Meara, 2011).

Furthermore, from a capacity perspective, although the curriculum supports student-centred instruction, resources are limited, and schools inadequately equipped to provide quality education. The large number of students in a class makes it difficult for teachers to monitor and assess the work of students (Le Fanu, 2013). Teachers often experience high work demands and work in schools with low levels of organisational commitment making them reluctant to participate in interventions (as cited by Jackson and Rothmann (2006) in Ebersöhn, 2015). Therefore, intervention research in this context may require more flexible approaches to the implementation process.

As a profession, teaching is not well remunerated, making it particularly unattractive as a career choice, especially in difficult subjects (Mlachila & Moeletsi, 2019). This contributes to the shortage of teachers, which accounts for the high teacher-student ratio of above 40 students, per teacher, particularly in areas such as Mpumalanga, Limpopo and Kwa-Zulu Natal (Murtin, 2013). Although teacher remuneration is low, Murtin (2013) makes an interesting point that low-skilled teachers are financially better off than other low-skilled South Africans, but high-skilled teachers are worse off than other high-skilled South Africans. This has resulted in a large number of mediocre and poorly motivated teachers. Van der Berg, Taylor, Gustafsson, Spaull, and Armstrong (2011) recommend changes in the pay structure for teachers and suggest that pay should be linked to performance to attract and retain teachers or an incentive programme to improve teacher content knowledge.

From a professional training perspective, Walton (2015, p. 175) draws attention to the challenges that academic institutions face in providing “conceptually coherent and pedagogically appropriate” courses in teacher education that balance the need of the context with research-based practices. Professional development training given to teachers is not always contextually applicable (Mukhopadhyay, 2015), thereby reinforcing the need for teacher training, both at pre-service and in-service levels.

In-service teachers do not always have the skills to implement inclusive practices such as applying flexible teaching and learning skills that support all students (Engelbrecht et al., 2016). Research by de Jager (2013) in secondary schools across the nine provinces draws attention to teacher readiness. Teachers trained in differentiated instruction found it challenging to share their knowledge and skills with other teachers due to a lack of interest and other internal constraints.

In addition to not being open to change, the current instructional practices used in the classroom pose a challenge to student-centred based interventions. Teachers apply authoritative teaching styles in the classroom and need to be guided by researchers to transition into a facilitation role, especially when participative collaborations are required in the classroom and with other people as part of the intervention (Pather, 2007).

According to Pather (2007), the most significant barrier to intervention implementation and sustainability in rural schools is the lack of voice from parents, students, teachers and the community. Literacy intervention research by Zimmerman (2018) identified a lack of parental involvement, both at the school and at home, as a constraint in implementation. Research shows that parents feel that it is the teacher's responsibility to educate the student (Mukhopadhyay, 2015).

The researcher² usually forms part of a team, but may also have other roles, is internally or externally appointed to the role (Kitson & Harvey, 2015) and plays an active role in the implementation process. My primary role was as a student doing research, and I assisted in the implementation process. In the study, the facilitation team consisted of the supervisors and other students at the school. Research has shown that support from universities in relation to training, coordination, and evaluation positively influences the implementation process (Dyssegaard et al., 2017).

Additionally, the researcher is skilled in the intervention, should be able to work with the school principal and have the confidence of the teachers (Dyssegaard et al., 2017). Furthermore, the researcher must be able to enable systematic behavioural change through enabling, negotiating and supporting change (Harvey & Kitson, 2015a). In agreement with Murphy (2015, p. 2), intervention implementation requires “researchers who can adequately evaluate their resources and risks so as to reframe their interventions in response to teacher and student needs, school contexts, social dynamics, and sound theoretical and empirical understandings”. Kitson and Harvey (2015) attribute implementation success to how the researchers activate implementation through assessing, aligning and integrating their understanding and knowledge of the intervention³, participants and context.

² Facilitators and researchers are seen as fulfilling the same function in my study.

³ The terms innovation and recipients used by Harvey & Kitson (2015) were replaced with intervention and participants

Research has shown that there is a direct relationship between implementation up-take and the researcher as well as the facilitation process (Durlak & DuPre, 2008; Dyssegaard et al., 2017; Kitson, Harvey, & McCormack, 1998). In South Africa, the identity culture of the researcher and implementation team often differs from that of the school in terms of “language, race, geographical space, levels of education, and class” (Ebersöhn, 2015, p. 125) which influences the power dynamics of the relationship with the school during implementation.

2.3.3.3 Time and financial resources

Intervention implementation can be influenced by factors within the school or from a broader social, political level requiring additional time and financial resources. The complexity of the intervention, context, geographical area, and number of sites all influence the time and financial resources needed. The main activities that need to be considered when implementing an intervention are; needs assessment, readiness assessment, training, and feedback.

Time is also needed to build trusting relationships with the teachers, students, principal and other school staff, for the school to understand and implement the intervention and to support the school after the intervention (Ebersöhn, 2015; Murphy, 2015). The investment of time to implement an intervention is at a very high cost for all the participants as the teachers, schools and researchers have other roles and responsibilities that also need their attention (Murphy, 2015). Excluding the development time of an intervention, it is generally estimated that an intervention process takes between two and four years and has several stages (Albers & Mildon, 2015). However, in certain contexts, the implementation time may need to be extended as identified by Ebersöhn (2015) when researching rural schools to achieve outcomes comparable with urban schools. Funding during the implementation process must include travelling costs, accommodation and the like (Murphy, 2015).

2.3.3.4 School Management and leadership

The leadership challenges that face principals in South Africa include performing various roles in the school and being accountable for the academic achievements of their students (Hlalele, 2012). The administrative duties of principals often distract them from their instructional role in the school (Mlachila & Moeletsi, 2019). In rural schools, the challenge of academic achievement is exacerbated by their location, the poor working conditions of teachers, lack of resources and resource constraint community involvement (du Plessis, 2017). Principals are

faced with difficulties in recruiting teachers, particularly those qualified in physical science and mathematics (Moloi, 2014). Working conditions may not be good and the remuneration low, with limited social and cultural opportunities (Hlalele, 2012). Contrary to these conditions, Hlalele (2012) points out that not all rural schools leaders experience challenges and explains that the surrounding communities often possess positive attributes that are not present in urban schools. Research evidence in rural schools indicates that schools tend to be smaller which enables better student achievement, student participation is higher in extracurricular activities and there are fewer discipline challenges (Little, 2008; Malhoit as cited in Hlalele, 2012).

In research on rural principals in Limpopo, du Plessis (2017) identified ten effective leadership practices for effective schools. These practices centred around relationship-building, encouraging professional development, classroom management and discipline, teacher motivation, and upgrading the school infrastructure. Rural school principals have a great deal more autonomy and are seen as taking responsibility for their decisions. They are respected and can be trusted. The principals practised an “open door” policy, making themselves available to students, teachers and parents. In addition, they were actively involved in curriculum structuring and planning, meeting national requirements, the needs of the school and those of the students. Principals made use of opportunities for professional development and encouraged collaborations within and outside the school. High teacher absenteeism had to be controlled not to affect classroom management and discipline negatively. For the delivery of quality education, principals tried to create a positive working environment that kept teachers motivated and reduced staff turnover.

Without effective school management, intervention implementation and sustainability are placed at risk. Therefore, leadership plays a vital role in creating an environment that is open to change and supportive of the intervention implementation process (Pather, 2007; Zimmerman, 2018). Some of the school management and leadership behaviours that influence SBIR are associated with the school culture and complex contextual factors (Engelbrecht et al., 2016). Pather (2007) has identified school cultures that do not promote participative and collaborative decision making as a barrier to implementation. On the other hand, school cultures that emphasise solution-focused and asset-based approaches to instruction are better able to help students overcome barriers to learning (Walton, 2015) and are an enabler to the implementation process. Principals from less advantaged schools have to deal with social

challenges above their usual duties, which may include robbery, violence, gang activity and drugs (Kubow, 2018; Tikly, 2011).

Using the PIRLS 2006 data, Zimmerman (2018) looked at the characteristics of schools that were associated with higher literacy achievement and successful intervention implementation. Her findings supported the literature on the importance of the organisational climate for successful implementation across different resourced schools. What distinguished schools with higher literacy levels was the active role of the principal during the implementation process, stakeholder involvement, teachers taking responsibility for monitoring each phase of the implementation process and “literacy leaders” maintaining a global overview of what was happening. The head of departments served as mentors and advisors to teachers and performance was monitored with monthly meetings to ensure quality implementation. Several strategies were used to develop literacy among students. All these factors influenced higher student achievement on literacy assessments and successful intervention implementation (Zimmerman, 2018).

Principals are primarily responsible for providing students with a safe school for effective learning (Mabasa, 2013). Schools with student discipline challenges are less likely to implement interventions (Pas, Waasdorp, & Bradshaw, 2015). Factors that can make schools unsafe in South Africa include being located in black residential areas, especially those situated in and around informal settlements (Mabasa, 2013; Prinsloo, 2005). While in the classroom, teachers are not sufficiently prepared to deal with behavioural problems (de Jager, 2013). Schools who experience challenges in managing student behaviour are less successful at implementing interventions (Maarman & Lamont-Mbawuli, 2017; Pas et al., 2015).

2.3.4 Postcolonial education

When implementing a school-based intervention in emerging economies, researchers have to balance meeting the challenges of overcoming postcolonial education systems and perpetuating policies of the West (Mukhopadhyay, 2015) in their efforts to address social inequality by providing all students access to quality education (Tikly & Barrett, 2011). Therefore, special attention must be paid to each of the five systems within the PPCT model. In the section below, I present some of the challenges to address social inequality using the implementation of inclusive education as an example.

In the **microsystem**, the socio-economic status influences the level and quality of education student receive in South Africa (Mlachila & Moeletsi, 2019) and internationally (Monteiro, 2015). The differentiated achievement of privileged groups in society rewards students with cultural and economic capital who are familiar with dominant ideologies (Zajda, 2014). Students in South Africa who speak English at home achieve better in international reading assessments and are also positively influenced regarding their numeracy skills (Mlachila & Moeletsi, 2019). The school, as part of the microsystem in many postcolonial countries, are characterised by inadequate infrastructures, are under-resourced and have limited professional development (Ebersöhn & Loots, 2017). In South Africa, dysfunctional schools are often located in black townships and in rural areas (Mlachila & Moeletsi, 2019). Le Fanu (2013) challenges the ability of schools in emerging economies to implement a student-centred curriculum with limited physical resources, increased student numbers, lack of stakeholder commitment and teachers who are not trained on these practices. The situation is further exacerbated by the role of the unions in South Africa creating difficulties for the school system to enforce accountability and project their influence (Mlachila & Moeletsi, 2019).

The student-teacher, family-school, teacher-school interactions within the **mesosystem** encourage student-centred instructional practices, parental involvement at schools and moral leadership. Implementing interventions based on student agency where the teacher facilitates learning using cognitive and social strategies to regulate their learning (Ortega, 2011) is ineffective. Additionally, there is a strong hierarchical and authoritarian tradition in African culture that is transferred into the school environment left by colonial powers that makes participation and joint decision making difficult, both in and outside the classroom (Pather, 2007).

The influences of inclusive education in the **exosystem** show that in adhering to inclusion policies, net enrolment in primary schools has increased. However, the 2017 statistics on out-of-school rates show that in low-earning countries the drop-out rate in primary schools is 19% compared with 3% in high-income countries (UNESCO, 2017). The 2016 data on secondary school attendance shows a drop to less than half in the majority of countries in sub-Saharan Africa, and more than 80% in Angola, the Central African Republic and Niger (UNICEF, 2016). The drop-out rate is attributed to socio-economic grouping and differentiation between urban and rural areas. Furthermore, less than one-third of adolescents

from the most deprived quintile areas attend secondary school compared to three-quarters of those from the wealthiest quintile.

The implementation of inclusive education on a national level as determined by educational policies is represented on the **macrosystem**. According to Baah-Boateng (2013), not only is the quality of education in African countries poor, but it also does not provide students with the skills needed for employment. These authors explain that the emphasis in many African countries is on academic qualification rather than marketable skills. Politically, in many low-income countries, a top-down approach has been used to change the education system, which continues to reflect the policy hegemony of the West (Mukhopadhyay, 2015). By adopting human development and rights models in education, donor-driven agendas are reinforced to secure financial incentives from development banks (Bruner, 2012). Participation in policy decisions and their implementation has excluded the voices of students, teachers and the community (Tikly & Barrett, 2011). Instead, policy decisions are made by administrators and financial managers, and teacher autonomy is undermined by providing them with “scripts” on how to teach (Sayed & Ahmed, 2013).

Consequently, in many emerging economies, the implementation of inclusive education has not addressed social inequality economically and politically, nor has it improved academic achievement (Tikly & Barrett, 2011). Income distribution in emerging economies has become more unequal (Hillman, 2008). Singapore, Taiwan, Hong Kong, Japan and South Korea are exceptions to the rule. Their success has been attributed to investing in technology (Baah-Boateng, 2013). In Brazil and Mexico, educational goals have been aligned with programmes that reduce poverty, improve health and increase income (Bruner, 2012). The *Bolsa Familia* programme was implemented giving low-earning families a cash grant if their children had an 85% attendance rate and were vaccinated. The programme increased school attendance, but the quality of education and health did not contribute to economic growth or reduce inequality and created a dependency on the government grant.

To this end, the definition of inclusion has been extended to the right to education as means of reducing social inequality as it acts as an enabler, facilitating other rights to include education within the framework of sustainable development (UNESCO, 2016). Le Fanu (2013) suggests that the implementation of inclusive education policies is feasible and authentic, taking contextual factors into account and developing capabilities that enable students to

transcend contextual influences. To address social inequality in providing students with quality education, interventions should not only focus on academic performance but also on the “motivation and personal commitment of students, teachers, and visionary school leaders in the overall enhancement of quality in education in the teaching/learning process” (Zajda, 2014, p. 6). Moving away from the South African context, in the next section, I look at SBIR implementation strategies from a more global perspective on reforming education.

2.4 INTERVENTION RESEARCH IN EDUCATION

With the backdrop of the South African educational system a historical overview of school-based research intervention implementation provides support to the development of a multidimensional approach of this study. The role of school-based research intervention implementation strategies at a systematic level forms the focus of the discussion. Reigeluth (1994) defines systemic SBIR as a more comprehensive approach to educational change, pervading all the levels of the system replacing the whole system. The influence of school-based interventions in education occurs in three ways: bottom-up, top-down or a combination of the two approaches. In this section, I will provide an overview of the three ways of educational change and describe how to-date these approaches have failed to produce their intended outcomes. This overview forms the basis of the argument for a systemic, combined approach to intervention implementation that is contextually relevant. The three approaches will be discussed in terms of the purpose of education, student achievement and its influence on instructional practices.

2.4.1 Bottom-up approach

The bottom-up approach to instructional change is described by Hargreaves and Shirley (2009) as the “First Way” of educational change which was characterised by innovative instruction from teachers who had considerable autonomy to teach students what they felt was important. The dissemination of school-based intervention, as a form of best practice, was often left to enthusiastic teachers or local municipalities to implement (Hargreaves & Shirley, 2009). Changes in classroom practice were used by teachers who adhered to specific schools of thoughts (Fraser & Galinsky, 2010). Implementation fidelity was inconsistent with some teachers effectively implementing the intervention while in other cases, it ran the risk of not being implemented correctly (Ogden & Fixsen, 2014). This bottom-up approach to educational

change was student-centred, but the instructional practices lacked consistency, accountability and standardisation (Hargreaves & Shirley, 2009).

2.4.2 Top-down approach

The collapse of the welfare system, the economic slump, and globalisation called for a change in education initiating the “Second Way” of educational change (Hargreaves & Shirley, 2009), the top-down approach to educational change. The lack of standardisation present in education and economic pressures called for more consistency and accountability to improve the quality of education both in how schools were run and in student achievement (Barrett et al., 2006). To correct the inconsistencies in the education system and prepare students for work in a global economy, large scale meta-analysis studies were initiated to search for evidence-based practices to support literacy development. Guided by medical and health research, educational research focused on introducing evidence-based practices in literacy instruction to meet the criteria of fidelity, replication and specified outcomes (Century & Cassata, 2016).

Reports based on meta-analysis research were used to inform national educational policies on best practices for literacy instruction (Pressley et al., 2006). Meta-analysis research methods are a useful summative tool to answer theory, policy and practice questions (Spaulding, 2009). In the USA, the National Reading Panel (NRP) was tasked to assess research findings on reading, and the *No Child Left Behind* legislation was promulgated (NICHD, 2000). At the same time, the National Literacy and Numeracy Strategy (NLNS) was launched to improve literacy and numeracy levels across the UK (Ofsted, 2003).

However, as Spaulding (2009) cautions the validity of the results are dependent on the expertise of the analyst and should not be seen as limited. Furthermore, the studies in a systematic review usually occur within a specific context, namely in developed economies, thus limiting the applicability of the findings in emerging economies (Miranda & Zaman, 2010). Formulating educational policies using meta-analysis research methods assumes a one-size-fits-all approach. Students’ needs that do not fall within the middle range are not met (Hipsky, 2011; Nel & Nel, 2012) resulting in education performance outcomes widening and the overall achievement in literacy and mathematics scarcely changing (Hargreaves & Shirley, 2009).

The consequence of applying a top-down approach to educational reform was narrowing the curriculum, reinforcing a culture of standardised testing and limiting the professional autonomy of teachers (Robinson, 2011). Locally and globally, this has resulted in comparative data analysis and global models of academic performance being used to inform policy (Zajda, 2014). Performance standards and achievement targets enforced political control of outcomes in the public sector and the purpose of education shifted from meeting the needs of the individual to the needs of the global economy (Hillman, 2008). Instructional practices were based on teaching for results on standardised tests, turning education to test-based accountability (Hargreaves & Shirley, 2009) and school-based interventions were being “exported” to emerging economies without taking contextual factors into account (Miranda & Zaman, 2010).

2.4.3 Combined approach

The “Third Way” was an attempt to bridge the gap between the two extremes of education change by introducing data-driven decisions to inform practices. This approach is two-fold, firstly the data is used to hold school leaders and teachers accountable for quality education based on student performance scores, and secondly, the data is used to inform teachers and school leaders on students’ needs to adapt instructional practices accordingly and to inform school management decisions (van Geel, Visscher, & Teunis, 2017). In this way, SBIR was context-specific and included the diverse needs of students. The purpose of intervention research shifted from informing educational policies as a means of developing human capital for a global economy (Hillman, 2008) to intervention research addressing inequalities in society by providing all students access to quality education (Engelbrecht et al., 2016).

Acknowledging the complexity of education research to make education better for diverse classrooms in different contexts called for a paradigm shift. The Education for All Declaration from UNESCO in 1990 was one such initiative to prompt a global paradigm shift in education by introducing the concept of inclusion in education (Le Fanu, 2013; Wagner, 2011). Inclusive education talks to democratic rights and the constructs of social justice (Swart & Pettipher, 2016). The role of education is seen as both a fundamental human right and an enabling right, as it facilitates other rights within the framework of sustainable development (Edujesuit, 2016). Locally and globally, this has resulted in increased use of standardised test

scores for comparative data analysis and global models of academic performance (Zajda, 2014). Data was used to drive decisions and discussions about student learning and achievement, particularly in literacy and mathematics (Hargreaves & Shirley, 2009).

Providing students with a quality education is intended to reduce the influence of social, familial and economic background, thereby promoting mobility and a just society. Despite these changes, education is failing the students who need it most, perpetuating the cycle of inequality and poverty and continues to disenfranchise. Standardised testing, such as the Programme for International Assessment (PISA) 2015, shows that socio-economically disadvantaged students are more likely to perform lower than advantaged students across the participating countries, with immigrant students performing lower than their non-immigrant counterparts (OECD, 2017). An analysis of poor performance identified that low performance was not due to a single risk factor, but a combination of factors including low socio-economic groups, gender, family structure, rurality, immigrant status, different home language to the language of learning, no pre-primary education and grade repetition (Monteiro, 2015).

The goal of educational research to bridge the gap between theory, research and application in the classroom has not always been realised. This calls for a better understanding of the implementation of SBIR by assessing the potential value of the intervention in meeting the intended outcomes. According to Durlak and DuPre (2008), this is impossible without attending to the process of intervention implementation. It is against this background that I shift the focus of the chapter to implementation science. There is growing recognition that intervention research has to take “all aspects of the dynamic, complex implementation process” into consideration (Century & Cassata, 2016, p. 173). Implementation science is a conceptual model to help facilitate the process.

2.5 IMPLEMENTATION SCIENCE

2.5.1 Introduction

Bronfenbrenner’s model along with the context of the South African educational system and the overview of intervention research provides the building blocks for applying implementation science as the conceptual framework. The conceptual framework gives guidance on identifying enablers and constraints to SBIR and its applicability in a school context. I chose implementation science as it focuses on evaluating the process of implementation and the

intended outcomes of the intervention (Bauer, Damschroder, Hagedorn, Smith, & Kilbourne, 2015). Furthermore, it allows for the incorporation of numerous theories and methods, such as bioecological systems theory and organisational theory, and includes different research designs (Mitchell, 2011). As such, it can be used to inform the methodological considerations of implementing SBIR, which is the crux of the study.

Unlike intervention research, implementation science is the systematic research of purposive change in practice (Fraser & Galinsky, 2010). It draws from numerous theories, models and frameworks to guide the content and process of implementation (Nilsen, 2015), addressing individual change, the quality of the interaction with the environment, and broader contextual factors by which interventions are put into practice (Domitrovich et al., 2010). Successful implementation requires evidence-based practices where the context is receptive to change and where the intervention implementation is supported by appropriate facilitation (Dyssegaard et al., 2017; Harvey & Kitson, 2015a). Understanding how interventions can be included in educational practices serve an important function for scaling up (bringing the intervention to a broader audience) and sustainability (Humphrey et al., 2016). The premise of the study is to create an enabling environment for sustainability rather than scaling-up.

In this section, I will outline the main theoretical approaches used in implementation science. Then I present a school-based model to guide intervention implementation in schools. In the model, the intervention and support strategies form the foundation for systemic change using a bioecological approach. I conclude the section by putting six theoretical implementation dimensions forward for creating an enabling context for SBIR that addresses both the implementation process and the initial implementation stage.

2.5.2 Implementation science theoretical framework

Interventions at schools tend to be implemented in an isolated, uncoordinated manner, influencing up-take and sustainability (Domitrovich et al., 2010). The research insights are fragmented, regional and provide limited insight on what enables quality educational outcomes (Ebersöhn, 2016). The consensus in the literature is that for educational interventions to be successful, a systematic approach is needed. This should be accomplished by developing a learning culture, creating enabling school environments, building supportive communities and implementing evidence-based policies (Bank, 2018; OECD, 2017). Furthermore, political

rights, as well as power, economic, social and cultural capital, all need to be considered to address inequalities in education (Mthethwa-Sommers, 2014). Scholastic achievement no longer rests solely on the ability of the student to fit into the system but on how the system can enable the student (Swart & Pettipher, 2016).

Implementation science provides a conceptual model to help facilitate the process of “translating research to practice and then to contextualization and dissemination” (Greene, 2015, p. 112). It allows for an integrated model of implementation that includes the intervention, participants, context and the relationship between these elements as they address individual and contextual factors to achieve the intended and sustainable outcome (Domitrovich et al., 2008; Harvey & Kitson, 2015a). In this way implementation science enhances our understanding of how contextual factors influence the implementation process and distinguishes between the different critical intervention components (core components) to achieve the intended outcomes and those that can be adapted or changed (Century & Cassata, 2016; Humphrey et al., 2016). Numerous models incorporating one or more of the theoretical categories are used in implementation research to facilitate the intervention implementation.

In Chapter 1, I described the implementation framework presented by Nilsen (2015), incorporating five theoretical categories to address the three overarching aims of implementation science. Theories on process models guide the first part of describing the implementation process. Determinant frameworks, classic theories, and implementation theories are employed to address the second aim of understanding what influences implementation variability, and the evaluation framework facilitates the third aim of evaluating implementation. I will describe the five categories briefly as they form the foundations of the proposed school-based model. Although these theories are described separately, there is some overlap across the different categories. The five theoretical categories are process models, determinant frameworks, classic theories, implementation theories and evaluation frameworks.

Process models are the “how-to” models that specify the steps or stages that guide the implementation process (Fixsen et al., 2005). Also referred to as action frameworks, these models set out implementation concepts and procedures that are assumed to be important when planning, preparing, facilitating and evaluating an implementation process (Albers & Pattuwage, 2017). The evidence confirms that assessment of the intervention, participants, and contextual factors to guide the implementation process has a powerful impact on the intended

outcomes (Durlak & DuPre, 2008). The assessment will help guide the knowledge transfer process to ensure sustainability (Fixsen et al., 2005).

Determinant models use a systems approach that addresses enablers and constraints to the intervention implementation (Nilsen, 2015). These types of models postulate that interventions form part of a bioecological system with influences that interact with one another at different levels (Humphrey et al., 2016). Intervention implementation is an interactive process that is nested in multiple levels at a micro, meso- and macrosystem and which are separated by individual, physical, cultural and political boundaries (Harvey & Kitson, 2015a). The integrated model ensures that the “intervention elements function as part of a coordinated whole, which build on and reinforce the importance of the individual components” (Domitrovich et al., 2010, p. 6).

The **classical theories** of implementation science centre on change at the individual, organisational and broader contextual level. The classic theories fall into three psychological paradigms, namely systems theory, social learning theory and behaviourism (Humphrey et al., 2016). System theories focus on the relationships within a social system consisting of the individual, team and organisation that influence the implementation process and the outcomes of the intervention (Harvey & Kitson, 2015a). The implementation context is seen as critical to a successful implementation and requires an understanding of the roles, norms, values, culture and climate of the social system(s) (Humphrey et al., 2016). Humphrey et al. (2016) further explain that behaviourism offers an understanding of what triggers behaviour change, taking into consideration the real and perceived benefits of implementing an intervention, which are key drivers for sustainability. Diffusion theory, cognitive behaviour, social network theories, communities of practice, and organisational theories are some of the theories that are used to focus on behaviour change (Nilsen, 2015). Change behaviour theories take into consideration what influences behaviour, strategies on behaviour change, and how these can be addressed during implementation challenges (Cane, O’Connor, & Michie, 2012).

Implementation theories aim to “achieve enhanced understanding our understanding and explanation of certain aspects of implementation” (Nilsen, 2015, p7). This category examines the enablers and constraints that may influence implementation and the process within a system (Albers & Pattuwage, 2017). They take behaviour change models a step further by incorporating participant commitment, intervention fit, and efficacy to the change process

(Harvey & Kitson, 2015a). Readiness, participant values, skills and resources have to be addressed to create a strong infrastructure for the development of competencies, leadership and organisational support (Albers & Pattuwage, 2017).

As the term suggests, **evaluation frameworks** provide a structure for evaluating the implementation. The quality of the intervention implementation, fidelity, is a multidimensional construct (Bishop, Hansen, Albritton, Albritton, Strack, & Pankratz, 2014). From the pro-fidelity perspective, the intervention and process of implementation determine fidelity (Domitrovich et al., 2008; Dunst et al., 2013). High fidelity is when intervention is implemented the way it was intended (Carroll et al., 2007). From a pro-adaptation perspective, positive outcomes are important across different contexts (Century & Cassata, 2016), and interventions must be adapted to be contextually relevant (Dearing, 2009). They may require changes in strategy or the establishment of different core components. Durlak and DuPre (2008) suggest a blended approach between fidelity and adaptation to achieve the intended outcome. High fidelity from the blended perspective includes the quality and sustainability of an intervention in meeting the intended outcomes (Albers & Mildon, 2015). This category allows for the implementation to be contextually adapted but keeps the core elements of the intervention to ensure relevant outcomes that are sustainable (Century & Cassata, 2016).

The numerous theories, approaches and models presented above confirm the increasing acceptance that the implementation of a school-based intervention is variable and that numerous factors influence the achievement of the intended outcomes as well as the implementation process (Humphrey et al., 2016). Therefore, in agreement with Domitrovich et al. (2010) and Fixsen et al. (2005) the first step of intervention implementation is not to justify the use of different theoretical approaches but to articulate the theories that underline the intervention implementation process as this will influence the assumptions, aims, and evaluations measures used. The school implementation model presented below will address this step and its applicability in the South African context.

2.5.3 School-based intervention implementation

The implementation of a school-based intervention is influenced by ideas of how and why behaviour change occurs which take the form of a logical model and/or a theory of change (Humphrey et al., 2016). Logical models are based on a chain of reasoning that describes the

inputs, processes and outcomes needed for behaviour change to occur (Century & Cassata, 2016). However, theories of change see behaviour change as complex and stress the importance of context as it influences both the implementation process and the intended intervention outcomes (Domitrovich et al., 2008; Weiner, Belden, Bergmire, & Johnston, 2011). It is the second approach to behaviour change that I have used for SBIR in the model presented in Figure 2-3.

The model represents an integrated, multilevel approach for a school-based intervention implementation that enables change horizontally and vertically. It includes all the factors that can influence implementation variability to provide insight on what will enable the sustainability of SBIR to achieve the intended outcomes. An integrated model allows for a dynamic, multidirectional process of knowledge transfer between the participants, researcher and context during the implementation process at different points in time (Century & Cassata, 2016; Dyssegaard et al., 2017). The different elements that make up the model and the theories of change on which they are based are described below, namely the individual, context, support system, intervention and time.

2.5.3.1 Individual

The individual in the framework represents the person in Bronfenbrenner's bioecological model. As previously stated, not only can individual behaviours initiate and sustain implementation, but they can also impede implementation, as well as influence the quality and sustainability of the implementation process (Becker & Domitrovich, 2011). The Grade 8 and 9 teachers, with the help of the student-leaders from the corresponding grades, were involved in the implementation process of Inkhulumo. The factors that influence implementation at the individual system are professional characteristics (e.g. education, skills and experience), perceptions and attitudes towards the intervention (flexibility and compatibility), and psychological factors (e.g. motivation and self-efficacy) (Durlak & DuPre, 2008). Psychological theories on behaviour change look at the relationship of these three factors as they influence the willingness and ability to make the change at both an individual (teachers) and collective (school) system (Weiner, 2009). From a bioecological perspective, the horizontal influences of behaviour change, within system factors, are represented by the individual entities and the links between the microsystems as they interact with each other, for

example, the teacher and the researcher; researcher and students; student and school and so on. The interactions form part of the **mesosystem** which is not a layer outside the microsystem but represents the relationships that exist between or among microsystems that influence the development of the person (Rosa & Tudge, 2013).

2.5.3.2 *Context*

Determinate and bioecological models “point to multiple systems of influence and acknowledge that there are relationships within and across the levels” in intervention implementation (Nilsen, 2015, p. 5). The context accordingly is seen as influencing the implementation process both horizontally and vertically. The microsystem influences the implementation process horizontally and vertically. On the horizontal level, it includes the people who directly interact with the individual in a given environment including people of different characteristics and systems of belief (Rosa & Tudge, 2013). The microsystem thus defines who the teacher interacts with that will directly influence the implementation process, which is shown in Figure 2-3 as the students, other teachers, researchers and the school. Effective interactions between these microsystems are essential for intervention implementation as evidenced during classroom instruction and form part of the support structures that will influence the intervention implementation process (Johnson, Pas, Loh, Debnam, & Bradshaw, 2017; Nel et al., 2016). The interactions are determined through leadership practices, culture and available resources (Humphrey et al., 2016; Weiner, 2009) which can actively enable or constrain school-based intervention. A positive school climate makes teachers feel supported and connected, especially in contexts where collaboration among co-workers is encouraged (Johnson, 2017). In addition, the school and the broader contextual environment influence the implementation process vertically as well (Domitrovich et al., 2010). The school forms part of the exosystem where the intervention takes place with its own physical characteristics such as size, geographical location, student population, infrastructure, and so on which provides the direct context that supports the implementation process (Lehman, Greener, & Simpson, 2002). Instructional leadership practices and effective management of resources enable the implementation of interventions in schools (Mlachila & Moeletsi, 2019). The **exosystem** as part of the outer system in the study included the role of the Department of Basic Education in supporting teacher training, the influence of union

activity on instructional time, education policy and high unemployment levels in the area. The **macrosystem** is an overarching belief system (Rosa & Tudge, 2013) that forms part of the socio-political and cultural values that influence interactions of all the other levels (Johnson, 2008). In the South African context, the macrosystem includes a further dimension that informs the purpose of the intervention to achieve social justice (Ebersöhn, 2015; Tikly, 2011).

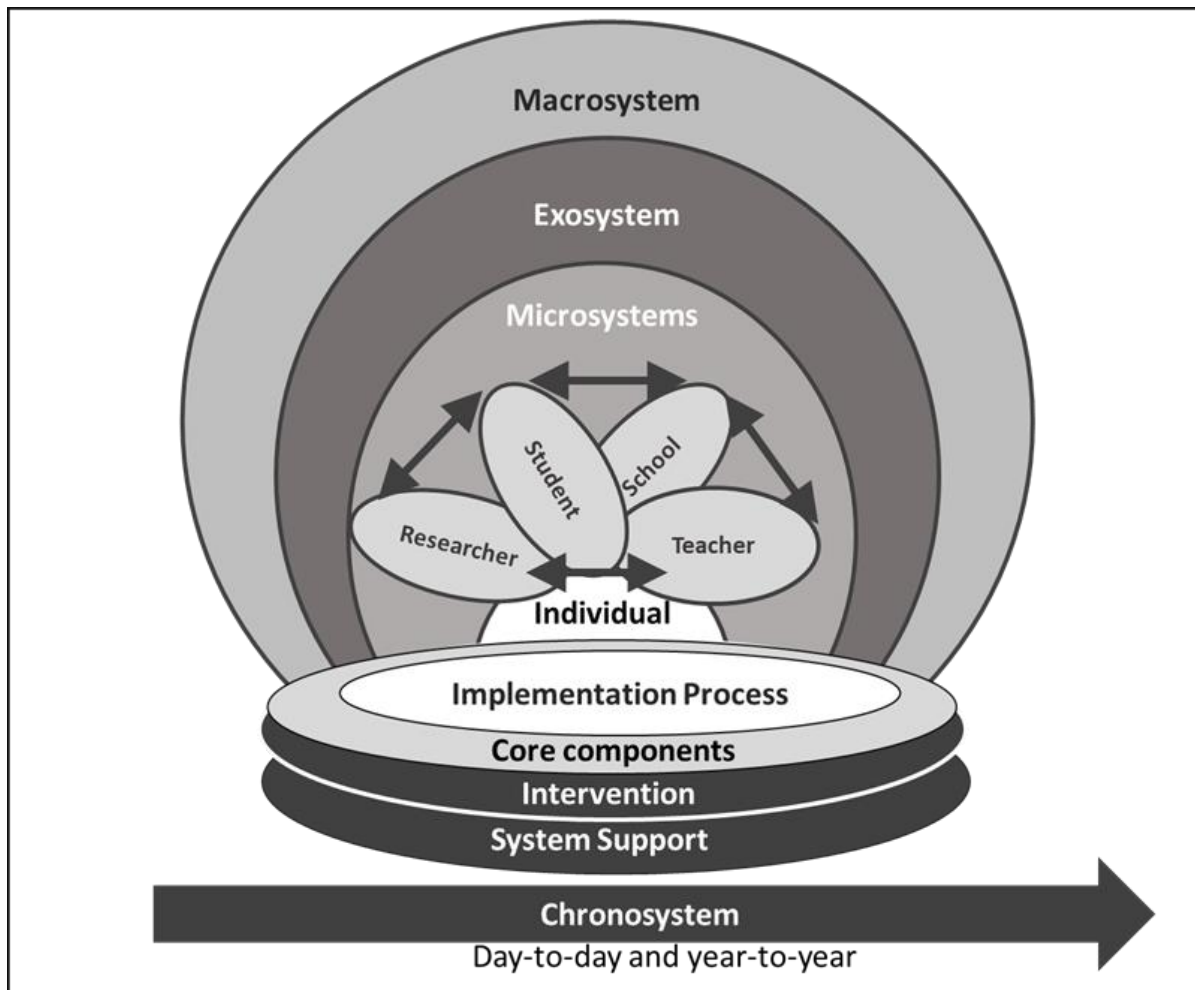


Figure 2-3. Multilevel implementation framework adapted from Domitrovich et al. (2008)

2.5.3.3 Support System

The support system has a dual function, it enhances implementation quality on the horizontal level (Domitrovich et al., 2010) and creates a vertical supportive infrastructure for an enabling context (Duda & Wilson, 2015). A systematic assessment of the intervention, individual, classroom, school and broader contextual factors is required to develop an implementation

strategy that will support the achievement of the intended outcomes (Harvey & Kitson, 2015a). Intervention that includes individualised, repeated training associated with a specific task of methods is more effective (Evans & Popova, 2016). Therefore, intervention research in this context may require more flexible approaches to the implementation process.

The training can develop the professional and intervention knowledge of the teacher. Intervention research in South Africa often takes place in schools with high needs and risks in resource-constrained environments (Ebersöhn, 2015). As part of the implementation process the strategies can include a variety of methods and practices to support effective implementation of school-based interventions horizontally and vertically throughout the different implementation stages with additional resources, training and coaching, and the development of an implementation climate (Humphrey et al., 2016; Weiner et al., 2011).

2.5.3.4 *Intervention*

Evaluation and behaviour change theories, as they inform implementation fidelity in terms of the implementation process, sustainability, and adapting the intervention, guide the assessing of the intervention and the implementation process (Nilsen, 2015). The researcher assesses the intervention to determine if the intervention will achieve the intended outcome, is empirically valid, as well as what competencies and resources are needed for sustainable implementation (Harvey & Kitson, 2015a). Interventions that change instructional techniques have been shown to be more effective at improving student learning (Evans & Popova, 2016). In addition to the researcher assessing the intervention; while the participants' perceptions and attributes about the intervention are also important (Century & Cassata, 2016). The adaptability or flexibility of the intervention and its compatibility with the participants and the context are important factors that influence the implementation process (Durlak & DuPre, 2008). As part of the assessment process opportunities for continued reflection should be created to adapt the intervention during the implementation process and for sustainability to address the individual and contextual factors (Dyssegaard et al., 2017). Quality Talk was used as a case study tool for the study and will be discussed in detail in Chapter 3.

2.5.3.5 *Time*

Time is a multidimensional concept that includes historical, current and future factors and is influenced by knowledge transfer, process models, psychological and diffusion theories to

explain behaviour change mechanisms (Nilsen, 2015). The historical influence of time on the model reflects the social, economic and cultural influence on the implementation context and individual development (Bronfenbrenner & Morris, 2006). This is particularly significant in South Africa with its postcolonial past as it impacts on education initiatives to redress inequality and the systemic factors that may influence individual development. Current factors during the implementation process, the daily and annual events, as well as health issues of the participants, high levels of absenteeism and social commitments like attending funerals and collecting grant payments, must be taken into account when implementing interventions (Ebersöhn, 2015). Time is a vital resource required to build trusting and collaborative relationships at the school, provide training and feedback and gain an understanding of the context and instructional practices (Ebersöhn, 2015; Murphy, 2015). In this way, the insights gained can be used to inform future intervention initiatives, better interpret outcomes, promote fidelity and develop our understanding of the implementation process (Humphrey et al., 2016).

The adoption of school-based interventions into practice is a process consisting of numerous stages, starting with the pre-adoption stage to the full implementation in practice (Fixsen et al., 2005). Baseline data and continual assessments of the intervention and the implementation process are needed to reflect on practice, make appropriate adaptations, develop strategies to address the specific constraints and reinforce enablers at the different system levels (Albers & Mildon, 2015; Kitson & Harvey, 2015). In schools that are experiencing chronic and cumulative diversity, more time is needed for implementation (Ebersöhn, 2015). The focus of the study was understanding the pre-implementation context and assessing the teachers' and school readiness, their commitment and ability to implementing *Inkhulumo*.

In summary, the multilevel implementation model presented shows that implementation of SBIR is a complex and dynamic process that is influenced by variables within and across the different bioecological systems. For sustainable implementation, the research team plays a pivotal role in facilitating the process to create an enabling context that supports individual and collective change that is sustainable to achieve meaningful outcomes in addressing equity in education. In the next section, I present six theoretical dimensions that influence intervention implementation.

2.5.4 Implementation dimensions of a school-based intervention

The six dimensions for implementing SBIR, which were determined through a systematic review of international literature by Dyssegaard et al. (2017), are presented in Figure 2-4. The dimensions presented enable the implementation process of SBIR (Dyssegaard et al., 2017). The dynamic and multi-directional influence of each enabler will be briefly explained below as it relates to the South African context.

2.5.4.1 The role of management and leadership

Leadership literature, implementation theories and school effectiveness models all agree that leadership plays an essential role in any change process and emphasise its importance in supporting school-based intervention implementation (Aarons, Ehrhart, Torres, Finn, & Roesch, 2016; Dyssegaard et al., 2017; Han & Weiss, 2005). In particular, the principal has been identified as a key resource supporting the intervention implementation, particularly in the initial stage (Albers & Pattuwage, 2017). The role of management and leadership in the study is based on organisational theory and leadership behaviours that suggest leadership is crucial for creating school readiness for intervention implementation (Weiner, 2009) and that certain leadership behaviours are associated with intervention implementation and sustainability (Aarons, Ehrhart, Torres, Finn, & Roesch, 2016). In agreement with Moral, Martín-Romera, Martínez-Valdivia, and Olmo-Extremera (2018), although the role of leadership is to direct and lead the school to achieve its vision, this should not be a top-down approach of supervision but rather be achieved through the day-to-day interactions between teachers using various strategies. The role of leadership will, therefore, be described in its broader function in creating a learning-centred environment in both the pre-implementation and implementation context (Durlak & DuPre, 2008; Hoadley, Christie, & Ward, 2009).

Although limited, research in South Africa confirms the international findings on the pre-implementation and implementation context (Sailors, Hoffman, & Matthee, 2007). Research by Hoadley et al. (2009) on leadership factors in South Africa include the management of the instructional programme, social relations and school resources as positive influences on student outcomes. Specific research by Zimmerman (2018) on high performing schools and literacy found that successful implementation required school leaders to be actively involved in goal setting, monitoring and implementation, supporting and mentoring teachers.

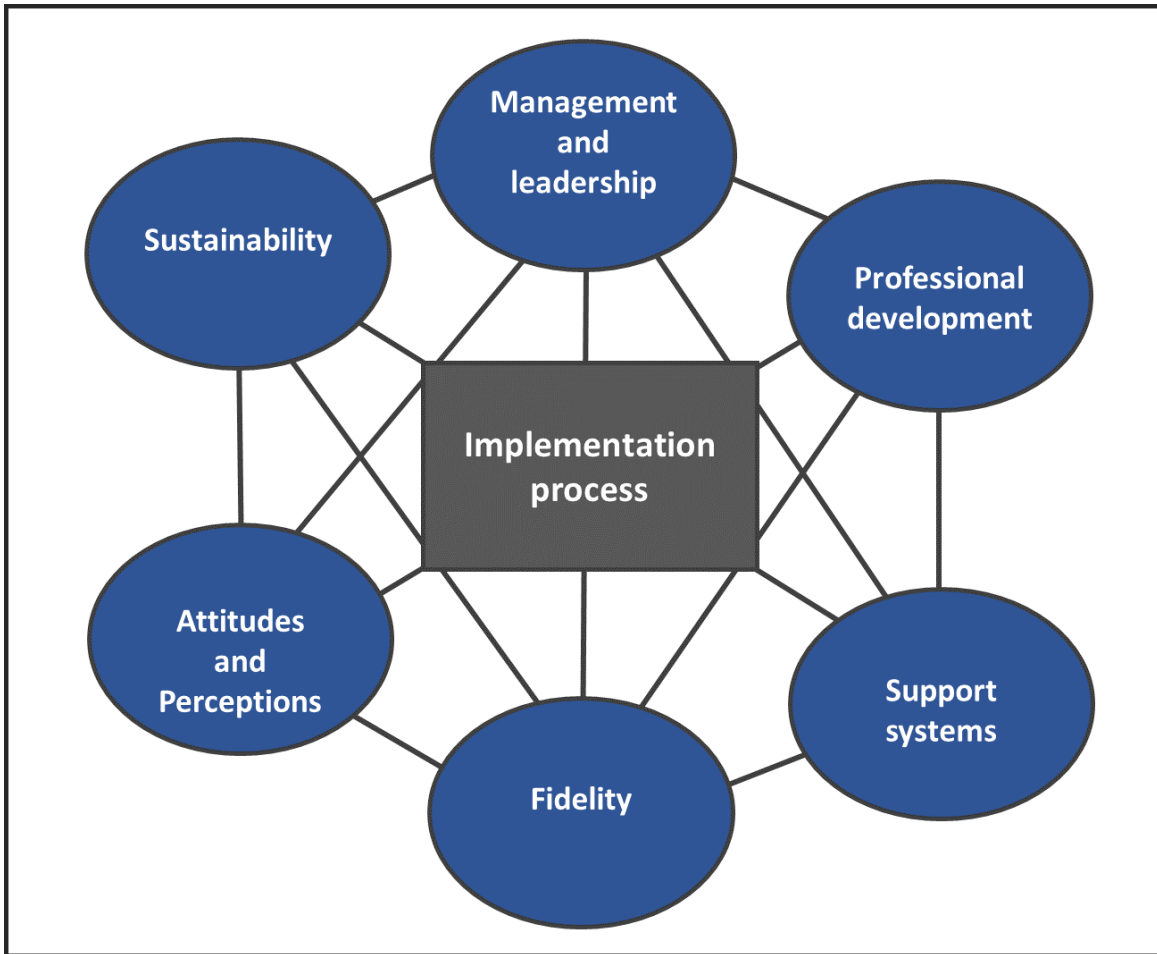


Figure 2-4. Implementation enablers adapted from (Dyssegaard et al., 2017)

Leadership has a multilevel influence and is enacted by different people across the different levels leading to positive outcomes across and within the system that ultimately determine student achievements (Aarons, Green, et al., 2016). Therefore, leadership affects the quality of the school context and influences student learning (Leithwood, Harris, & Hopkins, 2008). It addresses organisational readiness and competence to support the implementation process (Weiner, 2009) as reflected by the school's culture, climate, resource management, community and institution partnerships (Domitrovich et al., 2008). Furthermore, the underlying premise of leadership behaviour practices is that they need to be contextually relevant (Leithwood et al., 2008) and are seen as inherent but can be taught through coaching (Aarons & Sommerfeld, 2012). Leadership behaviours based on the Implementation Leadership Assessment Scale by Aarons, Ehrhart, et al. (2016), together with other research findings,

identify four main leadership behaviours as important in intervention implementation and for school management, namely being knowledgeable, proactive, supportive and perseverant.

Knowledgeable leaders in the literature refer to leaders having both instructional and intervention knowledge (Aarons, Ehrhart, et al., 2016; Leithwood et al., 2008; Leithwood & Riehl, 2003). Knowledge of the intervention is a key enabler for developing an implementation climate (Reichenpfader, Carljford, & Nilsen, 2015) and provides a clear understanding of what resources are needed, what systems have to be set up and what administrative support needs to be secured (Albers & Mildon, 2015; Murphy, 2015). This also includes setting procedures in place to provide teachers with time off for training and collaboration as well as making resources available (Dyssegaard et al., 2017).

In addition to intervention knowledge, the findings on SBIR have identified instructional knowledge of the current curriculum, instructional and assessment practices based on the needs of students as extremely important in leadership behaviour (Dyssegaard et al., 2017). Research findings have confirmed that intervention implementation is low in schools where teachers perceive the leadership as not playing an active role in instructional maintenance and the improvement of instructional quality (van Geel et al., 2017). When school leadership understands the requirements of the students and the curriculum demands, leaders can guide teachers in their instructional practices and implement interventions to support the needs of their students (Moral et al., 2018). Through managing the teaching and learning programme, leadership creates productive working conditions for teachers by providing teaching support and monitoring effectiveness (Leithwood et al., 2008). Research in emerging economies confirms that intervention implementation is more effective in a culture where accountability is seen as important, and the implementation process incentivised (Evans & Popova, 2016; Mlachila & Moeletsi, 2019).

Proactive leadership addresses the degree to which the leader establishes clear goals and take preventative actions to remove potential challenges to the implementation process (Aarons, Ehrhart, et al., 2016). Building a shared vision and fostering acceptance of the goals among the teachers act as a motivator of high-performance (Leithwood et al., 2008). In addition to creating a shared vision, the vision has to be supported with the appropriate processes and structures to manage the school for the goals to be realised (Aarons, Green, et al., 2016). The factors that will influence organisational readiness, providing teachers with the capacity to

change, is affected by its internal culture, climate, innovativeness, structure and employee capacities, as well as the way it uses resources (Albers & Mildon, 2015). Organisational climate studies, in services for children and youth, showed that schools with a positive climate are not only more willing to implement intervention but also experience improved outcomes (Aarons & Sommerfeld, 2012). In South Africa, readiness should include an instructional focus for maximum learning opportunities that cover the curriculum and a well-worked out plan to improve student results (Hoadley, et al., 2009).

I have included the leadership use of data to inform instructional practices as part of proactive leadership behaviour. As Leithwood and Riehl (2003) point out, the use of appropriate data helps to maintain a consistent focus on improving teaching and learning. In addition, without meaningful data, it is impossible to monitor and evaluate the effectiveness of school-based intervention research (Stronge, Richard, & Catano, 2008).

Supportive leadership⁴ refers to how leadership support, recognise and acknowledge the efforts of the organisation members (Aarons, Ehrhart, et al., 2016). While the primary goal of supportive leadership is to build knowledge and skills, it also addresses the psychological factors such as commitment capacity and resilience (Leithwood et al., 2008). Supportive leadership creates a positive school culture characterised by openness, learning, flexibility, risk tolerance and external orientation which comes across as being more receptive to change and intervention implementation which ultimately leads to better-performing students (Dyssegaard et al., 2017). Included in the culture should be a sense of accountability. Implementations are more likely to be successful if the teachers receive feedback about their performance and the intervention outcomes (Albers & Mildon, 2015).

I have included teacher training and development in supportive leadership behaviour, which the research shows are the strongest indicator that influences student outcomes (Leithwood et al., 2008). Teachers, in a supportive context, are more willing to try interventions and are more open to discuss the challenges they may face when implementing interventions (Domitrovich et al., 2008). Domitrovich et al. (2008), explain further that teachers then feel more empowered and have higher efficacy, which in turn positively affects the quality of the implementation and their commitment to the process. Supporting teachers through academic

⁴ Some of the supportive leadership traits presented in this section are behaviours associated with what authors refer to as moral leadership

coaching and mentoring is key to the intervention implementation process and for sustainability, especially when intervention outcomes are delayed (Dyssegaard et al., 2017; van Geel et al., 2017).

Perseverant leadership is the degree to which the leader moves forward persevering through the ups and downs of the implementation process. Leaders who are involved in the intervention show commitment to the implementation process, increasing intervention fidelity (Dyssegaard et al., 2017). They must act as a role model in realising the goals of the school (Albers & Pattuwage, 2017) and be perseverant to solving problems (Moral et al., 2018).

2.5.4.2 Intervention perceptions and attributes

Irrespective of the effectiveness of an intervention, the uptake and the quality of the implementation process are influenced by the teachers' perceptions and the attributes of the intervention (Domitrovich et al., 2008), and how it will meet the needs of their students (Proctor et al., 2011). The teacher evaluates the intervention on its objective characteristics and their subjective perceptions of the intervention. The objective characteristics of an intervention are attributed to how it will influence their workload and the perceived complexity and adaptability of the intervention. The willingness of the teacher to implement an intervention is determined by the additional work required to implement it and if it will compete with their other duties (Domitrovich et al., 2008; Dyssegaard et al., 2017). Therefore, it is important that the implementation of the intervention fit in with the teachers' and school's instructional day and not be seen as an extra task placed on them.

The teacher may have a negative attitude towards the intervention if it is perceived as highly structured (Mitchell, 2011). Very complex interventions will not be adopted and implemented easily in practice (Aarons, Ehrhart, et al., 2016). Therefore, interventions must be compatible with the teachers' instructional practices (Durlak & DuPre, 2008). Greene, Caracelli and Graham (1989) confirm that participants may be more inclined to implement complex interventions when they are provided with practical experiences, broken down into manageable parts or are to adopt the intervention incrementally.

Subjective perceptions of the intervention will also influence intervention implementation (Century & Cassata, 2016). If teachers do not see the perceived value of the intervention, they may be more inclined to skip activities, even the core elements of the

programme (Domitrovich et al., 2008). Research findings confirm that when participants have successful experiences during training, it increases sustained implementation (Lochman et al., 2015; Tschannen-Moran & Johnson, 2011). Past experiences can either facilitate or inhibit the teachers' willingness to learn something new (Tikly, 2015).

With regards to the implementation process, giving teachers the autonomy and allowing them some flexibility has been evidenced as facilitating the implementation process (Dyssegaard et al., 2017). Active collaboration in the implementation process and establishing shared goals also contribute to a more positive attitude to uptake and intervention implementation (Dyssegaard et al., 2017). However, the perceptions and attitude that the teachers have about the intervention will not guarantee adoption; instead it is the interaction of these perceptions with the participants and the context that will determine implementation (Greenhalgh, Robert, Macfarlane, Bate, & Kyriakidou, 2004).

2.5.4.3 Professional development

Professional development refers to the characteristics of the participants at an individual and collective level, independent of the intervention, that facilitates behaviour change to enable the implementation process. Behaviour change is an important driver for sustainable implementation (Albers & Mildon, 2015) and addresses the motivation to change and the ability to change (Harvey & Kitson, 2015a). However, before individual and organisational readiness can be determined, the need for the intervention must have been identified (Albers & Mildon, 2015).

Motivation to change refers to the willingness of the participants to try new things. Readiness takes into account both the psychological and behavioural factors that influence preparedness to take action (Weiner, 2009). Teacher readiness is determined by the culture of the organisation and individuals. Teachers must feel "committed to the organisational change process and confident in their collective abilities to do so" (Weiner et al., 2009, p 1). A positive school climate makes teachers feel supported and connected, especially in contexts where collaboration among co-workers is encouraged (Johnson, 2017). Theories on behaviour change and implementation frameworks present strategies on how commitment can be changed to efficacy (Weiner, 2009) through enabling, negotiating and supporting change in the teachers (Harvey & Kitson, 2015a).

Transitioning from readiness to the ability to change requires that teachers believe that the intervention will achieve the intended outcomes, present self-efficacy and have the required competencies to implement the intervention (Durlak & DuPre, 2008). Teacher agency is influenced by past, present and future experiences (Ebersöhn & Loots, 2017) of interventions. Positive behaviour changes in students motivate teachers to continue with the intervention (Lochman et al., 2015). Teachers must, therefore, be seen as active participants during the implementation process as they interpret and make decisions about the intervention based on their prior belief and experiences (Century & Cassata, 2016).

Enabling teachers requires providing them with sufficient time and targeted training to implement the intervention (Dyssegaard et al., 2017). Included in the enabling process is developing teachers' self-efficacy giving them confidence in their ability to do what is expected (Durlak & DuPre, 2008). Initial and continued assessment together with feedback on the teachers' classroom practices determines the types of strategies and actions needed to align and integrate the teachers' understanding and knowledge to the requirements of the intervention (Dyssegaard et al., 2017; Nilsen, 2015). Reflecting on the implementation process and using collaborative techniques to adapt the intervention enables teachers to move interventions into practice (Kitson & Harvey, 2015). Allowing teachers to contribute to the adaption process recognises that they are knowledgeable and gives them a voice (Ebersöhn, 2015; Mukhopadhyay, 2015)

Collaborating with the teachers enables the researcher to accurately identify and understand the problem situation within a specific context. Together with collaboration, empirical data should be collected to initiate and substantiate changes to be culturally relevant (Satterfield, 2015; Tee & Kazantzis, 2011). Although teachers may see the benefit of making data-driven decisions, the extra time it takes can be demotivating and frustrating (Dyssegaard et al., 2017). Elements of the intervention that do not meet the desired outcomes of the teacher can be revised or discarded after empirical testing.

2.5.4.4 Support System

Support strategies are often considered key variables to create change in schools and to ensure implementation fidelity and sustainability (Domitrovich et al., 2008; Dunst, et al., 2013; Fixsen et al., 2005). The support can include a wide range of functions from planning, resource

provision, professional development, and coaching, to name a few. The implementation of a support system is determined by the underlying theory or best practices for facilitating individual or organisational change (Century & Cassata, 2016). In terms of school-based research in a resource-constrained environment, I agree with Kitson and Harvey (2015) that facilitation is a core construct to successful intervention.

Sustainable implementation by researchers is achieved through assessing, aligning and integrating their understanding and knowledge of the intervention⁵, participants and context. The approach the researcher uses for the implementation process varies according to the intervention, the context, participants and their level of expertise (Kitson & Harvey, 2015). Research in the medical field on the interplay of the intervention, context and facilitation confirmed that strong, appropriate facilitation was key to successful implementation even when the context was not receptive to change (Kitson et al., 1998). The researcher plays an active role in the implementation process, must be skilled in the intervention, be able to work with the school principal and have the confidence of the teachers (Dyssegaard et al., 2017).

Ultimately the support system is a facilitation process to move evidence-based interventions into practice and usually consists of a team that is internally or externally appointed or is a collaboration with learning institutions (Kitson & Harvey, 2015). The different team members may have additional roles to facilitation such as student, academic or teacher. In the study, the facilitation team consisted of the supervisors and other research students at the school. Research has shown that support from universities in relation to training, coordination, and evaluation positively influences the implementation process (Dyssegaard et al., 2017).

2.5.4.5 Fidelity

Fidelity is a multidimensional construct, and it is therefore important to know which features of fidelity measure intervention implementation to understand how interventions achieve or fail in their goals (Bishop et al., 2014). The quality and sustainability of an intervention and the results it achieves for students will largely depend on whether the intervention meets a need

⁵ The terms innovation and recipients used by Harvey & Kitson (2015) were replaced with intervention and participants

identified through previous work and experience (Albers & Mildon, 2015). Irrespective of how good the intervention is if it does not meet the intended outcomes, it cannot be successful.

There is very little research on which practice approaches may help or hinder intervention implementation (Mitchell, 2011). What is known, in terms of the study, is that numerous factors can influence the interactions that occur in the mesosystem, such as support from the principal and the student-teacher interactions. As the support of the principal has been discussed under the other enablers, this section will only deal with factors that can influence fidelity during student-teacher interactions.

The quality of student-teacher interaction can be grouped into three areas, namely, emotional support, classroom organisation, and instructional support (Abry, Rimm-Kaufman, Larsen, & Brewer, 2013). There is growing evidence that emotional support is important for engagement (Martin & Rimm-Kaufman, 2015). Classroom organisation supports interaction through orderly classroom environments, characterised by clear expectations and productive learning (Martin & Rimm-Kaufman, 2015). Well-organised classrooms are associated with self-regulatory skills, engagement, motivation, literacy and language skills (Abry et al., 2013). Instructional support occurs through giving students clear feedback, creating opportunities for critical thinking, and modelling new vocabulary (Martin & Rimm-Kaufman, 2015). The effect of the three quality areas in teacher-interactions may individually or in combination influence engagement (Martin & Rimm-Kaufman, 2015).

Furthermore, the student-teacher interaction is influenced by person and contextual factors, as discussed in the bioecological model above. Past experiences and the subject taught will also influence engagement in the class (Martin & Rimm-Kaufman, 2015); for example, some students may prefer the arts subjects to science subjects. Quality interactions between the teachers and students have been linked to positive development and outcomes (Abry et al., 2013). In addition, students with low self-efficacy may need to rely on external support in the classroom to compensate for their lack of agency (Martin & Rimm-Kaufman, 2015).

Therefore, an understanding of the student-teacher-interactions is useful in intervention design and implementation as it may influence intervention fidelity and sustainability (Abry et al., 2013). It is also beneficial in determining if the intervention and the instructional practice are a good fit as this may help with the adoption and implementation of the intervention (Mitchell, 2011). Research findings suggest that the implementation process and

responsiveness to the intervention are stronger predictors of achieving the intended outcomes than adhering to procedural fidelity (Humphrey, Barlow, & Lendrum, 2018; Wolery, 2011).

2.5.4.6 Sustainability

Sustainability refers to the intervention continuing in practice after the research project ends (Beidas, Mehta, Atkins, Solomon, & Merz, 2013). Studies on sustainability help to understand what worked for whom and under what conditions and to identify the strategies that best support implementation (Century & Cassata, 2016). Therefore, sustainability is not linked to a specific variable but is the interaction of numerous variables such as the five enablers presented above (Dyssegaard et al., 2017). When sustainability is linked to intervention and the context, it emphasises a multilevel ecological perspective to intervention implementation which implies that the sustainability unfolds during the implementation process (Albers & Mildon, 2015; Beidas et al., 2013; Durlak & DuPre, 2008). Using multiple strategies simultaneously to implement an intervention supports implementation and sustainability (Proctor, Powell, & McMillen, 2013).

A single strategy will not be sufficient to enable sustainability and requires continued professional development of all the staff (Albers & Mildon, 2015). In addition, Durlak and DuPre (2008) recommend that as part of the implementation process a teacher must be developed into an “intervention champion” and be recognised as a valuable resource to help facilitate implementation process and sustainability. This implementation approach also ensures that when staff leave the intervention can continue (Domitrovich et al., 2010). Continued collaboration and prolonged engagement between the researcher and participants also ensure sustainability (Albers & Mildon, 2015; Ebersöhn, 2015)

2.6 CONCLUSION

In this chapter, I presented an overview of the South African education system as it aims to provide inclusive quality education to address inequality. The challenges of systemic change were addressed to build a case for a multilevel research framework by incorporating implementation science and Bronfenbrenner’s bioecological model into SBIR thinking. The multilevel framework was used to determine what potentially enables or constrains a school-based intervention implementation. Then I put forward six theoretical implementation dimensions for creating an SBIR enabling context in a rural South African school, namely

management and leadership, professional development, sustainability, attitudes and perceptions, system support and fidelity. In Chapter 3, I position the study by setting out the meta-theoretical and methodological paradigms used to guide the study. I then describe how I applied these paradigms to justify using an integrated mixed-method approach to answer the research questions. Following this, I explain the strategies I used to address the limitations of the research design and conclude with the ethical considerations of the study.

CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous two chapters have set the background for the paradigmatic and methodological approach to guide the study. In Chapter 1, the purpose and rationale for research to enhance knowledge on enablers and constraints of school-based interventions research (SBIR) was outlined. Using implementation science as the conceptual framework and Bronfenbrenner bioecological model for the theoretical framework, I put forward a model for intervention research implementation as part of the literature review.

In this chapter guided by the study purpose, I used pragmatism as the meta-theoretical paradigm, which called for an integrated mixed-methods methodological approach. I discuss the choice of an instrumental case study as the research design to better understand the implementation of school-based intervention research. Included in the chapter, I provide the background to Quality Talk, a classroom-based discourse intervention, and describe the implementation process up to the initial implementation stage as the intervention was not fully implemented at the school. As part of the methodological discussion, I describe the selection of participants, data collection methods and analysis strategies that I used. To conclude the chapter, I explain the quality criteria and the ethical considerations applied during the study.

3.2 PARADIGMATIC PERSPECTIVE

3.2.1 Introduction

There are numerous paradigms and worldviews used in educational research which can be divided broadly into several areas, namely; positivism, interpretivism, critical theory and feminism (Ferreira, 2012). According to some researchers, the paradigmatic stance influences the methodological research choices made by the researcher (Niglas, 2009) based on the different ontological and epistemological assumptions of each paradigm (Cohen, Manion, & Morrison, 2011). Contrary to this approach, other researchers have argued that even if there are differences in philosophical assumptions, qualitative and quantitative methodologies are not mutually exclusive, and the use of paradigms in social research is inappropriate (Bryman, 2006; Niglas, 2009). Instead, they argue against the dualism of quantitative and qualitative

worldviews to research design and look towards fully integrated designs across all the research stages to address research questions comprehensively (Sammons, 2010). My study approach is based on an integrated worldview. I applied pragmatism as a single paradigm as it legitimises the use of both qualitative and quantitative methods to answer different aspects of the same research question (Mertens, 2012), rather than to compensate for the limitations of using qualitative and quantitative methods on their own (Creswell, 2008).

3.2.2 Meta-theoretical Paradigm: Pragmatism

Unlike other world views, pragmatism rejects the top-down approach that states that epistemology and ontology are what guides research and recommends instead that researchers consider the connection between methodology and epistemology as well as between methodology and methods (Morgan, 2007). The choice of methodology is therefore not aligned with the philosophical stance but rather to the purpose of the research (Mertens, 2009), based on a philosophy of applying what works in research (Creswell, 2011). Pragmatism, according to Biesta (2010a), provides a set of philosophical tools that can be used to address practical problems. Creswell (2009) elaborates that pragmatism arises out of actions, situations and consequences rather than antecedent conditions.

In defining pragmatism according to the worldview paradigm approach, pragmatism avoids concepts such as truth and reality and instead accepts that there are single and multiple realities (Mertens, 2009) and that truth is both objective and subjective (Johnson & Christensen, 2012). In pragmatism, truth as existing independently of people is seen as impractical and unrealistic. Truth is acquired through the collective processes of inquiry. Knowledge, Teddlie and Tashakkori (2009) explain, is centred on what works and solving practical problems rather than on assumptions about what knowledge is (Hall, 2012). It can, therefore, be both constructed and based on how we experience it (Johnson & Christensen, 2012). Knowledge is seen as acquired through a combination of action and reflection to find a resolution to a problem (Feilzer, 2009; Mertens, 2009).

The purpose of research, therefore, is not to represent reality accurately, but to provide knowledge that is useful (Feilzer, 2009). Pragmatism is concerned with the relationship between research and practice that leads to action (Biesta, 2010a). Research should provide both a means to an end and understanding (Burch & Heinrich, 2016). Furthermore, by

integrating qualitative and quantitative methods findings go beyond “cause and effect” to better understand the “why” and “how” of outcomes (Burch & Heinrich, 2016), a necessary stance for understanding school-based intervention research.

The challenges of using pragmatism as the metatheoretical paradigm lie in the rationale behind the choice, epistemological relevance, methodological appropriateness and the proficiency of the researcher (Cameron, 2011). Pragmatism has been criticised as being eclectic, drawing on the strengths of qualitative and quantitative methods, minimising the weakness of both designs (Johnson & Onwuegbuzie, 2004). The choice of pragmatism to guide the study was based on the research dimensions and their influence on the study and not to address the weakness of qualitative and quantitative methods. Guided by the process set out by Schoonenboom and Johnson (2017), I was able to identify how the qualitative and quantitative data interact to answer the study question, thereby justifying the methodological paradigm which in-turn determined the meta-theoretical paradigm. The process is described in detail in Section 3.2.3.

Epistemological pragmatism has been criticised as being relativist and short-sighted (Cameron, 2011). The inclusion of interviews, observations and document analysis data collection methods combined with strategies of action and reflection provide a deeper and more comprehensive understanding of the phenomenon being studied (Plano Clark & Ivankova, 2016), namely the implementation of SBIR. This way, both objective and socially constructed knowledge is included during the analysis process (Biesta, 2010a). Against this, I hope to provide research evidence that is specific and useful in the field of intervention research by using both deductive and inductive analysis methods and through data transformation (Johnson & Onwuegbuzie, 2004). The methodological appropriateness of using a method design and proficiency of analysing qualitative and quantitative data will be discussed in detail in the next section.

3.2.3 Methodological Paradigm: Integrated Mixed Methods

The justification for using mixed methods is determined by the research purpose and its goals (Teddlie & Tashakkori, 2009). In Chapter 1, I described the purpose of the study to enhance knowledge on what enables and constrains the implementation of SBIR in a rural South African context to inform methodological considerations in educational research. As the design aimed

to enhance knowledge on school-based intervention implementation, the purpose of the study calls for a fully integrated mixed method. Unlike multi-method designs, in an integrated design integration occurs across all the stage of the study (Teddlie & Tashakkori, 2009). The purpose of integrating the data was complementarity, giving each data set equal priority. Greene et al. (1989) explain that complementary designs are used to measure overlapping but different facets of the same phenomenon. In addition, complementarity methods can be used to “examine different levels within a system to develop a more complete and multifaceted understanding” (Plano Clark & Ivankova, 2016, p. 85).

The benefits of using a mixed-methods design are that it allows for contextual interpretation and flexibility in choosing the best strategies to address the research questions (Ivankova et al., 2010). A mixed-methods methodology is recommended for studying complex social and health problems (Johnson & Christensen, 2012; Mertens, 2009). It also produces well-validated conclusions that are enhanced by supplementary information (Ivankova et al., 2010). A mixed-methods methodology has been shown to be beneficial in meeting the challenges of understanding complex phenomena such as culture and context (Nastasi & Schensul, 2005). It is a preferred methodology for school-based intervention implementation research (Humphrey et al., 2016). Collecting both quantitative and qualitative data study builds a comprehensive understanding of a case (Fetters, Curry, & Creswell, 2013).

The three data sources (observation data, interview data, and document analysis data) assisted in identifying the factors that enable or constrain the implementation of SBIR. I used the observational data for a first-hand experience of literacy instruction in the classroom and how this is supported by the school context, which will influence how the intervention will be implemented. The interview data provided a deeper understanding of literacy instruction from the Grade 8 and 9 teachers, student-leaders and HOD’s perspective, as well as their perceptions of implementing Inkhulumo. From this data, I was able to identify the perceived need for implementing an intervention and its value for the students. The data I collected from analysing the documents provides objective information on how English literature is taught as well as the language proficiency skills of the students. This information describes how current instructional practices “fit” within the Inkhulumo model and what additional factors should be considered when implementing the intervention. Together, the data collected helped to identify what enables and constrains the implementation process of SBIR at an individual and

contextual system. In addition, it provided information on the attributes and perceptions of the intervention that could also enable or constrain the implementation process. The conceptualising of a mixed-methods study begins with the research purpose that is further refined by the research questions (Plano Clark & Ivankova, 2016). The purpose and the research questions were outlined in Section 1.4 in the first Chapter.

Each methodological paradigm has its specific methods of conducting research, identifying the research questions, strategies for collecting data, analysing the data and interpreting the results to ensure scientific rigour (Anguera, Blanco-Villaseñor, Losada, Sánchez-Algarra, & Onwuegbuzie, 2018). In addition the criteria for selecting a mixed-methods design include the “timing or sequence of quantitative and qualitative data collection and analysis, integration or mixing of quantitative and qualitative data sets and subsequent results, and priority or weighting that each method carries in the study” (Plano Clark & Ivankova, 2016, p. 39). These criteria, as they were applied to the research, called for an integrated mixed-methods design.

I collected the data concurrently for practical reasons and to use resources effectively. The physical location of the school was a four-hour drive away each way, which required that most of the data had to be collected on the specific days on which the Grade 8 and 9 classes were observed. Except for the interviews, all the data was collected during school hours. Data dependency only occurred when teachers and student-leaders were provided coaching feedback on the previous observations. The rest of the data was collected independently.

Integration is seen as the hallmark of a mixed methods methodology which happens at the different stages of the research process (Anguera et al., 2018; Plano Clark & Ivankova, 2016). Schoonenboom and Johnson (2017) explain further that integration can occur at any point from conceptualisation, through to methodology, results and analysis to answer the research question. What differentiates integrated mixed-methods from other mixed-methods is that integration occurs throughout the research process while in other mixed-methods designs the quantitative and qualitative data is used in parallel or sequentially and only integrated when inferences are made (Anguera et al., 2018).

The integration in the research is initiated in theory and extended through to analysis. Both the conceptual and theoretical frame draw from different theories that take into consideration the individual and contextual factors that influence the implementation of SBIR.

I also integrated most of the data collection and analysis methods. In the classroom observation schedule, I included a section for extra information to be recorded that I thought was potentially relevant to help describe instructional practices (Johnson & Christensen, 2012). I quantified the structured interviews to measure the perception of the Grade 8 and 9 teachers and student-leaders of Inkhulumo and the implementation process. By integrating the different data sources, I was better able to understand the factors that influenced the implementation process to enhance the answers (Plano Clark & Ivankova, 2016).

Tashakkori and Teddlie (2003) advocate that integrated mixed designs are the most complete manifestation of mixed methods research designs as both types of data are given equal priority. In the study, both data types were given equal status. Furthermore, the choice of pragmatism as the meta-theoretical framework provides further justification for using an integrated mixed methods approach as it accepts the mixed methods as a third paradigm for research (Johnson, Onwuegbuzie, & Turner, 2007).

However, despite the benefits of using a mixed-methods methodology, there are also challenges. One such challenge is selecting the appropriate research design (Ivankova, Creswell, & Plano Clark, 2010). To ensure that I selected the most appropriate mixed methods design I carefully considered the seven design dimensions of mixed methods research by following the process set out by Schoonenboom and Johnson (2017), namely; purpose, theoretical drive, timing (simultaneity and dependency), point of integration, typological or interactive design approaches, planned versus emergent design, and design complexity.

Another challenge of using a mixed-methods design is quality assurance during the data collection and analysis process (Ingraham & Oka, 2017; Nastasi & Schensul, 2005). During the data collection process, I combined both action and reflection techniques throughout the research process as Biesta (2010a) recommends by being flexible to the teachers' needs, and I used a reflective journal for reflexivity. I included other methods of ensuring quality by probing the Grade 8 and 9 teachers and HOD in interviews to try and prevent thematic categories being shallow and uninformative (Castro, Kellison, Boyd, & Kopak, 2010). I tried to remain cognizant of the interpersonal skills and any cultural factors that may have influenced how the data was collected and meaning negotiated between myself and the participants (Nastasi & Schensul, 2005) through member checking and debriefing sessions with the supervisors and co-researchers.

Anguera et al. (2018) further stress that data analysis is key to a mixed-method design but can be complex and challenging. Ideally, the researcher should have extensive knowledge of both qualitative and quantitative data analysis (Johnson & Christensen, 2012). As I am not an expert in either data type, I relied on the expertise of the supervisors for guidance on the data collection and analysis processes.

In addition, what I found particularly challenging was the time it took to collate and analyse the data despite using specific predefined categories (McMillan & Schumacher, 2010; Rule & John, 2011). A possible reason for this is that SBIR is a multilevel and multidimensional construct (Domitrovich et al., 2010; Humphrey et al., 2016). Also, the different elements of the intervention influence each other and the implementation process (Domitrovich et al., 2010; Durlak & DuPre, 2008; Dyssegaard et al., 2017).

3.3 RESEARCH DESIGN: INSTRUMENTAL CASE STUDY

The research design provides the plan for the researcher to follow ensuring that scientific rigour is maintained in the study (Johnson & Christensen, 2012). In this study, I used an instrumental case design, where the case is that of enablers and constraints of the implementation of Inkhulumo in a rural South African school. In this way, the case study helps explain the ‘how’ and ‘why’ of a study and supports an understanding of the contextual conditions in which the study is situated, according to Yin (cited in Sharp et al., 2012). In applying it within a mixed-methods methodological paradigm, a case study is undertaken where both quantitative and qualitative data is collected to build a comprehensive understanding of the case collection, as stated by Stake (in Fetters, Curry, & Creswell, 2013).

Furthermore, the flexible methodologies in case studies are beneficial in that they provide the researcher with tools for capturing the different elements that contribute to the peculiarities of the phenomenon under investigation (Putney, 2010). This also allows for different and unplanned elements of a phenomenon to be investigated (Timmons & Cairns, 2010). In addition, the case study offers a means of investigating complex social units and multiple variables of potential importance within the phenomena being studied (Mertens, 2009). Multiple sources and techniques can be applied to gather data, allowing the researcher during the analysis to be as specific or as general as required when capturing the data (Nieuwenhuis, 2010; Timmons & Cairns, 2010).

The school, teachers, students and intervention were deliberately selected for the study as part of a collaboration between the Centre for the Study of Resilience and The Pennsylvania State University to adapt the Quality Talk intervention for use in a rural high school in South Africa. The request to implement an intervention was prompted from an existing partnership between teachers and other staff members of the school with the University (Ebersöhn, forthcoming; Ferreira & Ebersöhn, 2012). The Quality Talk programme was identified as an appropriate intervention to be adapted in a rural context during a PRA session (refer to Section 3.4.4).

I chose an instrumental case study as it “lends itself to the understanding of an issue or phenomenon beyond the case itself” (Putney, 2010, p. 117). As such, the case plays a supportive role that facilitated the understanding of what enables or constrains the implementation process. Aligning to the research design, I was able to collect both quantitative and qualitative data from different sources (teachers, students and documents). I was also able to include unplanned information when the teachers went on strike during the research and how the change in leadership influenced the implementation process when the principle resigned in 2017. The qualitative data provided a deeper understanding of the implementation process (Creswell, 2014) and the quantitative data helped to assess the relevant theoretical constructs from the participants and to validate the interpretations about the case (Plano Clark & Ivankova, 2016).

The main criticism of a case-study design is limited generalisability as it focuses on a single case or phenomenon (Flick, 2009). Although the aim was not to generalise the findings, it is hoped that the depth of the study will help the reader to identify applicable information that can be used in similar settings. Case-study designs have also been criticised for their lack of scientific rigour (Crowe, Cresswell, Robertson, Huby, Avery, & Sheikh, 2011). The strategies I used to ensure scientific rigour were correlating results from the Grade 8 and 9 teachers, Grade 8 and 9 student-leaders and HOD and including three data sources (observations, interviews and document analysis), applying member-checking to the data, and providing an audit trail. I also set out my position as a researcher and provided a detailed description of the process I followed in each stage of the study, justifying the decisions made in the case selection, data collection, data analysis methods to ensure validity, inter-rater reliability and trustworthiness of the findings. The nature of a case-study raises ethical concerns

about anonymity and informed consent (Wallace, 2010). I have obtained consent from the participants and the caregivers of the students to use the data that can identify them and purposely excluded data that could identify the school. Another limitation is the additional time to collect and analyse the data, and the extra financial resources needed (Timmons & Cairns, 2010). The analysis of the data was a lengthy process, and I had to continuously remind myself of the relevance of the information in addressing the purpose of the study. The viability of the extra time to collect the data and financial resources needed were considered at the beginning of the study.

3.4 BACKGROUND TO THE CASE: IMPLEMENTATION OF QUALITY TALK SOUTH AFRICA

3.4.1 Introduction

In the literature, there are numerous methods on how to implement evidence-based practice. Irrespective of the process followed, there is agreement that implementation happens in stages over some time and it cannot be a single event (Albers & Pattuwage, 2017). The implementation process presented in Figure 3-1 by Duda and Wilson (2015) is an integrated Formula for Success and Active Implementation Framework on which the study details have been included. The elements used in the Formula for Success are:

$$\text{Effective Interventions} \times \text{Effective Implementation Methods} \times \text{Enabling Context} \\ = \text{Intended Outcomes}$$

Jackson, Fixsen, and Ward (2018) indicate that missing one element will compromise the intended outcome. Based on research findings, the Active Implementation Framework developed by Fixsen et al. (2005) suggests that for interventions to be sustainable a fully integrated approach is needed and needs to be applied across all the levels of the education system (Duda & Wilson, 2015). The “what” element is linked to the intervention, while the other elements are linked to the implementation methods. The combination of all the elements, the “who”, “when”, “what”, and “how” create an enabling context that will ensure the sustainability of the intervention in practice (Duda & Wilson, 2015; Jackson et al., 2018). In addition, Horner, Sugai, and Fixsen (2017) recommend a culturally responsive approach as part of creating an enabling context to ensure implementation fidelity and equitable implementation relevance. In the next section, the elements as set out in Figure 3-1 will be discussed as they

pertain to the study. The discussion will start with the intended outcome to address quality education through inequality.

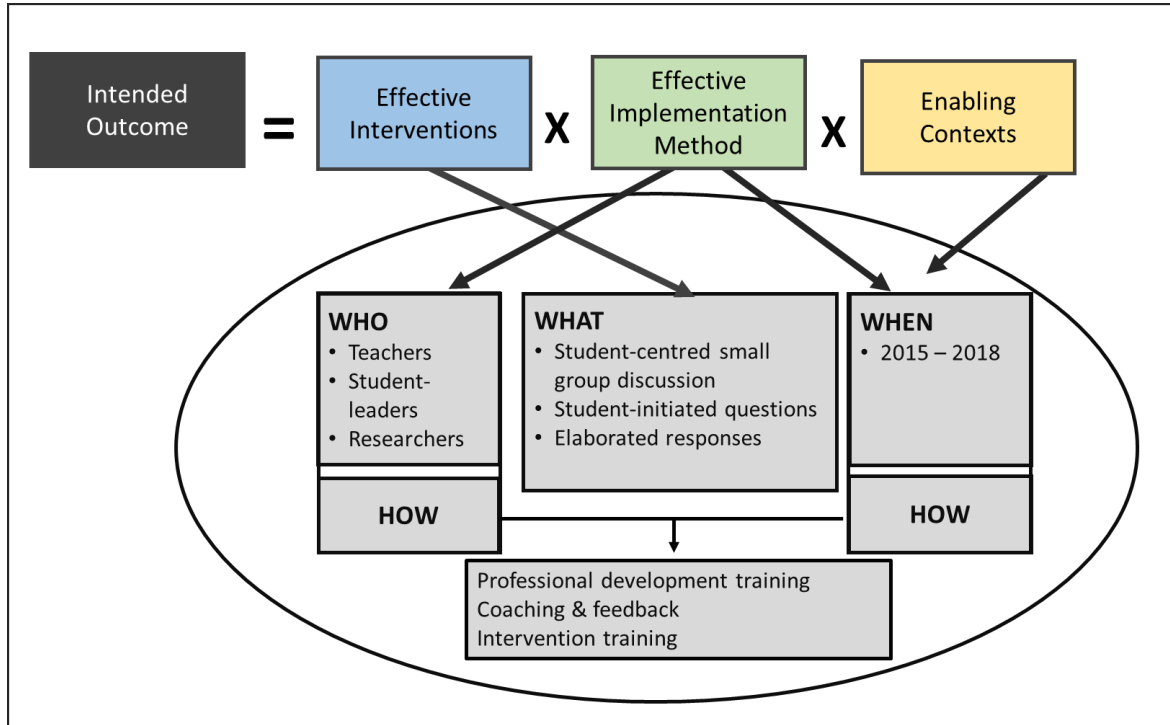


Figure 3-1. Adapted model of implementing for sustainability (Duda & Wilson, 2015)

3.4.2 Intended Outcome

The first element of the school-based intervention as depicted in Figure 3-1 refers to the intended outcome. The intervention outcomes must be aligned with the policies and legislative frameworks that influence the education system (Domitrovich et al., 2008). In addition, the outcomes should be contextually relevant (Dearing, 2009; Horner et al., 2017). As part of the implementation process, initial demonstrations as to how the intervention addresses the desired outcome ensures more commitment towards the process and intervention fidelity (Horner et al., 2017).

The literacy levels of students in South Africa is a huge concern and has been identified through policy implementation by the Department of Basic Education (DBE), research on literacy, and the economic drive to develop a skilled labour force to compete globally (DBE, 2008; Howie et al., 2012). Despite this initiative, students are still performing poorly in matric, a phenomenon attributed to poor language skills and difficulty thinking critically (DBE, 2014;

Taylor, 2016). The school also identified the need to develop literacy in students, as reflected by the DBE, and contacted the University of Pretoria for assistance (Appendix F1).

Globally, discourse-based (also referred to as text-based) approaches have been successfully implemented to develop literacy at different levels of schooling (Nel & Theron, 2008). These approaches are supported nationally and included in the curriculum. According to the Curriculum Assessment Policy Statement (CAPS), for English as a First Additional Language (FAL), language instruction must be text-based, communicative, integrated and include language processing skills (DBE, 2011a). Furthermore, the CAPS curriculum was “designed to provide a more structured and sequenced approach to literacy instruction, explicitly articulating pacing, time on task and learning outcomes” (Pretorius & Klapwijk, 2016, p. 1) to facilitate teachers of FAL to meet the educational outcomes set by the DBE. The curriculum among others is based on the principle of “encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths” (DBE, 2011b, p. 4). The policy document further stipulates that the aim is to produce students who can make decisions based on critical and creative thinking and the students should be able to work on their own as well as in a group.

3.4.3 Quality Talk South Africa: A School-based Intervention Research

The second element in the implementation model Figure 3-1 is the intervention approach. Quality Talk (QT), the intervention, is used as a case to explore the broader issues of what enables and constraints SBIR in a rural context (Murphy & Firetto, 2018). It is an intervention that uses a classroom-based discussion model that looks at text-based learning and comprehension (Croninger, Li, Murphy, & Cameron, 2018). Cognitive and socio-constructive theory form the theoretical framework that underpins the model. For cognitivists, interactions activate the internal cognitive processes for learning to occur, while for constructivists, learning is constructed through social activity (Hall, 2011). The active process requires integrating existing knowledge with new knowledge (Larsen-Freeman, 2011) by performing task-based or meaning-based activities (Ortega, 2011).

The theory influences instructional practice in the classroom by addressing the role of the teacher and the student in productive talk (Croninger et al., 2018) through incorporating the four components of the intervention into literacy instructional practices. The four components

of the model enable the teacher to implement quality discussions “about, around and with text and content” for talk to be a “tool for thinking and co-thinking” (Croninger et al., 2018, p. 16). The components for classroom discussion during literacy instruction include an ideal instructional frame, specific discourse elements, teacher modelling and scaffolding, and the pedagogical principles which will be discussed in more detail below.

3.4.3.1 Instructional Frame

The **instructional frame** in QT creates a purposeful discussion space that is characterised by an open-participation pattern of turn-taking and where the student assumes the interpretive authority of the text (Murphy & Firetto, 2018). In Figure 3-2 an illustration of a student-directed turn-taking pattern in QT shows how the students initiate and respond to questions without being prompted only by the teacher.

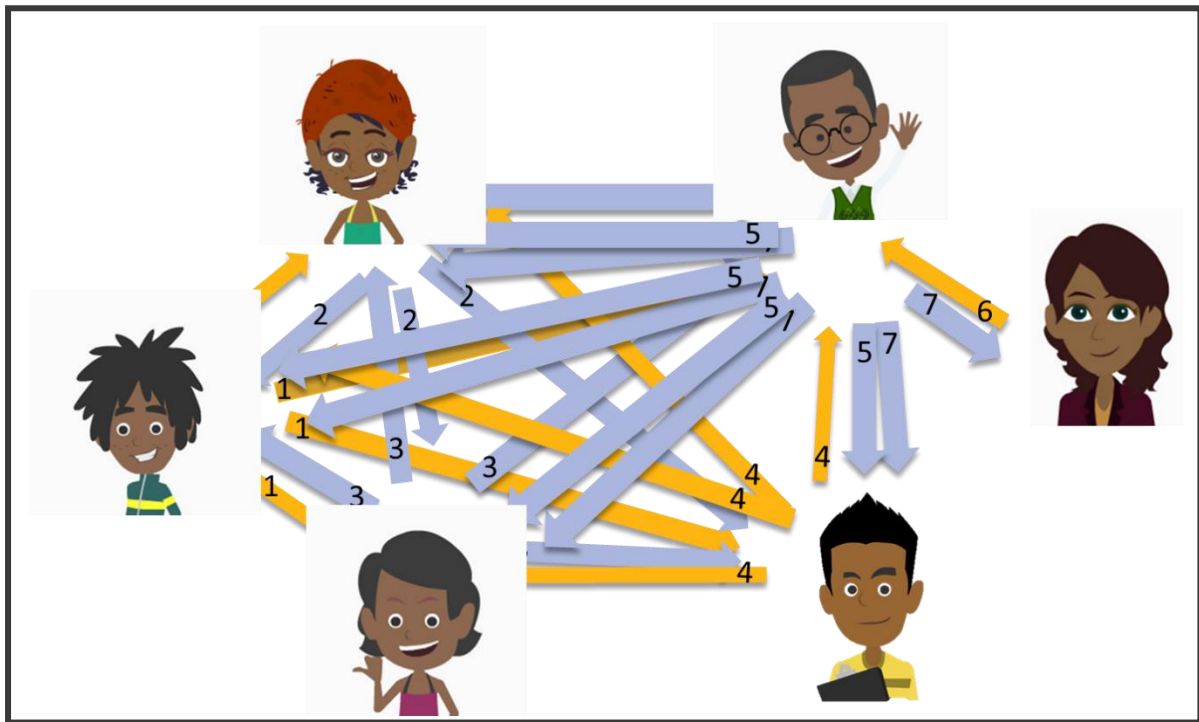


Figure 3-2. Turn-taking pattern (Murphy, 2018)

The purpose of the discussion is influenced by the stance of the text (Wilkinson et al., 2010) and consists of efferent, expressive and critical-analytic stances. The primary purpose of the discussion is to “locate and recall particular information”. An *efferent stance* is used which requires explicit understanding of the text, an *expressive stance* looks for the student to connect

on a personal and emotive level with the text, while the purpose of a *critical-analytic stance* is to “provoke critical, analytic thinking about and around the text” by identifying the underlying “arguments, assumptions, or beliefs” in the text (Murphy & Firetto, 2018, p. 27).

3.4.3.2 *Discussion Elements*

The **discussion elements** determine the nature of the talk through the type of questions and responses to the text. The two main types of questions are authentic and text questions. Authentic questions are open-ended, and text questions presuppose a specific answer (Wilkinson et al., 2010). Authentic questions are made up of uptake, high-level thinking and connecting questions (Murphy & Firetto, 2018). The response the student elicits determines the type of question.

3.4.3.3 *Teacher Modeling and Scaffolding*

Teacher modelling and scaffolding refers to five specific teacher moves that enhance high-level comprehension and critical-analytic thinking about the text. The teacher moves are summarising, modelling, marking, prompting, and challenging. Murphy and Wei (2018) explain the moves as follows:

- Summarising provides the student with an overview,
- Modelling is explicitly enacting what the teacher wants the student to do,
- Marking is used to draw attention explicitly to something,
- Prompting is to encourage the student to justify their response,
- Challenging helps a student re-construct their understanding of the text.

3.4.3.4 *Pedagogical Principles*

The **pedagogical principles** in QT refer to the five principles set around the teacher’s beliefs on learning and teaching of language (Murphy & Firetto, 2018). The first principle is that language is a *tool for thinking and interthinking*. The second principle, *normative discourse expectations and dialogic responsiveness*, set the ground rules for productive classroom discussion and acceptable behaviour from the students. The third principle helps the teacher to facilitate discussions through *balance responsiveness and structure*, which allows students to deviate from talking about the text and share personal experiences without the discussion losing focus. The fourth principle ensures that the teacher has *content clarity* by having a good understanding of the

text and the context before the discussion. The fifth principle is to *embrace space and diversity*, which shows respect for all students irrespective of their backgrounds.

3.4.4 School-based intervention implementation of Quality Talk South Africa

3.4.4.1 Introduction

The implementation method, the third element of the model from Figure 3-1, will be described as it focuses on the “who”, “when” and “how” of the implementation process. Fixsen et al. (2005) explain the “who” as the people accountable for delivering the implementation. The “when” are the stages of the implementation process and the “how” refers to the drivers that enable implementation.

3.4.4.2 The Who: Intervention implementors

The intervention implementors are the people who are directly involved in the implementation process to ensure that the intervention is implemented as intended to achieve the desired outcomes (Duda & Wilson, 2015). In the study, the intervention implementors were the Grade 8 and 9 English First Additional language teachers, Grade 8 and Grade 9 student-leaders, principal, English HOD, and QT researchers. In Figure 3-3, I show some of these role players against the backdrop of the school. The person characteristics of the implementors, namely; force, resource and demand as identified in Chapter 2 play an important role to enable the implementation process.



Figure 3-3. Inkhulumo participants⁶: English Teachers, student-leaders and QT researchers

⁶ Permission to use visual data was included in the consent forms

The force characteristics that I included were readiness/willingness to change and self-efficacy. The influential resource characteristics in the study included; professional characteristics, resources, organisational culture and organisational characteristics. The gender and ages of the students were seen as important demand characteristics.

3.4.4.3 *The When: Implementation stages*

The implementation process was a collaboration with the Quality Talk project centre from Pennsylvania State University (QT_{PSU}). As developers of the QT model, QT_{PSU} played a pivotal role in providing resources and guidance on the implementation process. Appendix G16 presents a detailed outline of the implementation process, which covered four years.

According to Fixsen et al. (2005), the implementation process consists of four stages of implementation, namely, exploration and adoption, programme installation, initial implementation, full operation and sustainability (refer to Figure 3-4).

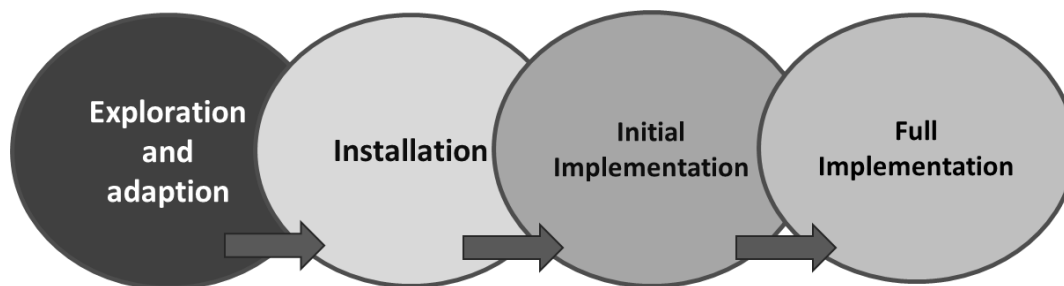


Figure 3-4. Intervention implementation stages

The exploration stage is when a need has been identified, and interventions are assessed to determine which would best address the intended outcome. Program installation is the stage preparing for the implementation of the identified intervention. The change of behaviour that is needed for the intervention implementation begins during the initial implementation stage. The full operation stage is when the intervention has been successfully integrated into practice. During the innovation stage, the intervention is refined and implemented more extensively. The sustainability stage refers to the resources and processes set in place to ensure the use and continued effectiveness of the intervention. Only the first three stages applied to the study. In this section, I will describe the first two stages as applied to the study and the third stage will be explained in Section 3.5 under Classroom Implementation. The timeline in Figure 3-5 presents the different implementation stages and events that occurred during these stages.

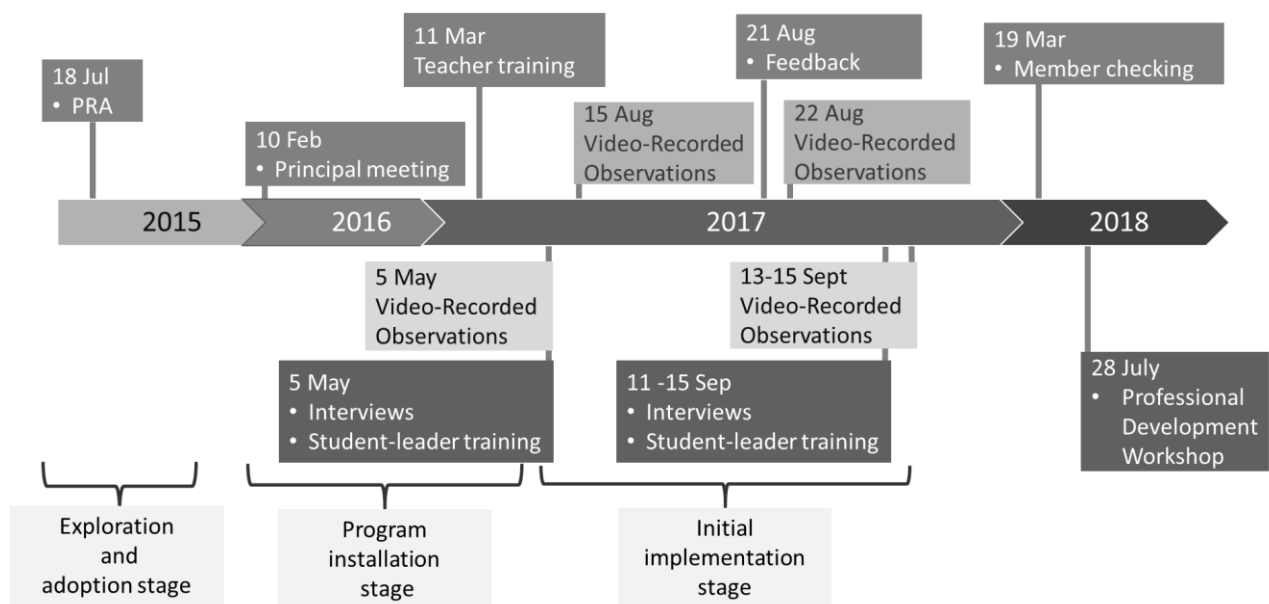


Figure 3-5. Final implementation schedule

Exploration and adoption stage. The exploration stage started with Participatory Rural Approach (PRA). The school contacted the University of Pretoria and put forward two teachers for potential collaboration to develop English literacy in their classroom. The PRA exercise was used to ascertain the needs of the teachers, available resources, and to determine their pedagogical principles during instruction. This was then matched to the requirements of the QT intervention model to determine the suitability of the school in implementing the intervention. The implementation of QT requires that the pedagogical principles of the teachers include a culture that values classroom discussion and where students are encouraged to take responsibility for co-constructing meaning from text (Soter et al., 2008).

At the end of the exercise, the willingness of the teachers to partner in the research was immediately apparent (Appendix F1). The resources available at the school were limited, but the pedagogical principles necessary for QT seemed apparent in their instructional culture. It was agreed that the intervention would be implemented the next year with both teachers with its aim to develop literacy skills in the students to better understand text. How the implementation would take place would be negotiated with the principal of the school.

In February 2016 (refer Figure 3-5) I met with the principal, vice-principal, Head of Department (HOD) and teachers. It was agreed at the meeting that the implementation would

consist of three phases that would cover three years, namely baseline data collection, adaption and intervention implementation and dissemination at the school. I was also informed of staff changes for the new academic year, and the Grade 9 teacher from the PRA had been appointed to teach Grade 10 that year. In addition, she had decided to withdraw her commitment to be part of the intervention. As the new Grade 9 teacher had not been part of the PRA process, the principal was reluctant to include the new Grade 9 teacher in the intervention (Appendix F.1). Only the Grade 8 teacher would, therefore, be part of the intervention implementation process.

Program installation. The stage consisted of determining the baseline and adapting the intervention for implementation. In 2016, four observations took place to collect data for a baseline of the Grade 8 teacher's current instructional practices but were excluded from the data collected and are not reflected in the timeline. The observations took place on:

- 26 July 2016
- 16 August 2016
- 05 September 2016
- 20 September 2016

After the observations were coded, the principal, HOD and teacher were presented with a summary of the findings. The adaption and process would start on March 2017, as agreed by all the parties with the professional development workshop.

In the second year, the intervention adaption process was supposed to be a collaboration on how to adapt QT to be contextually relevant in a rural South African school. During this stage, the teacher would be trained on the intervention, and the QT model would be adapted in consultation with the QT_{PSU} and Inkhulumo teams. The exact dates for the implementation process were to be confirmed at a professional development workshop which had been provisionally set up for March 2017, as shown in Figure 3-5.

Prior to the professional development workshop, we were informed that the second teacher had been reassigned to the Grade 9 classes and had agreed to take part in the intervention. The two teachers, principal and HOD, were all invited to participate in a professional development workshop (refer to Appendix G.2) on QT. Only the two teachers implementing the intervention attended the workshop. Instead of starting with the adaption, it was agreed for consistency that the first observation in 2017 at the school would be the baseline for both teachers. The programme installation stage was then extended to include the baseline

data collected from both the Grade 8 and Grade 9 teachers. Only after this data was collected could the initial implementation process stage start. The data collected the previous year would be used for another research project.

It was estimated that the *initial implementation stage* would take place over ten to twelve visits to the school and conclude in September. Although the dates were confirmed by everyone the scheduling had to be revised several times and the baseline observation eventually only happened in May, and the first observation occurred on 15 August 2017 (refer to Appendix G16). Two more observations took place on August the 22 and 29. Unfortunately, the 29th of August observation had to be excluded as the Grade 9 teacher was not available. The implementation process had to be reassessed, and the QT_{PSU} team intervened to set out a new programme. September was the last opportunity to collect data.

Full implementation and Innovation. The constant rescheduling and changes to the implementation process meant that enough data could not be collected to adapt QT. Instead of rolling out the adapted programme in 2018, all the teachers in the school, HOD and principal were invited to a workshop to introduce them to the QT model. The workshop took place in July 2018.

3.4.4.4 The How: Support system

The support systems provide the means and establish the context for the implementation process (Domitrovich et al., 2008). This stage establishes the drivers of the implementation process, which, according to Fixen (2008) consists of three categories; staff competencies, organisation and leadership drivers. The drivers can be equated to the enablers of school-based interventions.

Staff competencies. The competency development process set out by QT_{PSU} consists of teacher professional development training, teacher coaching sessions, student explicit lesson plan training and concludes with feedback from the teachers and students on the intervention (Murphy & Firetto, 2018). A comparison of the training between QT_{PSU} and Inkhulumo is presented in Figure 3-6.

The implementation process, as presented in Figure 3-6, started with a Professional Development Training (PDT) workshop, which was conducted in March 2017. The long gaps between training and implementation called for two extra refresher workshops to go over what

had previously been presented in the initial PDT workshop as can be seen from Figure 3-5.

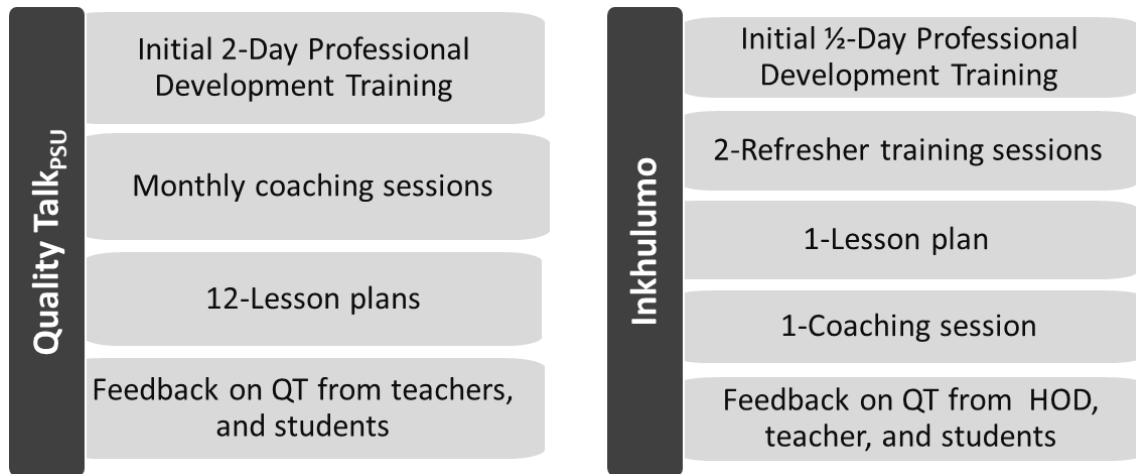


Figure 3-6. Staff competency training comparison

The first refresher course was in May and the second in September. To accommodate the instructional practices in South Africa (e.g. class size and limited resources), it was agreed that in the classes student-leaders would help facilitate the intervention implementation. After the refresher training with the teachers, the selected student-leaders attended a workshop to introduce them to QT and explain their role in the classroom. This training was an additional implementation strategy to the QT_{PSU} programme and also covered the question types and how to operate the video cameras and audio recorders. The responsibility of the student-leaders was to make sure the group discussion was video recorded, audio recorded, the rules of QT adhered to and a discussion around the text read in the class initiated. The figure below is a collage of student training.



Figure 3-7. Photographs of student training on QT and equipment, 11 September 2017⁷

Only one short coaching session was done with the teachers at the school while QT_{PSU} calls for this to be done monthly. Of the twelve lessons that the teachers were to present to students, only two were covered in training, of which only one was presented to the students. The researchers had to assist with the lesson presentation that took place on the 29th of August. This lesson had to be excluded from the data collection process as the teachers were supposed to present the lesson themselves. The Grade 9 teacher was not at school that day, and the Grade 8 teacher kept on leaving the class (Appendix F1: Fieldnotes). Feedback on QT was received from the Grade 8 teacher, student-leaders and HOD in the form of a semi-structured interview (despite numerous attempts the Grade 9 teacher could not be interviewed). The interview questions and transcribed interviews have been included in Appendices E.9.1 and E.10.1. The teachers were also interviewed as part of the feedback process as well as with the HOD (refer to Appendix E.3).

⁷ Permission to use visual data was included in the consent forms

Table 3-1: Professional Development Training

| Implementation Process | QT _{PSU} Training | Inkhulumo Training |
|--|----------------------------|--------------------|
| Professional Development Training | 2 days | ½ day |
| Four elements: | | |
| Instructional Frame | X | X |
| Discourse Elements | X | X |
| Teacher Modelling and Scaffolding | X | X |
| Pedagogical Principles | X | X |
| Lesson 1: | | |
| Lesson plan on Quality Talk in the classroom using road trip as an example | X | X |
| Discussion Rules | X | X |
| Lesson 2: | | |
| Authentic questions, test questions and uptake questions | X | X |
| Observe video recordings | | |
| Classroom observations of Quality Talk in action | X | - |
| Worksheets | | |
| Coding of talk patterns & discourse elements | X | - |

The staff competency training sessions were different to accommodate the skills level of the teachers, and the content was amended accordingly. A comparison of the professional development training between QT_{PSU} and Inkhulumo is presented in Table 3-1. The workshop offered by QT_{PSU} is presented over three days but was reduced to one day for the South African teachers. The day training had to be reduced to only a morning session as the teachers had other engagements.

The training covered the four components, the ideal instructional frame for implementing quality QT, the specific discourse elements identified for critical thinking, teacher moves to facilitate the discussion and the pedagogical principles to guide instruction (Murphy & Firetto, 2018). The first lesson is about a trip to the Smithsonian museum in Washington to which the South African students would not be able to relate to. Together with the teachers, the lesson was adapted with references and images more suitable for a rural South African context as seen below in Figure 3-8.



Figure 3-8. Adapting QT with teachers⁸

The aim of developing a lesson plan with the teachers was to provide them with an example of how to introduce QT to their students. The lesson plan provides students with explicit instruction and practise examples on how to have a productive quality classroom discussion for “critical and analytical thinking about, around and with text” (Croninger et al., 2018, p. 25). The road trip changed to a taxi trip in December to Nelspruit. Most of the students live with their grandparents and during the holidays visit their parents in urban areas like Nelspruit. The lesson plan developed with an accompanying role for the teachers to use can be seen in Appendix G. Unfortunately, the teachers did not present the lesson plan until the researchers helped them in August. The workshop concluded with a lesson about a road trip for the teachers to use in the classroom to introduce QT to the students and the rules for discussion. The videos and teacher worksheets that the teachers used to code talk patterns and classroom discourse elements were excluded to reduce training time.

Organisational drives. The school, its geographical location, and resources are some of the factors that play a role in supporting the implementation process (Duda & Wilson, 2015). The intervention was implemented in a rural secondary school in the Mpumalanga province. Mpumalanga is the second smallest province with the fourth-largest economy in South Africa (“Mpumalanga”, 2016). The area is known for its magnificent scenery and fauna and flora, attracting many local and international tourists. The area where the school is situated falls outside of the business area and is more rural. Close to the Swaziland border, it is surrounded

⁸ Permission to use visual data was included in the consent forms

by mountains and a small informal settlement. An image from google maps in Figure 3-9 shows where the school is situated in relation to Pretoria.

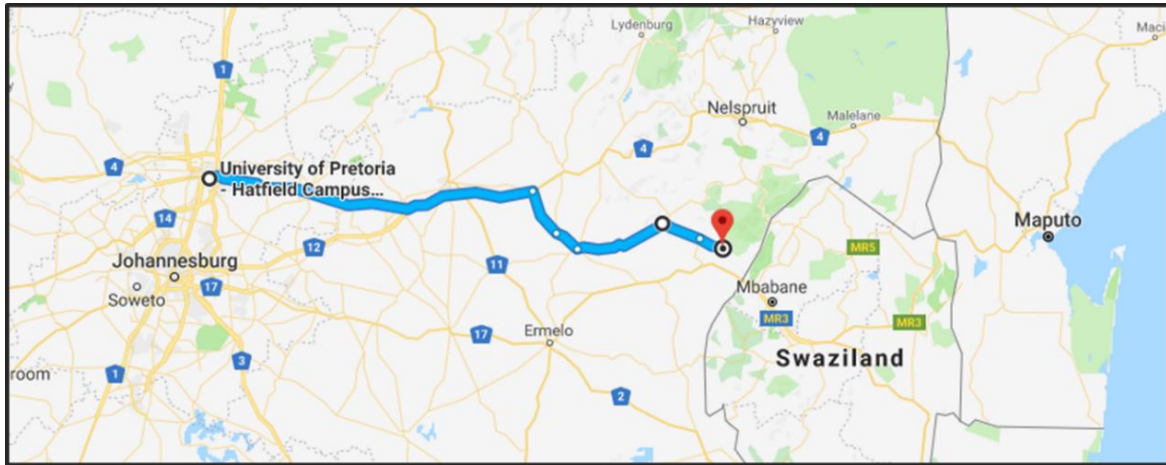


Figure 3-9. Location of the school (Maps, 2018)

Initially, visits to the area were difficult with access limited to sand roads, sparse rural settlements, and few resources in the nearest town, a forty-minute drive away. The road near the school now forms part of the Maputo Corridor, linking Gauteng in South Africa to Maputo in Mozambique and this has increased the economic development and growth in the region (Photo 1 in Figure 3-10). Since then the area has developed into a commercial centre with tarred roads, numerous business initiatives, shopping malls, and a growing residential community with increased access to services as can be seen in Photo 2 (Images, 2018). The school is situated in the residential area as can be seen in Photo 3. Photos 4 and 5 show the type of housing that surrounds the school.

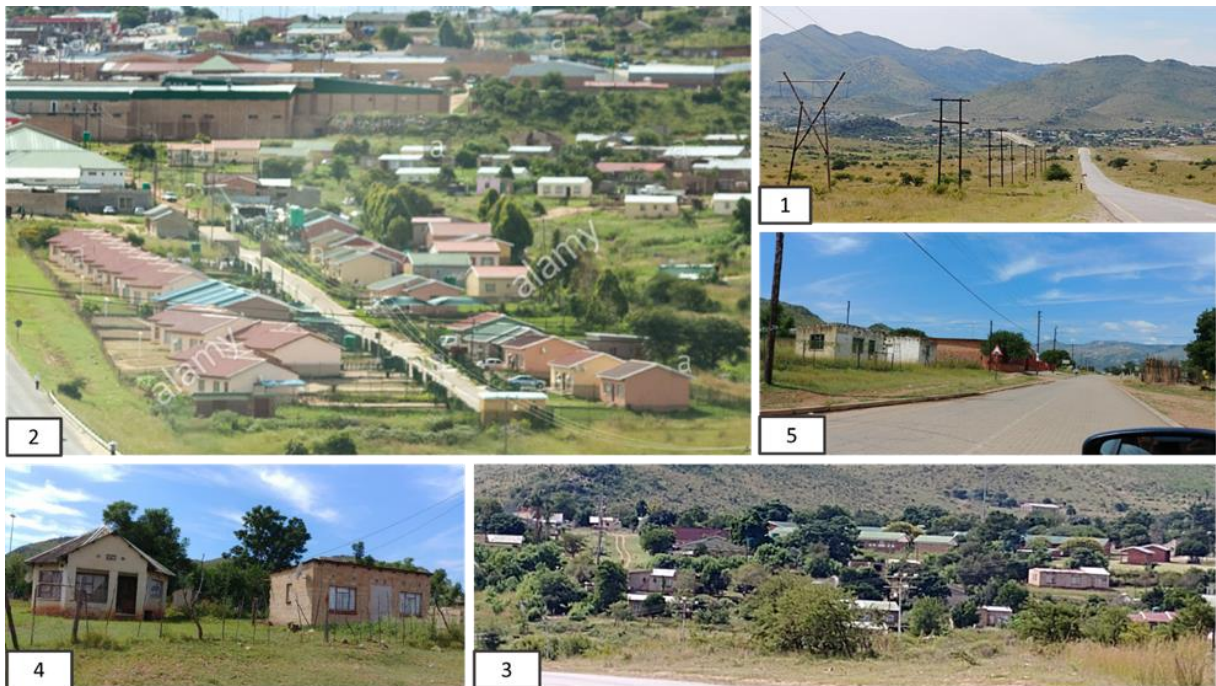


Figure 3-10. Photo collage of the area⁹

As in other areas of South Africa, there are huge disparities that exist in Mpumalanga. Despite the growing economy in the province, 73% of students do not pay school fees (DBE, 2017). The students at this school form part of a non-fee-paying group. The school has a feeding scheme for all students, which according to the Head of Department is the only meal some of the students will have that day (Appendix E7: Interview HOD). Some students walk to school, and others rely on transport made available by the Department of Basic Education (Appendix E1).

The organisational structure of the school at the start of the intervention consisted of 34 teachers, four administrators and around 1200 students. It is well-resourced for a rural school with solid structures, toilet facilities, a computer centre (refer to *Figure 3-11*) and has access to water and electricity on most days. Physically the school ground is split with the Senior Phase classes on the left and the grades for Further Education and Training on the right. Between the two areas is a parking lot for the teachers and at the bottom half the toilet facilities.

⁹ Permission to use visual data was included in the consent forms

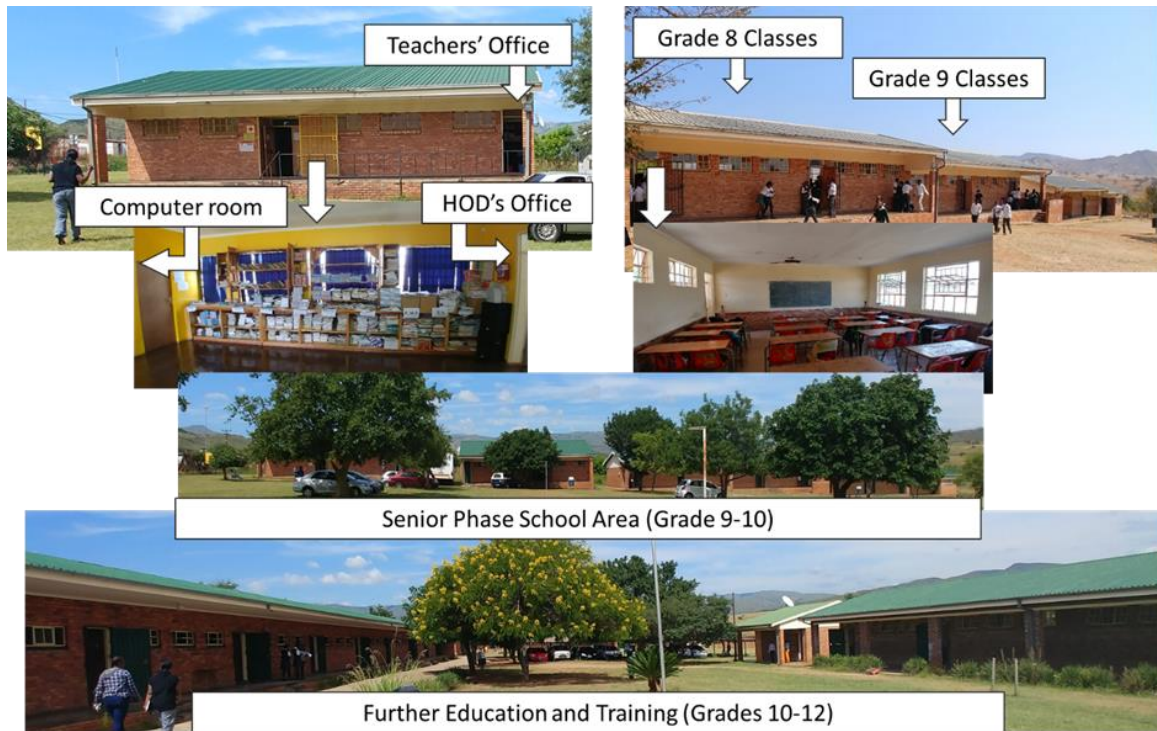


Figure 3-11. Photo of school

The school offers a wide range of subjects and is seen by the staff as stronger in its commercial subjects, namely: accountancy, business studies and economics. Although the school also offers biology, students who want to choose more scientific subjects are referred to other high schools in the area where science is also available. It has a proud history of winning awards in choir and soccer competitions. SiSwati is the home language of the school and English is the Language of Learning and Teaching (Appendix F1). There is no library at the school; only a few of the students had a dictionary and textbooks had to be shared during the lessons (Appendix F1).

Leadership drivers. The school is managed by the principal and an executive committee, consisting of parent and teacher representatives. After numerous emails to the school in February 2017, we were informed that the principal had resigned, and no successor has been appointed. The deputy principal stood in as a substitute until 2018 when a new principal was appointed. Luckily, he had been included in all the discussions with the principal and assured us that the intervention would continue as previously agreed.

The scheduling of school visits had to be arranged with the acting principal, HOD and teachers. However, the initial implementation process posed several challenges. Setting up data

collection dates was extremely difficult as the acting principal and HOD often did not respond to emails. When dates were confirmed, data collection and implementation activities could not take place delaying the process further.

Although data collection dates and times would be confirmed in advance and reconfirmed a few days before, we would arrive at the school to find out that a teacher was attending a cultural event, or a staff member was leaving, and a farewell had been organised, or there was a union meeting and teaching would be suspended from 10:00, or a bereavement committee meeting had to be attended.

The situation was further complicated with changes to the agreed observation times with the teachers (Appendix F: Fieldnotes). The teachers had suggested to swap the English lessons with the other subject teachers so that the classes could be observed in the morning. However, arrangements would only be made with these teachers when we arrived at the school, delaying the start of the lessons. Consequently, only four out of the original 12 data collection dates actually occurred. Comprehensive coaching and professional development training were difficult due to time and resource constraints. The intervention only covered four question types of QT questions, namely, test, authentic, uptake and connecting questions.

To conclude this section, the implementation process as it created an enabling or constraining environment has, been detailed by discussing the intervention and implementation method. The implementation dealt with the “who”, “when”, “how” and “where” of the implementation process. The “who” of the implementation process included the teachers, student-leaders, principal, HOD, and researchers. The “when” of the research was spread over three years from 2015 to 2018. The “how” consisted of professional development training, refresher courses, student training and feedback from the Grade 8 teacher, HOD and student-leaders. The methodological process that guided the study research will be explained in the next section.

3.5 CLASSROOM IMPLEMENTATION

3.5.1 Introduction

The *initial implementation stage* is described as it formed part of the classroom implementation phase. During this stage, the implementor has to gain the participants' confidence in applying the intervention in practice, adapting it contextually and test things out to see what works

(Fixsen et al., 2005). The implementation of QT had to be adapted to accommodate more students in the class, instructional practices, and the resources available. A comparison of the intervention model (QT_{PSU}) of the classroom implementation process and how it was implemented in the rural school (named in South Africa as Inkhulumo) is presented in Table 3-2. The phases in the classroom implementation have been divided into three main sections, preparation, during, and after the QT discussion.

Table 3-2: Differences in QT classroom implementation

| Classroom implementation | QT _{PSU} | Inkhulumo |
|---|-------------------|-----------|
| Preparation for Quality Talk discussions | | |
| Pre-discussion | X | - |
| Read text & Complete journal exercises | X | - |
| Students prepare questions | X | - |
| During Quality Talk discussions | | |
| Pre-discussion | - | X |
| Read text | - | X |
| Discussion 15-20 | X | X |
| Students discuss prepared questions | X | - |
| Students discuss prepared questions & questions in textbook | - | X |
| Students write the answers to textbook questions | - | X |
| After Quality Talk discussions | | |
| Students write the answers to prepared questions | X | - |
| Post discussion | X | - |
| Debriefing | X | - |

3.5.2 Preparation for Quality Talk discussions

In the QT_{PSU} model, the teacher selects a text that will be used for the small-group discussions. The teacher will have a pre-discussion activity with the group to ensure that the students have a grasp of the content and come prepared for the discussion (Murphy & Firetto, 2018). The students all have access to the text and are given a literacy journal. The journal guides the students through the pre-, during, and reading tasks to help them understand the text (Murphy & Firetto, 2018). After reading the text, they prepare questions for the next small-group discussions. In the rural school, there were not enough textbooks for each student to take home, and the teachers were reluctant to give them homework as it would not be done. Therefore, all

pre-reading activities for the discussion had to be done during the lesson and not before the lesson.

3.5.3 During Quality Talk discussions

The implementation, according to the QT_{PSU} model, is that only one group will have the discussion while the rest of the class did other work. The teacher is present in the group to facilitate productive talk (Murphy & Wei, 2018). A further distinction is that the teacher is not seen as responsible for extracting the meaning of the text for the students (Murphy & Firetto, 2018), although this is a gradual transition from teacher to students.



Figure 3-12. Classroom intervention set-up¹⁰

At the school, the classroom desks had to be arranged for the students into their designated groups, and all the activities of the intervention had to be done during the lesson. The photos in Figure 3-12 and 3.13 show how the classes were rearranged to accommodate the group discussions and how the students had to share readers. The teachers would follow the activities in the textbook, which included a pre-discussion about the text. Students would then be selected to read the text to the whole class. After this, the group discussions would take place, and students would complete the comprehension test at the end of the text.

¹⁰ Permission to use visual data was included in the consent forms



Figure 3-13: Quality Talk discussion in the Grade 8 and Grade 9 classes

In September, a more structured approach was taken, as shown in Figure 3-14, to address the core elements of the intervention that may influence the quality of the implementation process. The lesson started with a presentation of the mini lesson to guide the students on what types of questions to focus on during the QT discussion. The students then read the text in pairs in their groups and prepared questions before the discussion started. After the discussion, a whole class wrap-up was done, and the students individually completed the comprehension test. The photos in Figure 3-13 show the mini-lesson that was presented and then the Quality Talk discussion that took place the next day.

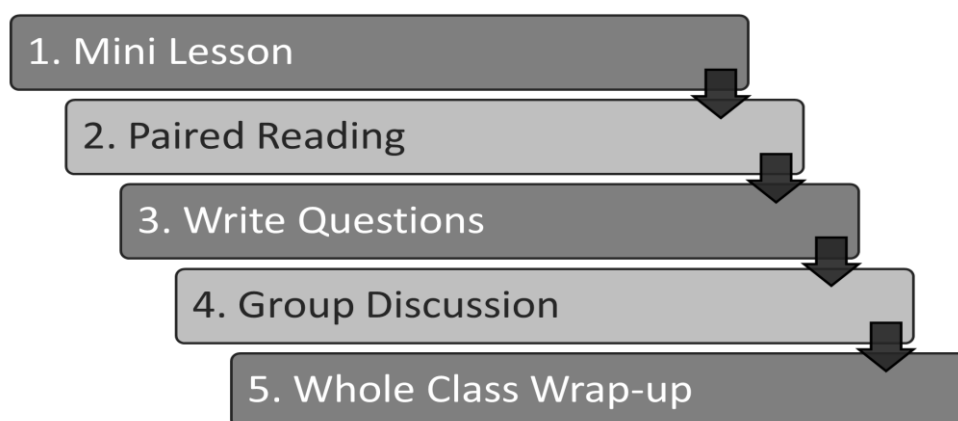


Figure 3-14. Sequence of Inkhulumo (Adapted from Murphy, 2018)

3.5.4 After Quality Talk discussions

In rural schools, the lesson concludes with the students doing the comprehension test. In the QT_{PSU} model, after QT discussions, teachers have a debriefing session about the discussion and set goals for the next session (Murphy & Firetto, 2018). In addition, the teacher uses the debriefing activity as a means to “solidify students’ understanding and ensure any misconceptions have been addressed” (Murphy & Firetto, 2018, p. 140).

3.6 RESEARCH METHODOLOGY

3.6.1 Introduction

The research methodology is the process that describes the strategies used for conceptualisation, methods of study, and the interpretation of the results to ensure scientific rigour (Plano Clark & Ivankova, 2016). In Section 3.2, I discussed the conceptualisation as it addressed the purpose of the study in answering the research questions while the focus of this section is on data collection methods. In this section, I describe the sampling criteria in the study as they ensured the quality and relevance of the data collected. I discuss the choice of each sampling method in more detail as it addresses the purpose of the study and I explain the strengths and limitations associated with each sampling method. Teddlie and Tashakkori (2009) describe the purpose of sampling as selecting units of analysis to answer the research questions.

3.6.2 Teachers

Two female teachers were purposively sampled as they were experienced teachers of English First Additional Language (FAL) in Senior Phase in a rural high school. They were both qualified English First Additional Language (FAL) teachers and had taught in the school for more than five years in the Senior Phase. The one teacher taught all the Grade 8 FAL classes, and the second teacher taught all the Grade 9 FAL classes in the school. The teachers were not from the area, and the Grade 8 teacher cannot speak SiSwati (Appendix F1: Fieldnotes). I used semi-structured observation, face-to-face semi-structured and structured interviews to collect data on their professional characteristics and the context within which they function (refer to Section 3.6).

3.6.3 Head of Department

The HOD was purposively selected to contribute data based on his perspective in a managerial role in the school to support English FAL teachers and subject specialisation. His whole career has been in the same school, working himself up from being a teacher to HOD (Appendix F1: Fieldnotes). I conducted a semi-structured interview with him at the end of the study. The interview with the HOD was to obtain his perceptions of the implementation process from a leadership perspective and to collect data on the school context, as discussed in Section 3.6.2.1.

3.6.4 Student-Leaders

The large number of students in the class and limited time constraints for instruction necessitated the need for students to help with the implementation process of Inkhulumo. In each Grade, the teachers selected the students with a good command of English to be student-leaders. The thirteen student-leaders six (three female and three male) from Grade 8 and 7 (3 female and four male) in the Grade 9 class were purposively selected to contribute data based on their perspectives as peers trained to conduct Inkhulumo discussions for the semi-structured interviews. In Section 3.6.2.2, I describe how semi-structured interviews were collected from the student-leaders to describe the characteristics of Inkhulumo as it influenced the implementation process.

3.6.5 Grade 8 and 9 Students

Of the three classes in each grade in the Senior Phase, the Grade 8 (27 female and 18 male) and Grade 9 (24 female and 24 male) classes were randomly assigned to take part in the study. A total of 94 students took part in the study, and the demographic characteristics of the two classes are shown in Table 3-3. The gender demographic characteristics of the classes across the grades and groups are also shown in these tables. The students were divided into groups of six to eight students, and a student leader was nominated for each group. The number of students per group ranged from six to nine. There were an equal number of female and male student-leaders in Grade 8. In the Grade 9 class, there were more male student-leaders. SiSwati is the home language of most of the students in these grades and their ages ranged from 13 to 21 (Appendix E: Teacher interviews).

Table 3-3: Grade 8 and Grade 9 demographics

| Grade 8 | | | | | | Grade 9 | | | | | |
|----------|----|----|-------|-----------------|---|----------|----|----|-------|------------------|---|
| Students | | | Total | Student-Leaders | | Students | | | Total | Student- Leaders | |
| Groups | F | M | F & M | F | M | Groups | F | M | F & M | F | M |
| 1 | 3 | 4 | 7 | 1 | 0 | 1 | 5 | 2 | 7 | 1 | 0 |
| 2 | 4 | 4 | 8 | 0 | 1 | 2 | 5 | 3 | 8 | 1 | 0 |
| 3 | 4 | 3 | 7 | 0 | 1 | 3 | 3 | 3 | 6 | 1 | 0 |
| 4 | 6 | 1 | 7 | 1 | 0 | 4 | 1 | 6 | 7 | 0 | 1 |
| 5 | 5 | 3 | 8 | 0 | 1 | 5 | 3 | 4 | 7 | 0 | 1 |
| 6 | 5 | 3 | 8 | 1 | 0 | 6 | 2 | 4 | 6 | 0 | 1 |
| | | | | | | 7 | 5 | 3 | 8 | 1 | 1 |
| Total | 27 | 18 | 45 | 3 | 3 | Total | 24 | 25 | 49 | 4 | 3 |

The sampling of the students was used for comparison both within and across the two grades. While the students may not be representative of urban schools, they shared characteristics similar to other rural schools, namely, limited access to resources at the school; they come from challenging environments and tend to perform lower (Appendix A and B). The representativity of the sample data allowed for a comparison to be made across other rural school contexts in South Africa. The collection of document analysis data (refer to Section 3.6.3) was used to support the findings from other data sources.

3.6.6 Strengths and Limitations

Purposive sampling suggests that the participants were selected to address a specific purpose in the study (Cohen et al., 2011). The participants are, therefore selected for their expert knowledge or experience to provide the researcher with deep and rich information to answer the research questions and the phenomenon being studied (Teddlie & Tashakkori, 2009). Purposive sampling in the study was representative of what is being studied to portray what is considered typical in a rural school context. The limitations of purposive sampling are that the data collected is often subjective and not representative, limiting the generalisation of the research findings (Bryman, 2016). It can be prone to researcher bias, which can consciously or unconsciously influence the data collected and may provide false results (Cohen et al., 2011). In quantitative analysis, this may cause difficulties during the data analysis process, but in

qualitative analysis, the relevance of the sample to the aims of the research are more important than to generalise the study (Waterfield,2018).

3.7 INTEGRATED DATA COLLECTION

3.7.1 Introduction

In determining the data collection methods as presented in Table 1.1 in the first chapter, I had to remain cognizant of how the data would serve to meet the research purpose and how it would be used to answer the research questions (Plano Clark & Ivankova, 2016). I concurrently collected the quantitative data (classroom registers for the Grade 8 and 9 students, Coh-Metrix texts and comprehension tests analysis of the Grade 8 and Grade 9 students) and the qualitative data (observations as context, face-to-face semi-structured interviews with the Grade 8 and 9 teachers and HOD, face-to-face structured interviews with the Grade 8 and 9 student-leader and Grade 8 teacher) to measure overlapping but different facets of the same phenomenon (Greene et al., 1989). Collecting data concurrently provided an opportunity for contextual interpretation to address the research questions (Ivankova et al., 2010). The transformed data (semi-structured classroom observations, analysis of the Grade 8 and Grade 9 comprehension tests, and structured interviews with the Grade 8 and 9 student-leaders) provided a deeper understanding of the case study. Each data collection method will be explained in more detail below as I discuss the data type, how it was documented, as well as their strengths and limitations.

3.7.2 Observation Data

In this study, I made use of both classroom observation and observation as context of interaction. Observation refers to the systematic process of gathering data about the behaviour in everyday environments (Rosen & Underwood, 2012) and can be both quantitative or qualitative (Creswell, 2014). Furthermore, observation data provides the researcher with the first-hand experience of interactions that occur in a social setting (Cohen, Manion, & Morrison, 2007). It is a flexible method of collecting observation data ranging from highly structured to completely unstructured and enables the researcher to assume various roles that can extend from acting as a participant (where the researcher's role is concealed) to non-participatory (Cohen et al., 2007; Creswell, 2014).

3.7.2.1 *Classroom observations (semi-structured)*

The purpose of collecting classroom observations was to study how English literature was being taught by the Grade 8 and 9 teachers. Initially, I was a non-participative observer, but later I participated during the classroom discussion activities by preparing the classroom for observations, handing out and collecting teaching material, and assisting the teacher with students during group discussions. However, fulfilling a participative role during the classroom observations was secondary to that of an observer.

The classroom observations included data from four, one hour, classroom observations of the English literature lessons in the Grade 8 and Grade 9 (eight hours in total) on 05 May 2017, 15 August 2017, 22 August 2017, 13 September 2017 and 15 September 2017 (refer to Figure 3.6). I documented the data using a semi-structured observation schedule, and audio-visually recorded all the observations (refer to Appendix A) which I included in the field notes, reflective journal and photographs (refer to Appendix B). Documenting what I observed formed an integral part of data collection and the audio-recordings later helped to verify observations as I could watch and listen to them repeatedly.

During the classroom observations, I collected data on the classroom environment, the interactions that occurred during the lesson and the non-verbal behaviour of the students as narratives to be included as qualitative data (Teddlie & Tashakkori, 2009). I also used the schedule as a means of recording extra information that I thought was potentially relevant to the study (Johnson & Christensen, 2012). The information from the classroom observations provided insight on the immediate implementation context (classroom) that could influence the implementation process which would need to be addressed before and during the implementation of school-based intervention research (Domitrovich et al., 2008; Humphrey et al., 2016).

In addition to the above, I used the classroom observation schedule to record specific behaviours of interest (Rosen & Underwood, 2012) namely; the instructional practices used by the teachers when teaching English literacy, compatibility with Inkhulumo and compliance with the lesson plan of the teachers' manual. I aligned the observation schedule with the four elements of QT as discussed in Section 3.4.2 and used this data to provide information on the compatibility (fit) between QT and the current English literature instructional practices of the

teachers. After the observations, I compared the lesson plan as set out in the teacher manual to what I had observed in the lessons.

3.7.2.2 *Observation as context of interaction*

The purpose for the observations as context of interaction was for a broader and more in-depth understanding of how the teachers, students and the school management interacted with each other at the school and during the school-based intervention implementation. In observation as context of interest, the researcher interacts with the participants, which will influence the observation but also provide opportunities for an informal discussion with the participants (Angrosino & Perez, 2000). My observations were documented on fieldnotes, a reflective journal and through photographs (refer to Appendix B1, B2 and B3 respectively).

As is apparent in Figure 3.6, over three years, I collected data on the school itself from twelve school visits where, on average, each school visit was four hours, totalling 48 hours. I also collected observational data from the PRA session held on 18 July 2015, the intervention training sessions on 11 March and 5 May 2017 and from the Professional Development Workshop on 28 July 2018 (totalling 10 hours). I used fieldnotes, a reflective journal and photographs to record the observations of these events which have all been included in Appendix B1, B2 and B3 respectively. I also included details of the qualitative themes discussed in Chapter 4 and looked at the characteristics of the intervention, participants and context.

3.7.2.3 *Data transformation of Observations*

I transformed the data I recorded on instructional practices during the classroom observation from the observation schedule (refer to Appendix H). I used the data collected by qualitisng the results (Combs & Onwuegbuzie, 2010) to describe the classroom climate for Subtheme 4.2. The data collected was incorporated into the *a priori* codes I used to evidence the professional competence of the teachers. Teacher competence is measured by the quality of instruction to facilitate learning as demonstrated by the instructional strategies, student engagement and classroom management (Tschannen-Moran & McMaster, 2009).

3.7.2.4 *Strength of observation*

The strength of collecting observation data is that it forms part of everyday activities and provides the researcher with more insight and a deeper understanding of the phenomenon being

observed (Nieuwenhuis, 2010). It enables the researcher to understand the context better and discover things that the participants may not feel free to talk about in an interview (Cohen et al., 2011). Observation data provides multiple perspectives of the type of interactions occurring in social contexts (Angrosino, 2011) and can be used to complement other data collected (Creswell, 2014; Greene et al., 1989). From a methodological perspective, I used the observation data collected to complement the results from the interview data and document analysis of the comprehension tests of the Grade 8 and Grade 9 students and the prescribed teachers' manual. The data also help to provide contextual information on what happened in the classroom during English literacy instruction (Ivankova et al., 2010) and to cross-check the results of these data sources (Creswell, 2014).

3.7.2.5 Limitation of observation

The potential limitations of observation can be divided into three broad areas; observer influence, observer bias and time (Rosen & Underwood, 2012). Observer influence refers to changes in behaviour in response to being observed (Flick, 2009; Johnson & Christensen, 2012). While observer bias refers to the researcher being highly subjective and selective, especially if just one time point is used (Nieuwenhuis, 2010). To overcome these limitations Rosen and Underwood (2012) suggest that researchers immerse themselves in the context before collecting data for the participants to become accustomed to the researcher's presence which further helps to build trusting relationships. Teddlie and Tashakkori (2008) further suggest numerous observations over a prolonged period.

During the study, together with the other researchers, we visited the school throughout the year over three years and I only included the four observations of each grade in 2017 (refer to Figure 3.6). In this way, both the teachers and students became accustomed to us in the school before collecting data which also facilitated in the building of rapport with the teachers and students at the school. In addition, to ensure the accuracy of the observation data, I made use of opportunities to check for misinformation (Onwuegbuzie & Collins, 2007) by clarifying points with the teachers and used the debriefing sessions with the supervisors and other researchers which I then documented in the fieldnotes and journal (refer to Appendix B). In addition, the video-and audio-recording and photographs allowed for more time to go through the observations in more detail. Listening to the audio-recordings removed some of the

selective effects of the researcher (Seale, 1999). The prolonged engaged, member checking and re-watching of the videos required additional time. Photographs of the school, classroom, and surrounding area were taken to provide documentary evidence of information about the physical environment of the school and where it is situated (refer to Appendix H). This information provided visual evidence of the physical enablers or barriers that may influence the implementation process.

3.7.3 Interview Data

3.7.3.1 Introduction

Interviews are the process whereby data is collected directly from the participant (Johnson & Christensen, 2012), and can be conducted individually or in a focus group situation (Creswell, 2014). Although it is a flexible tool for collecting data, it is a constructed process making it different from having an everyday conversation (Cohen et al., 2011). The purpose of an interview is to explore meaning, understanding, and interpretations rather than to collect facts (Staller, 2012). I used semi-structured interviews with the Grade 8 and 9 teachers and the HOD and structured interviews with the teachers and the student-leaders (refer to Appendix E, F and G). The co-researcher at the school assisted with some of these interviews. During the interviews, I made brief observation notes, which I included later in the fieldnotes and reflective journal (refer to Appendix B1 and B2, respectively). All the interviews were audio-recorded and transcribed verbatim. The audio-recordings were used to verify the accuracy of the data collected (Putney, 2010). With all the interviews, I took the opportunity for member checking and to confirm findings from other data sources collected. During the school visit on the 19 March 2018 (refer to Figure 3.6), I used this opportunity to member check the data previously collected.

3.7.3.2 Face-to-Face semi-structured interviews

In a face-to-face semi-structured interview, the interview can have both pre-defined and open questions. Pre-defined questions are designed for a specific line of inquiry while open questions allow the interviewer to probe participants to clarify responses or to obtain additional information (Johnson & Christensen, 2012; Seabi, 2012). The purpose of the face-to-face semi-structured interviews with the Grade 8 and 9 teachers was to obtain biographical and contextual information, as well as their perceptions of teaching English at the school. The purpose of the

interview with the HOD was similar to that of the teachers' interview but also included feedback questions on the implementation process of Inkhulumo. The interviews served to confirm data collected from the observations.

The face-to-face semi-structured interviews with the Grade 8 and 9 teachers were conducted on 8 May 2017, and with the HOD on 13 September 2017. The interviews were done during the school day, usually between lessons at times that were convenient to them. Each interview was approximately 30 minutes long (1 ½ hours in total). The documented pre-determined questions for the teachers have been included in Appendix E.1 and verbatim transcription in Appendix E.2 and E.3. Similar documented information for the HOD can be found in Appendix G1 and G2.

I developed the interview guide by aligning it with the interview purpose. I used closed questions for the biographical information and open-ended questions in the rest of the interview. The responses from the closed questions made them easier to code and to compare the information collected (Cohen et al., 2011). I included some of this information for the demographical presentation in Section 4.2.1. The open-ended questions were theory-driven to confirm the information in the literature about the teaching context in rural schools. The flexibility of the open-ended questions provided opportunities to probe for deeper answers and to confirm understanding. I used the data collected from the teacher interviews in Theme 1 to describe the individual enabler, and the data from the HOD was used in Theme 2 for the school enablers. Together the data was used to identify the factors that may enable or constrain the implementation of school-based intervention research.

3.7.3.3 Face-to-Face structured interviews

This interview method has a fixed structure, consisting of specific questions which are asked in a predetermined order (Creswell, 2014). It is a useful method to collect data from a larger sample group that ensure consistency and uniformity (Seabi, 2012). The purpose of these interviews was to receive specific feedback from the Grade 8 and 9 teachers, and the student-leaders on the implementation of Inkhulumo. The data collected from the structured interviews complemented the classroom observation and document analysis data.

Together with a co-researcher, we interviewed all the student-leaders, seven from the Grade 9 class and six from the Grade 8 class. All the student-leader interviews were conducted

over two days (13 and 14 September 2017) after school. The interview questions and verbatim transcription have been included in Appendix H1-H3. I interviewed the Grade 8 teacher on 28 July 2018 and the Grade 9 teacher telephonically on 18 October 2018. The teachers' transcribed interviews have been documented in Appendix H4 and H5, respectively. Each interview was about 10 minutes long, totalling two and a half hours.

The structured interview schedule was developed by a co-researcher. A structured interview helped to ensure that the data was collected systematically and comprehensively yet remained fairly conversational and situational (Cohen et al., 2011). The interview consisted of six questions that were structured for descriptive and experiential responses to be elicited from the student-leaders and teachers.

3.7.3.4 Data Transformation of Interviews

The data collected from the structured observations was transformed into quantised data. From the responses to the questions, I created an inter-respondent matrix and quantised data to measure the perceived benefits and challenges of implementing Inkhulumo. Then I used the interview data to determine the intensity of the indicators to assess the perceived compatibility of Inkhulumo. Novelty refers to contextual appropriateness and degree of fit with existing practice and values (Harvey & Kitson, 2015) which will influence the uptake and quality of the intervention implementation process (refer to Appendix H).

3.7.3.5 Strength of interviews

Interviews are an important and powerful tool for collecting rich and descriptive information (Cohen et al., 2011; Seabi, 2012). The semi-structured interviews assisted in defining the line of inquiry, which allows the researcher to probe participants to clarify responses or to obtain additional information (Johnson & Christensen, 2012). Flick (2009) explains the strength of an open-ended question is that it provides the researcher access to the interviewee's complex stock of subjective knowledge about the subject, which includes assumptions that are explicit and immediate. The strengths of using the structured interview are that it makes it easier to compare information and facilitates the organisation and analysis of the data (Cohen et al., 2011). Both interview types formed part of the quality criteria requirements and were used to support the other data I collected.

3.7.3.6 *Limitation of interviews*

Procedurally the data collection process may influence the accuracy of the information provided because of “interviewer effect, social desirability, and question-wording or question format effects” (Bergman, 2008, p 139). The interviewer characteristics and personality influence the quality of the data collected and the responses generated (Putney, 2010). Being the only white researcher in the team on most of the school visits and being associated with the University may have influenced the power relations during interviews and honesty in answering the questions. To help counter interviewer bias and social desirability, it is important for the researcher to establish trust and build rapport with the participants (Johnson & Christensen, 2012). Having an established relationship before the interviews helped to reduce interviewer effects and bias that may have occurred during the interview process (Cohen et al., 2011). Furthermore, the relationship that had developed from the prolonged engagement at the school made it easier to do the interviews, and the responses come across as sincere. Cohen et al. (2011) caution that with the structured interviews, the standardised wording of the questions may limit the naturalness and relevance of questions and answers (Cohen et al., 2011). I became quite aware of this, particularly with our different styles of communicating. Questions that I thought were clear were sometimes misunderstood, and I had to change the wording without losing the meaning of the questions to elicit a response. I also struggled to understand what some of the responses meant and had to use reflective techniques to confirm understanding.

3.7.4 Document Analysis

3.7.4.1 *Introduction*

Documents are a record of events and activities that exist within a context of their creation and are from the author’s point of view (Gross, 2018). They provide a form of evidence or record of what has happened that can be used for qualitative or quantitative analysis (Creswell, 2009). Document analysis often supports other data collection methods and can provide the researcher with information as a way of to sense the case or to prompt important question that can be followed-up in interviews or observations (Rule & John, 2011). The four document analysis data sources in this included Coh-Metrix analysis of the comprehension stories (refer to Appendix C.1 and C.2), class registers for the Grade 8 and 9 classes observed, and an analysis of the students’ comprehension tests (refer to Appendix D1 and D2). All four data sources were

collected on 05 May 2017, 15 August 2017, 22 August 2017, 13 September 2017 and 15 September 2017 (refer to Figure 3.6).

3.7.4.2 Coh-Metrix analysis of the Grade 8 and Grade 9 comprehension texts

Coh-Metrix is an online web tool (Graesser, McNamara, & Kulikowich, 2011) to determine the complexity of the text used during the observations. The Coh-Metrix tool is a reliable and valid measure that analyses the linguistic characteristics of a text on five components that facilitate reading comprehension (McNamara, Graesser, McCarthy, & Cai, 2014). McNamara et al. explain the relationship between reader proficiency and prior knowledge influence the Coh-Metrix components as they enable comprehension, namely; narrativity, deep cohesion, referential cohesion, syntactic simplicity, and word concreteness. Included in the Coh-Metrix analysis is the Flesch Kincaid Grade Level (FK) which represents the USA school grade level of the text. This rating was used only as a guideline. The purpose of including this analysis was to support the findings of the classroom observations and from all the participants interviewed. In addition, as an assessment of the student's English literacy level was undertaken, I used their comprehension tests from the observation days (refer to Figure 3.6) and the text complexity scores as an indication of reading proficiency.

3.7.4.3 Class registers for Grade 8 and Grade 9

The class registers supplied by the school administrator were used to calculate the demographic profile of the student population. The demographic information from the participants should be taken into account when implementing a school-based intervention as it may influence the interactions in the classroom and the learning taking place (Li, 2018). The calculations can be seen in Appendix H.2 and are presented in Section 4.2.2.

3.7.4.4 Analysis of the Grade 8 and Grade 9 comprehension tests

The students completed a written comprehension test based on the text read during the lesson (refer to Figure 3.6). The Grade 8 ($n = 168$) and Grade 9 ($n = 171$) tests were scanned and marked according to the answers in the Teacher Manual to provide insight into the students' literacy skills. The tests after each observation in 2017 were used. The observation on 5 May was a lesson presented the usual way by the teacher. In the other observations, the class was split into groups and discussions around the text introduced. The 14 September observation was based on the Inkhulumo format presented in Figure 3-14. The comprehension test,

questions, and answering template can be seen in Appendix D with examples of the students' work.

3.7.4.5 *Strength of document analysis*

The benefits of using documents are that it is an economical, efficient, and generally, easily accessible form of data collection that can also enable the researcher to study past events and issues retrospectively (Seabi, 2012). In addition, the first two types of document analysis can be seen as nonreactive and cannot be influenced by either the participants or the researcher (Teddlie & Tashakkori, 2009).

3.7.4.6 *Limitation of document analysis*

The limitations of using documents are that they may not provide a complete picture (Flick, 2009), are context and purpose-specific, and may lack sufficient detail to answer the research questions (Gross, 2018). In my study, the documents that were collected as part of my data included student writing exercises, teacher manuals, text analysis and fieldnotes. The limitation of using the comprehension test is that the scores could have been influenced by contextual factors, intrapersonal characteristics and researcher bias (Rosen & Underwood, 2012; Teddlie & Tashakkori, 2009). I tried to ensure the reliability of my analysis by creating marking templates and developed a framework for transforming my data (Appendix G). The tests were marked by two students independently and then moderated. In addition, a table was created for the marking sequence of the students' comprehension tests based on a Latin square design. The Latin design was used to control variations by alternating the sequence in which the student exercises were marked.

3.8 INTEGRATED DATA ANALYSIS

3.8.1 Introduction

The analysis of the data sources consisted of six stages. The quantitative data (class registers, Coh-Metrix text analysis, and comprehension tests analysis of the Grade 8 and Grade 9 students) and the qualitative data (observations as context, semi-structured interviews and comments from the semi-structured classroom observations) were collected concurrently and analysed independently in Stage 1 and 2 respectively. The quantitative data sets collected were

analysed using frequency distributions and measures of central tendency as presented in *Figure 3-15*, the results of which are presented in Chapter 4, Section 4.2.

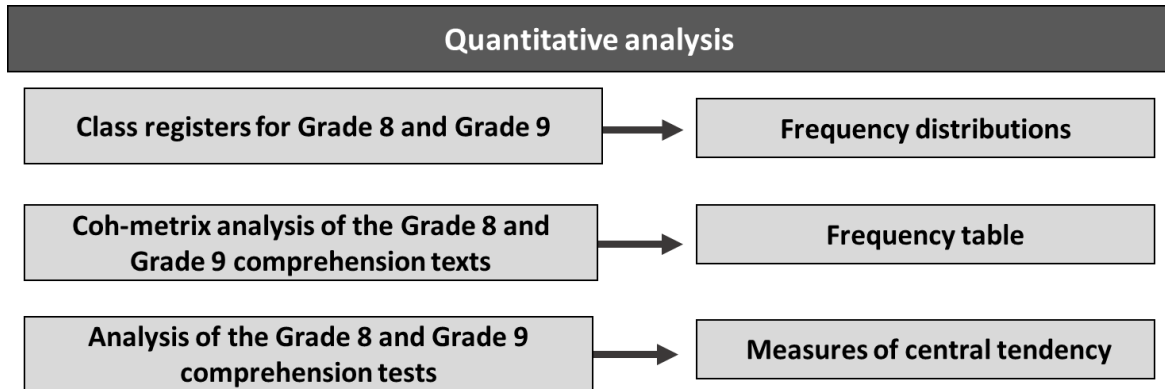


Figure 3-15. Quantitative analysis

I used both inductive and deductive coding methods to code the qualitative data. The codes were grouped into categories identified from the conceptual and theoretical framework discussed in Chapter 2. I grouped the categories into three broad themes individual, context and intervention enablers and constraints of SBIR (refer to *Figure 3-16*).

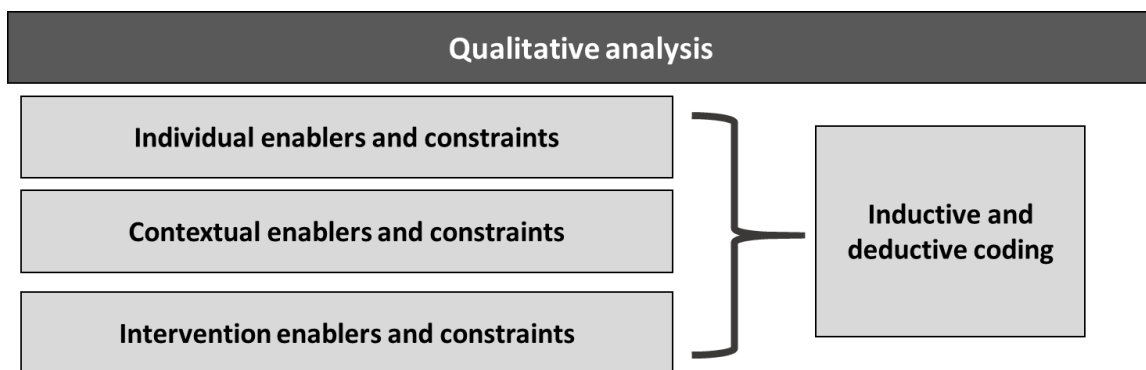


Figure 3-16. Qualitative analysis themes

I then transformed the qualitative data (refer to *Figure 3.19*) collected from the face-to-face semi-structured interviews into a frequency table to describe the biographical characteristics of the Grade 8 and 9 teachers in Stage 3. In Stage 4 of the analysis process, I used a frequency scale to compare the perceived benefits and challenges by the student leaders to implement Inkhulumo using the qualitative data from the face-to-face structures with Grade 8 and 9 student leaders. I used results from the Grade 8 comprehension scores in Stage 5 to

support quantitative and qualitative results that describe the English literacy skills of the Grade 8 students and the needs identified by the teachers for Inkhulumo to address. The results of the transformed data are presented in Chapter 4, Section 4.3, as themes.

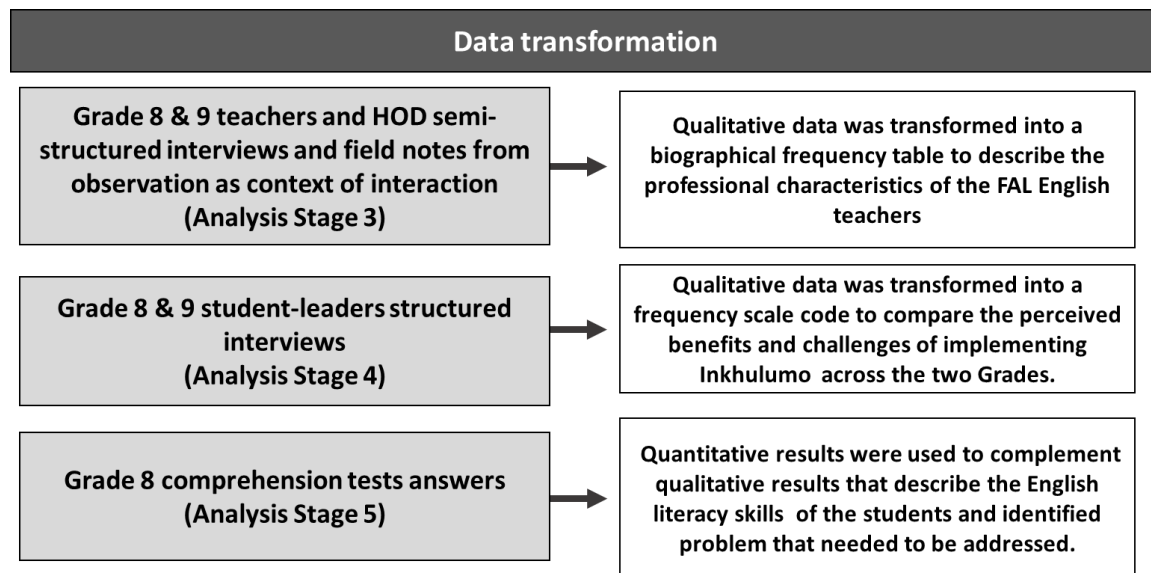


Figure 3-17. Data transformation analysis

The integrated results presented in Chapter 5, Stage 6, answer the research questions, providing an enhanced explanation (Castro et al., 2010) of what enables and constrains the implementation of SBIR in a rural context. In the next section, I will discuss the six analysis stages I used as recommended by Combs and Onwuegbuzie (2010) and Castro et al. (2010).

3.8.2 Stage 1: Quantitative analysis of the Quantitative data

The class registers, Coh-Metrix and the comprehension test of the Grade 8 and 9 students were used to describe the characteristics of the students. The class register provided student demographic information based on age and gender as well as school attendance. The Coh-Metrix analysis data determined the linguistic complexity of the comprehension tests. I used the results of the Coh-Metrix data to complement the data from Grade 8 and 9 students' comprehension tests.

From the class register, I was able to calculate the gender and age distribution of the students in the Grade 8 and 9 class. I also used the register to keep a record of student attendance during the observations. The analysis results of the classroom register provide contextual

information of the classroom environment (refer to Chapter 4, Section 4.2). The demographic analysis of students (demand characteristics in the bioecological model) will influence the interaction that occurs in the classroom between the students themselves and with the teacher. The age of the students is an indicator of students repeating grades and the gender distribution talks to classroom management.

Ideally, an assessment of the students' English literacy level should have been done to determine a baseline as part of the intervention implementation process as well as to determine the appropriateness of the intervention to address the identified problem. However, a standardised assessment was not practical, given the time and resource constraints that I faced, and the school was reluctant to provide the students' examination results. Instead, I used the text analysis from Coh-Metrix, an online web tool (Graesser et al., 2011) to determine the complexity of the text used for the comprehension tests, to complement the results from the comprehension test as an indicator of their literacy skills.

Table 3-4: Coh-Metrix components

| Coh-Metrix | | |
|----------------------|---|--|
| Components | Text assessment | Influence on reading comprehension |
| Narrativity | Story like text using everyday language and familiar words. | Texts low in narrativity are harder to decode, making it difficult for the reader to understand. |
| Deep cohesion | Explicitness of the text by the connecting text and concept. | The more explicit it is the easier the text is to understand especially for readers with low prior knowledge. |
| Referential cohesion | Extent to which word and ideas overlap in the text. | Readers with low prior knowledge are unable to make the inferences needed to understand the text if there is little overlap between words and ideas. |
| Syntactic simplicity | Structure and the number of words in the sentence. | More complex text place a higher demand on less skilled readers who then have to read each word separately affecting their comprehension. |
| Word concreteness | Use of more concrete words to make it easier for the reader to create a mental picture. | Text that are low on word concreteness have more abstract concepts making it more challenging for lower proficient readers to understand. |

Reading comprehension is influenced by the complexity of the text, reader proficiency, and prior knowledge (Dowell, Graesser, & Cai, 2016). The Coh-Metrix analysis assesses the linguistic characteristics of a text, determining the difficulty level for reading comprehension (McNamara et al., 2014). Table 3-4 provides a summary of the components (narrativity, deep cohesion, referential cohesion, syntactic simplicity and word concreteness) of the Coh-Metrix that assesses the linguistic characteristics of a text. Included in the Coh-Metrix analysis is the Flesch Kincaid Grade Level (FK) which represents the USA school grade level of the text. A high score on each of the Coh-Metrix components indicates that the text is easier for the reader to understand. The four results of the Coh-Metrix assessment of the Grade 8 and Grade 9 comprehension text used in the comprehension tests are presented in Chapter 4, Section 4.2.

In total, 168 (Grade 8) and 171 (Grade 9) comprehension tests for the students were available. Using the policy manual for teaching I created a marking template to answer the comprehension questions which is included in Appendix D. To ensure confidentiality, the names of the students were replaced on the answer sheet with a code. I sorted the sheets into the QT discussion groups and arranged the groups using a Latin square design to minimise marking variation, as shown in Table 3-5.

Table 3-5: Marking order according to groups

| Grade 8 marking schedule | | | | Grade 9 marking schedule | | | |
|--------------------------|-----------|-----------|-----------|--------------------------|-----------|-----------|-----------|
| 05-May-17 | 15-Aug-17 | 22-Aug-71 | 13-Sep-17 | 05-May-17 | 15-Aug-17 | 22-Aug-71 | 13-Sep-17 |
| Grp 1 | Grp 2 | Grp 6 | Grp 3 | Grp 1 | Grp 2 | Grp 7 | Grp 4 |
| Grp 2 | Grp 3 | Grp 1 | Grp 4 | Grp 2 | Grp 3 | Grp 1 | Grp 5 |
| Grp 3 | Grp 4 | Grp 2 | Grp 5 | Grp 3 | Grp 4 | Grp 2 | Grp 6 |
| Grp 4 | Grp 5 | Grp 3 | Grp 6 | Grp 4 | Grp 5 | Grp 3 | Grp 7 |
| Grp 5 | Grp 6 | Grp 4 | Grp 1 | Grp 5 | Grp 6 | Grp 4 | Grp 1 |
| Grp 6 | Grp 1 | Grp 5 | Grp 2 | Grp 6 | Grp 7 | Grp 5 | Grp 2 |
| | | | | Grp 7 | Grp 1 | Grp 6 | Grp 3 |

The comprehension tests were marked by two independent people in the predetermined order. I then checked the scores for inter-rater reliability by looking at the number of differences in mark allocation and then calculated an overall accuracy level by summing the frequencies of the differences and dividing this by the number of responses for each question to ensure that there was an 80% consistency across each question (a summary of the calculations is included in Appendix D). Where this requirement was not met, I discussed the score allocation together with each marker, and we agreed on a final score. The raw scores were converted into a

percentage and a frequency distribution calculated for each test according to their Grade. The same process was followed again, but this time, the scores were converted to z-scores to compare the students' score against each other on the comprehension tests (Johnson & Christensen, 2012). I describe the results of the comprehension test in Chapter 4, Section 4.2.6.

3.8.3 Stage 2: Qualitative analysis of Qualitative data

The qualitative data included 48 hours of observations as context of interaction data. Three face-to-face semi-structured interviews with the Grade 8 teachers, the Grade 9 teacher and HOD, together with the face-to-semi-face structured interviews with the six Grade 8 student-leaders, seven Grade 9 students leaders and the two Grade 8 and 9 teachers (refer to Appendices E, F and G for the transcription) were coded. In addition, I included the comments I made during the classroom observations and observation as context of interactions from the fieldnotes. Using both inductive and deductive coding, the results from the qualitative analysis were then grouped into two themes to describe the individual and contextual pre-implementation enablers (refer to Chapter 4, Section 4.3). The findings were member-checked and collaborated against each other.

I started the qualitative data analysis process by incorporating all the transcribed qualitative data into an Excel spreadsheet to analyse the data inductively as well as deductively. A combined approach of using *a priori* categories and emerged categories facilitate comparisons in the data for a better understanding of the research questions (Teddlie & Tashakkori, 2009). Working through the spreadsheet, each data set was coded separately and then combined to compare the coding across the different sources by date collected, data type, or participant. In some cases, the data was re-segmented and broken down into smaller units and then recoded to ensure reliability in the method.

In Figure 3-18 an excerpt from the excel spreadsheet is presented. The first column represents the order of the comments during the interview, and the second column indicates the data source, while the third column refers to who was speaking. The responses are shown in the fourth column. The next set of columns were the *a priori* codes used and grouped into categories from the PPCT model and implementation science framework. The presence of a code in a comment was marked with an "X" in the spreadsheet. In addition, some of the "Xs" were identified as vignettes to provide thick, narrative descriptions of what was being measured

(Burch & Heinrich, 2016). Thick narratives provide “rich and detailed descriptions which focus on specifics” that help to ensure trustworthiness (Rule & John, 2011, p. 87). An additional column was included in the spreadsheet to statements that did not fit the criteria of the *a priori* codes. The codes were then grouped to reflect the pre-implementation and implementation process stage. The coding was an extremely time-consuming iterative process of constantly moving between the different documents to confirm the categories and comparing the codes across the different data sources. I grouped the categories to describe the pre-implementation individual and contextual enablers and constraints of SBIR (refer to Figure 3-19, 3-20, 3-21).

| Order | Data Source | Speaker | Response | Demand characteristics | | | Resources | | |
|-------|-------------|------------|---|------------------------|----------|--------------------|------------------------|----------|----------|
| | | | | Interpersonal skills | Training | Physical resources | School characteristics | Students | Teachers |
| 106 | Interview | HOD | I don't know, about the because nowadays you know, you are at a University, the University, Universities do not produce, do not prepare educators for work | | X | | | | |
| 107 | Interview | Researcher | What would you want them to do? | | | | | | |
| 108 | Interview | HOD | They just teach you a subject, you don't know what is happening here like the colleges before, you don't know even the attendance registers for learners, you don't know you are from the University you just do physics and mathematics course 1 and course 2 and there like.... | | X | | | | |
| 23 | Notes | Researcher | Home languages - Zulu & Venda | | | | | | X |
| 24 | Notes | Researcher | Home languages - Zulu and can't speak SiSwati | | | | | | X |

Figure 3-18. Excerpt from excel

3.8.4 Stage 3: Quantitative (1) analysis of the Qualitative data

Quantised data (also referred to as enumerating) is the process of transforming qualitative data into quantitative data (Combs & Onwuegbuzie, 2010). The biographical information from the face-to-face semi-structured interview with the HOD and the fieldnotes from the observation as context of interaction (qualitative data) were transformed into a frequency table (quantitative data) to describe their professional characteristics (demand and resource). The professional characteristics of the teacher can enable or constrain the uptake and initial implementation process of Inkhulumo.

3.8.5 Stage 4: Quantitative (2) analysis of the Qualitative data

I created a frequency scale code from the structured interviews with the Grade 8 and 9 student-leaders (qualitative data) by counting the number of responses to specific indicators from the different student-leaders from implementation benefits and challenge category that described the students' perceived benefits of implementing Inkhulumo. The data analysed provided insight into the student-leaders' perceptions and attitude to Inkhulumo across the two grades, which I discuss in more detail in Chapter 4, Section 4.5.2 and 4.5.3.

3.8.6 Stage 5: Qualitative analysis of the Quantitative data

The results of the students' comprehension tests were used during this stage of analysis. After the inter-rater reliability scores were calculated on the comprehension tests for the Grade 8 class¹¹, I looked to determine the questions on which students achieved the lowest marks. I calculated the percentage achieved on each question (sum of the actual achievement/over the maximum that could be achieved x 100). I then looked at the lowest percentages to identify what types of questions the students struggled to answer. The results were used to support quantitative and qualitative findings by providing overlapping information on the literacy skills of the students and the identified problem which I present in Chapter 4, Section 4.3.4. The data analysed in Stage 2 to Stage 4 was used in the themes presented below.

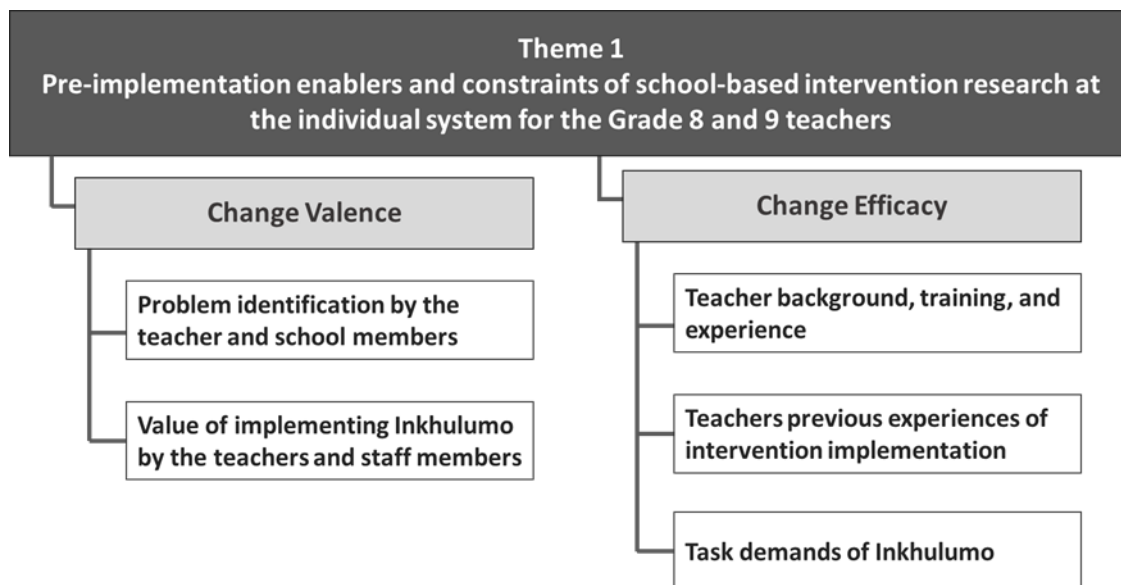


Figure 3-19. Qualitative analysis Theme 1

¹¹ Grade 9 comprehension results were not used as many of the answers seem to have been copied

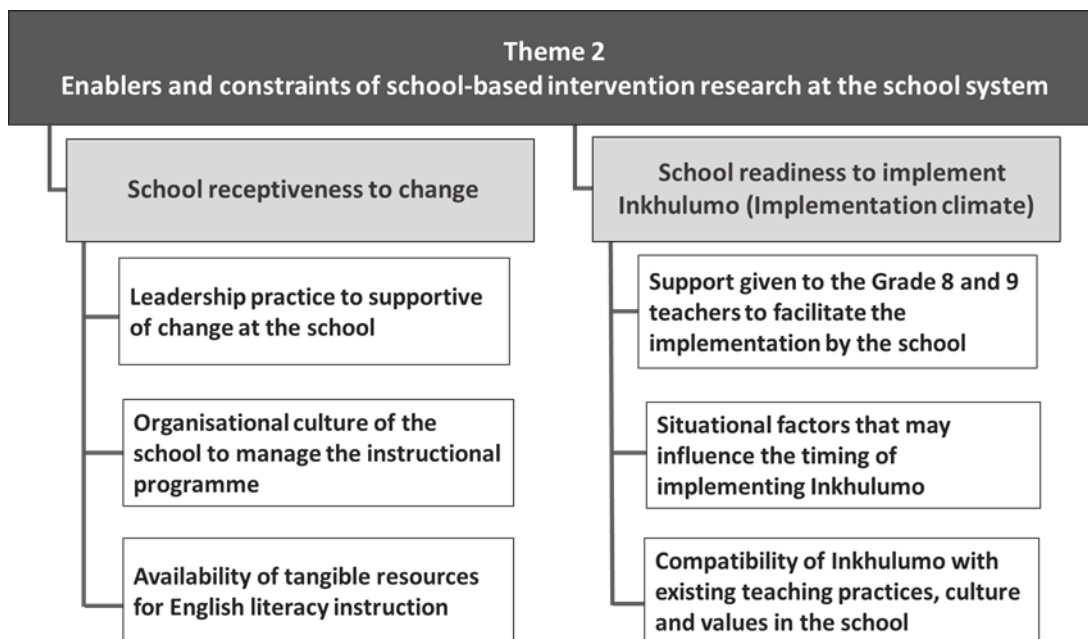


Figure 3-20. Qualitative analysis Theme 2

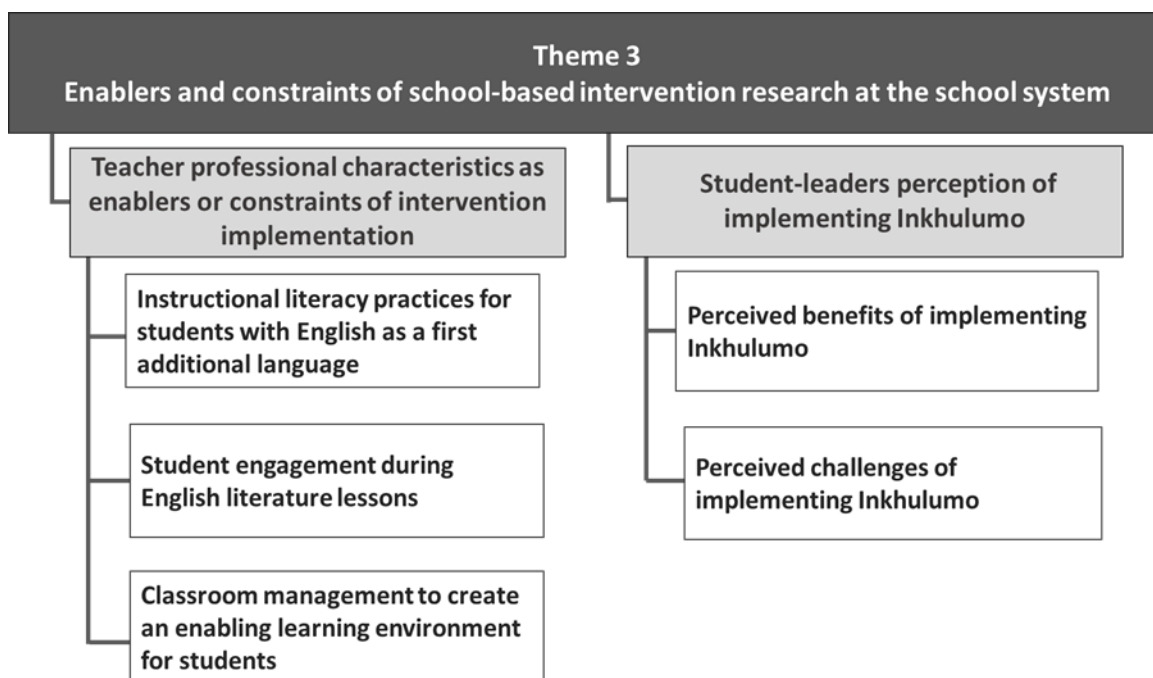


Figure 3-21. Qualitative analysis Theme 3

The first theme addresses teacher motivation to implement change (change valence) and perceived ability (change-efficacy) to make the change. I also included teacher competence

to identify gaps in the professional competence the teachers demonstrated and what is needed for Inkhulumo. The second theme provides insight on how ready the school is to implement change (receptiveness) and how the school supported (readiness) the initial implementation process of Inkhulumo. The third theme describes factors that influenced the implementation process in the classroom by addressing teacher competence and student-leaders' perception of Inkhulumo as an influence on the implementation in the classroom.

3.8.7 Stage 6: Integration of the data analysed

In this stage, the data analysed in the above stages was integrated and presented in Chapter 5 to answer the research questions. The primary question: *“How can knowledge on what enables and constrains the implementation of school-based invention in a rural South African context inform methodological considerations in educational research?”* was answered by combining the three secondary questions to identify individual and contextual enablers and constraints and how these influenced the implementation process of Inkhulumo.

The first secondary question is: *What are the individual factors that enable and constrain the implementation of a school-based intervention research in a rural context?* This question addresses the person characteristics from the bioecological model and the “who” in intervention implementation theory. This question also provides insight into the horizontal factors of the school implementation model and draws attention to what will influence the uptake and implementation of an intervention at an individual level.

The second secondary question looks at the contextual factors that influence the implementation process in terms of ability to change and the data analysis method applied is shown in Figure 3-20. This question addresses the “where” of implementation theory and focuses on the vertical factors that will support the implementation. The second question is: *What are the contextual factors that enable or constrain the implementation of a school-based intervention research in a rural context?*

The third secondary question is: *Which intervention factors enable or constrain the implementation of a school-based intervention research in a rural context?* It takes into consideration the intervention and provides guidance on what factors need to be considered during implementation. This question looks at the factors that influenced the uptake of the intervention and how this can improve the quality of the implementation process.

3.9 INTEGRATED MIXED METHODS QUALITY INDICATORS

3.9.1 Introduction

Irrespective of the methodological paradigm of a study, there are two overarching criteria that determine the quality of a study; design quality and interpretive rigour (Teddlie & Tashakkori, 2009). Design quality and interpretive rigour ensure confidence that the research question has been answered adequately and that the findings can be trusted (O’Cathain, 2010). The challenge to ensure quality in a mixed-methods design is greater because of the integration of the quantitative and qualitative results (Ivankova, 2014). Therefore, it is recommended that the quality indicators should address the whole design, as well as each stage of the design process (Johnson & Onwuegbuzie, 2004). The quality indicators are set out in the Quality Framework for Mixed Methods (Teddlie & Tashakkori, 2009). For the research applied to my study as I address the conceptualisation, design quality and interpretive rigour in Chapter 1 and the concepts are explained in more detail in the next section.

3.9.2 Quantitative criteria

The criteria that determine quality in quantitative research are validity, reliability and generalisability (O’Cathain, 2010). Only validity and reliability apply to the study. **Validity**, as a unitary construct, focused on the achievement of the intended purpose of the research (Maree & Pietersen, 2007; Maul, 2018). Validity is, therefore determined by the theoretical rationale and empirical evidence provided to support the “adequacy and appropriateness of interpretations and actions based” on the findings (Maul, 2018, p1774). I aimed to address the theoretical rationale through a comprehensive literature review of which the relevant topics were included in Chapter 2. As the purpose of the study was to provide a systemic approach to intervention implementation research, I used different data sources to assess the individual and contextual factors that may influence implementation. As for the consequence of my findings to inform intervention implementation practices in South Africa, I have tried to address this by putting forward an argument validating what I did in my study.

Reliability is determined by the replicability of the findings by other researchers and the consistency of results from the measuring instrument used (Maree & Pietersen, 2007). I tried to ensure the reliability of my analysis by creating marking templates and developed a framework for transforming my data (Appendix G). The tests were marked by two students

independently and then moderated. In addition, a table was created for the marking sequence of the students' comprehension tests based on a Latin square design. The Latin design was used to control variations by alternating the sequence by which the student exercises were marked.

3.9.3 Qualitative criteria

In deciding on the criteria for qualitative data, Lincoln and Guba (cited in Dellinger & Leech, 2007) offer trustworthiness as an alternative to the traditional concepts of reliability and validity. The four criteria to ensure the trustworthiness of qualitative data are credibility, transferability, dependability and confirmability.

3.9.3.1 Credibility

Credibility refers to the accuracy of the findings (Plano Clark & Ivankova, 2016). The strategies used to ensure the quality of the qualitative findings are member checking, peer debriefing, data triangulation, and prolonged engagement. The strategies that ensure credibility can also be used for dependability as they both address confidence in the results.

Member checking - Member checking is the systematic process of engaging with the participants to determine the accuracy of the findings (Morgan & Ravitch, 2018) and the adequacy of the analysis (Plano Clark & Ivankova, 2016). Throughout the research, I interacted with the participants, both informally and formally. Informal accounts were recorded in my fieldnotes (refer to Appendix B.1), and the formal communications are presented in verbatim transcribed interviews (refer to Appendices E, F, and G). During the interviews, I used reflections and probed for further explanations to ensure that I understood their responses (Nastasi & Schensul, 2005). In the interviews with the Grade 8 and 9 teachers and the HOD, I also took the opportunity to verify previous information. In addition, on the 19 March 2018, I member checked the information collected with the Grade 8 and 9 teachers up to date, which I documented in my fieldnotes. Together with my co-researchers, the main findings of our studies were presented at the Professional Development Workshop held on 28 July 2018. This provided the participants and other members of staff from the school to comment on the findings and to reflect on their perception of the implementation process which I recorded in the fieldnotes (Refer to Appendix B.1).

Peer debriefing - The strategy helps to confirm the interpretations of what occurred during observations and provided valuable insights to ensure rigour in the study. Peer

debriefing happened after each observation with the research supervisors and co-researchers. These sessions not only helped to verify the accuracy of the data I collected but to identify my personal prejudices and biases. In addition to these sessions, I had regularly had meetings with the supervisor between school visits to address any methodological issues in the data collection process. The expertise of the supervisor in different fields of education research was in developing during the analysis and interpretation of the data I collected. I documented the salient points of the debriefing sessions in the fieldnotes and reflective journal (refer to Appendix B).

Triangulation - I used theories, data and methodological triangulation methods to enhance the credibility of the study (Flick, 2009). My conceptual model and theoretical framework included different theories on SBIR. This strategy helped to validate the credibility of the study as it influenced the study process. Data triangulation incorporates different types of data from different sources for a comprehensive interpretation of the findings (Morgan & Ravitch, 2018). I triangulated the data obtained from the transcribed interviews (refer to Appendix E, F and G), classroom observation schedules (refer to Appendix A), document analysis findings (refer to Appendix D), fieldnotes and reflective journal (refer to Appendix B). In addition, I compared the data interview data across all the participants. The strategy I used to achieve methodological triangulation was by complementing the quantitative with the qualitative data, and through the transformation of the data (Refer to Appendix H).

Prolonged engagement - Prolonged engagement is a strategy for the researcher to develop an in-depth understanding of the phenomenon being studied (Creswell, 2014), confirming that the more time the researcher engages with the participants, the more credible the data will be. Prolonged engagement facilitates building trusting relationships, which will help to reduce observer bias, interviewer effect and social desirability (Cohen et al., 2011; Johnson & Christensen, 2012). The accuracy of the data collected increases when numerous opportunities for data collection are included in the study (Tashakkori & Teddlie, 2003). In Section 3.4.3, I outlined the intervention implementation process that covered more than two years. Between 2016 and 2018, I visited the school over 12 times. Some of the visits were only for a day, and some covered several days when training and feedback were included. Visiting the school so many times helped to give me a deeper understanding of the school context and

English instructional practices in the Senior Phase. It also helped to build rapport with not just the participants but also with some of the other staff members at the school.

3.9.3.2 Dependability

Dependability is similar to reliability in quantitative studies and centres on methodological rigour to promote confidence in the results. As a qualitative criterion for research quality, it focuses on methodological rigour and coherence towards generating research findings (Rule & John, 2011). Dependability, therefore, refers to the credibility of the results as addressed above and also includes the issue of confirmability in terms of product and process (Cohen et al., 2011). I used thick descriptions as a strategy to confirm product and created an audit trail to confirm the process that I followed in the study.

Thick Descriptions – According to Rule and John (2011), the role of thick descriptions is to establish the credibility of the phenomena being investigated through detailed descriptions of the participant’s reality. It also helps the reader to create a case to determine transferability and raises the quality of the study. Reporting on the qualitative data included rich accounts of the perceptions of the participants from the verbatim transcripts in Appendix E, F and G and experts from the fieldnotes (refer to Appendix B) to accurately situate the reader in the research.

Audit Trail - An audit trail is a complete record of the research process that can be used by other researchers to assess the quality of the study (Flick, 2009; Onwuengbuzie & Leech, 2007). In this way, key findings and assumptions can be traced back to the data and data sources to substantiate the claims made (Rule & John, 2011). The audit trail should also include a record of the methodological decisions made, thereby enhancing the rigour of the study (Bryman, 2016). Throughout the study, I used the fieldnotes and reflective journal (refer to Appendix B) to record the process. The other appendices evidence the data that was collected and the analysis methods I used for the reader to follow and assess.

3.9.3.3 Transferability

Transferability is the alternative criterion to generalisability in quantitative research, referring to the degree to which the findings of a study can be applied to similar settings, context, and people (Plano Clark & Ivankova, 2016). In qualitative research, Lincoln and Guba (1985) argue that it is not the role of the researcher to provide an index of transferability, but the readers and user of the research must determine transferability (Cohen et al., 2011). Thick descriptions, as

discussed above, enables the reader to make judgements about the possible transferability of findings (Bryman, 2016). In assessing the transferability of the findings, the reader should also be cognizant of other factors that can influence generality as they relate to methodological issues such as the setting, when the study took place and if the constructs being measured are specific to a certain group (Cohen et al., 2011). This requires a comprehensive description of the context in which the study took place so that the reader can determine if the findings can be transferred (Seale, 1999).

3.9.3.4 Confirmability

Confirmability refers to the objectivity of the data collected (Flick, 2009). As with transferability, it is not the role of the researcher to establish confirmability but that of the reader (Bryman, 2016). However, the researcher must provide the reader with sufficient information to ascertain confirmability. There are several strategies that the researcher can include to address this, some of which have already been discussed above namely; providing thick descriptions, member checking and creating an audit trail (Rule & John, 2011). In addition, the role of the researcher is to provide full disclosure of the research process by confirming their positionality, outlining the ethical considerations as well as the limitations of the study (Cohen et al., 2011; Rule & John, 2011). The paradigmatic choices that I made to guide the study, as reported in Section 3.2 determine the research position. In this section, I describe the study using a pragmatic meta-theoretical paradigm and a mixed-methods methodological paradigm. In Section 3.11, I explain the ethical considerations that guided the study, I briefly outlined the limitations of the study in Chapter 1 (refer to Section 1.9), and I discuss it in more detail in Chapter 5 (refer to Section 5.5).

3.9.4 Integrated criteria

The quality criteria in mixed methods should address the whole design (O’Cathain, 2010), where each step of the research process is validated (Johnson & Onwuegbuzie, 2004). The three strategies I used to ensure the quality of the mixed methods were design planning, inferential consistency and inferential quality.

3.9.4.1 Design Planning

This strategy addresses the conceptualisation of the study as a method of validating how the researcher situates the study, research question and the research based on the literature review

(Dellinger & Leech, 2007). The purpose of the study (refer to Section 1.4) as supported by the literature review in Chapter 2 calls for an integrated research method to understand the implementation process of SBIR better. School-based intervention has moved from only focusing on fidelity to including the implementation process and how individual and contextual factors must be considered to address “what works” for “whom”, “how” and “why” (Humphrey et al., 2016).

3.9.4.2 Inferential quality and inferential consistency

Inferential quality is a combination of design quality (methodological rigour) and interpretive rigour (authenticity of conclusions from the research) (Teddlie & Tashakkori, 2009). In meeting the criteria of methodological rigour, I followed the process set out in Chapter 3, Section 3.2.3 and Section 3.4, and selected an instrumental case study to answer the research questions. Although the secondary questions could have been used on their own, it would have been insufficient to explain the contextual differences (Schoonenboom, 2016)

Furthermore, methodological rigour is also determined by the participants selected, sample size and statistical methods used (Ivankova, 2014, 29). As the participants were purposively selected, they could potentially have influenced the quality of the study findings. To address this threat, I compared the findings with similar research in South Africa and used a relatively large sample. The sample size included 94 students, 2 teachers and the HOD.

The interpretive rigour of the study was addressed at each stage of the data analysis process. The descriptive analysis helps to identify patterns across the groups and grades (Burch & Heinrich, 2016). I included interviews from all the student-leaders who participated in the implementation process. The interview with the HOD provided broader contextual information. In the next section of this chapter, I conclude with the ethical considerations of the study.

3.10 ETHICAL CONSIDERATIONS

In this section, the ethical and moral undertakings applied during the different stages of the research process will be described. Ethics formed a critical part of the research process from the initial proposal stage to the reporting of the findings (Northway, cited in Flick, 2009). Each stage of the research process has specific ethical issues that extend beyond procedural ethics to

include how the “research purposes, contents, methods, reporting and outcomes abide by ethical principles and practices” (Cohen et al., 2011, p. 51).

The procedural process required that approval be obtained from The Pennsylvania University, and the Department of Basic Education, University of Pretoria. Ethics approval from Pennsylvania University had to be obtained by completing their CITI training before commencing the research so that I could have access to previous data and training on QT. Then permission from the Mpumalanga Department of Basic Education was obtained. On receiving permission from the Department of Basic Education and meeting the ethics criteria of the University of Pretoria, approval was given to research the rural school selected. The next step in the procedural process was to obtain informed consent from the participants, which included the research purpose and data collection methods.

Informed consent according to Diener and Crandall (as cited in Cohen et al., 2011) is the procedure in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions. These authors explain that the principle of informed consent protects and respects the participants right to self-determination by addressing four elements; namely competency, voluntarism, full information and comprehension (Cohen et al., 2011). **Competency** implies that the participants have the maturity and psychological wellness to make a correct decision based on the information given. Intellectually and psychologically, all the participants were competent enough to decide on participation.

Voluntarism ensures that the participants freely choose to participate or not participate in the research. In cases where the participant has given consent, they are allowed to withdraw this consent at any time during the research process. Although consent forms were signed at the beginning of the research, at each phase of the research, participants were reminded of their right to withdraw their consent at any time to prevent them from feeling coerced into participating (Dempster, Konza, Robson, Gaffney, Lock, & McKennarney, 2012). To ensure that participants did not feel coerced to volunteer (e.g. by a school principal) or be ostracised for not participating the opt-out forms were made available to students. Students who chose to opt-out were not physically excluded from their class as this would draw attention to them. Instead, their assessments and exercise books were excluded from the data analysis process.

The participants were provided *full information* in the consent forms with an explanation of the procedure and processes that were anticipated. Different letters of consent were prepared for the Department of Basic Education representative, School Governing Body (SGB), principal, parents/guardians, teachers, students and HOD (Appendix J). All the letters outlined the purpose of the research and the different procedures that were going to be used in the research. The Department of Education, SGB and principal gave consent to conduct the research at the school and to assess the students' vocabulary, comprehension and writing skills according to the Curriculum Assessment Policy (CAPS) guidelines. The principal met with parents/guardians to explain the purpose of the research and that by giving consent this allowed their children to take part in the research and to be audio and video recorded. In turn, the teachers and students also gave their permission to have their lessons audio and video-recorded during classroom observations. Permission to be interviewed and for the interviews to be audio-recorded was sought from the teachers, HOD and students. In addition, the principal, teachers and student-leaders agreed to make themselves available for collaboratory sessions to train and adapt the QT programme. The principal and teachers were informed that they would be given opportunities to verify findings. The participants were advised that confidentiality and anonymity would be ensured at all times. All the data collected was converted into an electronic format and submitted to my supervisor to be stored according to university policy for a minimum of fifteen years. The data will be used for this dissertation, conference presentations and publications.

Different letters of consent were prepared for the School Governing Body (SGB), principal, teachers, guardians, students and Departmental Representatives (Appendix G). All the letters outlined the purpose of the research and the different procedures that were going to be used in the research. The participants gave consent to assess the students' vocabulary, comprehension and writing skills according to the Curriculum Assessment Policy (CAPS) guidelines. The teachers, and students agreed to have the lessons video-recorded during classroom observations. The participants were informed that confidentiality and anonymity would be ensured at all times. The principal, teachers and student-leaders agreed to make themselves available for collaboratory sessions to train and adapt the QT programme. The principal and teachers were also informed that they would be given opportunities to verify findings.

The participants were also made aware of any potential risks and benefits expected. Although the participants would not be harmed physically during the research, participating in research by its nature can have an emotional impact on the participants. In interacting with the teachers, the researcher tried to put them at ease, emphasising that she was not assessing their skills and abilities but observing what was happening in the English lessons. During the observations, the researcher tried not to display any negative non-verbal communication to prevent the teachers or students from feeling judged. At feedback sessions with the participants, I focused on the positives and asked the teachers for their input to better understand their behaviours and actions in the classroom.

Comprehension refers to participants understanding the research process. The language used and the research details in the consent letters were pitched at different levels of complexity to facilitate understanding. Throughout the process, the school principal, HOD and teachers were encouraged to ask questions about any aspect of the research (Cohen et al., 2011). The letters also included contact information of the researcher and university representatives. To overcome language barriers, the principal arranged a meeting with the SGB and the guardians of the students to explain the research to them.

The ethical reporting and outcomes considerations of the research included basing the interpretation on the data obtained. The participants were given opportunities to verify the results throughout the research. During the analysis of the data, I tried to be aware of my prejudices and bias and how they could have influenced the research. Debriefing sessions and a reflective journal helped to understand my prejudices and biases better. After each field trip, a debriefing session was held with the supervisors. This was particularly useful to understand the context better and receive advice on how to deal with challenges.

When reporting on the findings, extra care was taken to ensure anonymity and confidentiality. All the participants were given pseudonyms to protect their anonymity (Rule & John, 2011). The descriptions of the schools were presented in such a manner that they could not be identified, thereby ensuring confidentiality (Elias & Theron, 2012). During the research, the data was stored on my personal computers, which was password protected. At the end of

the research, all data collected was stored at the University, and only authorised people will have access to it.

3.11 CONCLUSION

In this chapter, I discussed the choice of pragmatism as the meta-theoretical paradigm, which aligns with the purpose of the study and calls for a mixed methods methodology. An integrated methodology was selected after using a systematic process of considering the different dimensions of the designs and how these will influence the study. The choice of a multilevel research design allowed me to incorporate individual, group and contextual factors in assessing what enables and constrains intervention implementation. The selection of the data sources was explained and how these will be analysed in Chapters 4 and 5. The description of the analysis process showed how the data would be integrated by quantising the qualitative data and using thick descriptions to transform the quantitative data. The quality criteria of the study and the ethics guidelines that I adhered to conclude the chapter.

CHAPTER 4 - RESULTS

4.1 INTRODUCTION

In Chapter 3, I justified the choice of a pragmatic meta-theoretical approach and an integrated mixed methods methodology for the study. I outlined the data collection methods and the stages I followed to analyse the data. In this chapter I present the results of the data analysis to set the background of the methodological enablers and constraints of school-based intervention research (SBIR) to answer my research questions by describing the participants, context, intervention and relationship between these elements.

The chapter is divided into two broad sections. I start by presenting the quantitative data to describe the Grade 8 and 9 students. Then I present the qualitative and transformed data into three themes. The first two themes describe individual and collective readiness to implement an intervention. In the third theme, I present the implementation enablers and constraints within the classroom context.

4.2 QUANTITATIVE DATA ANALYSIS

4.2.1 Introduction

In this section, I present the quantitative data analysis of the class registers of the Grade 8 and 9 classes, the Coh-Metrix analysis of the four sets of comprehension text and the results of the students' comprehension tests. The calculations from the class registers are presented as frequency distributions by gender, age and attendance. I then discuss the frequency table of the Coh-Metrix text analysis of the comprehension texts from the observations on 5 May 2017, 15 August 2017, 22 August 2017 and 13 September 2017. The descriptive statistics of the comprehension results are presented first as a table which I then explain in more detail using a Box and Whisker diagram. The characteristics of the students in this section refer to demand and resources person characteristics in Bronfenbrenner's bio-ecological model. The results of the quantitative data will provide insight into the interactions in the mesosystem, which in-turn influences the intervention outcomes and the implementation process (Becker & Domitrovich, 2011).

4.2.2 Grade gender comparison

Figure 4-1 reflects the male/female comparison values that were calculated from the class registers (refer to Appendix H.1 and H.2) of each grade. In Grade 8 the number of males (25) to females (24) is almost equal while in the Grade 9 class, there were more females (27) than males (18).

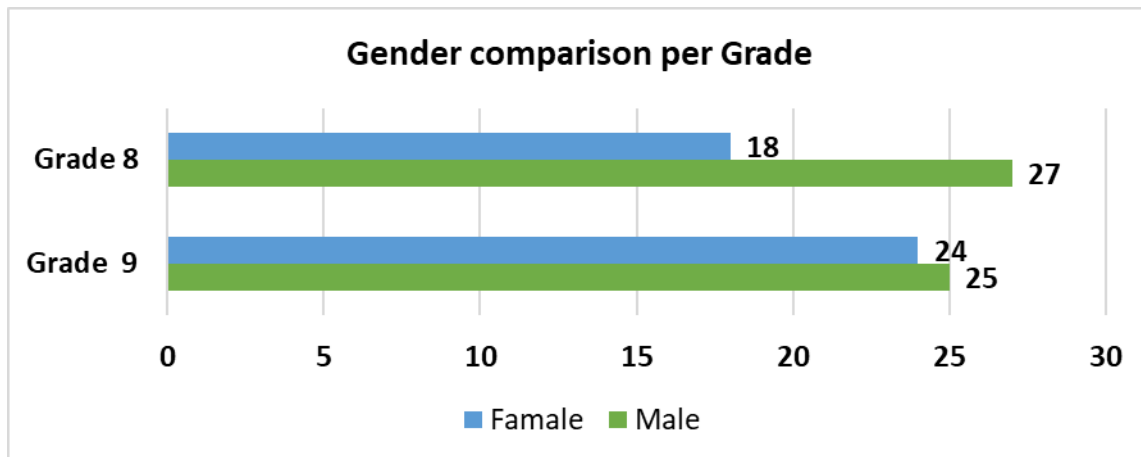


Figure 4-1. Gender statistics

4.2.3 Grade age grouping of students

The ages of the students were grouped into three bands across the two Grades according to their age as of 31 December 2017. The first and second band represent the usual age that students enter Grade 8 and Grade 9, respectively. The third band is the ages of students who should be in higher grades.

Table 4-1: Student gender and ages

| Ages | Grade 8 | | | Grade 9 | | |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Female | Male | Total | Female | Male | Total |
| 13yrs - 14yrs 11mths | 23 | 10 | 33 | 6 | 3 | 9 |
| 15yrs - 15yrs 11mths | 2 | 5 | 7 | 10 | 8 | 18 |
| 16yrs - 18yrs 11mths | 2 | 3 | 5 | 8 | 14 | 22 |
| Total | 27 | 18 | 45 | 24 | 25 | 49 |

The ages of the Grade 8 students presented in Table 4 1 show that the majority of the students are the correct age. In the Grade 9 class, there are more older students in the class who

are predominately male students. From the figures presented in Table 4.1 it can be seen that the youngest student in Grade 8 was thirteen, and in Grade 9 it was fourteen. In both grades, the oldest student was more than eighteen years old. Comparing the student gender and ages in the classes in Table 4.1 shows that there is double the number of male (8) to female (4) students older than 15 in Grade 8. In the Grade 9 class, there are six more male students older than 16. Furthermore, 89% of the Grade 8 class is at the appropriate age (40 of the 45 students) while in Grade 9 the number reduces to 55% (27 of the 49 students).

4.2.4 Grade age grouping and gender of student-leaders

The student-leader demographic information in Table 4.2 shows that they were all the right age for their grades. However, as student-leaders the age discrepancies in the grades may have contributed to why the student-leaders felt managing the groups was a challenge which is discussed in more detail in Section 4.4 where I discuss the integrated data.

Table 4-2: Student-leader demographic information

| Student-leaders Grade 8A | | | | | Student-leaders Grade 9B | | | | |
|--------------------------|---------|-----|--------|------|--------------------------|---------|-----|--------|------|
| Group | Code | Age | Female | Male | Group | Code | Age | Female | Male |
| 1 | 8A - 15 | 14 | X | - | 1 | 9B - 10 | 15 | X | - |
| 2 | 8A - 23 | 14 | - | X | 2 | 9B - 46 | 15 | X | - |
| 3 | 8A - 42 | 14 | - | X | 3 | 9B - 40 | 14 | X | - |
| 4 | 8A - 12 | 13 | X | - | 4 | 9B - 1 | 16 | - | X |
| 5 | 8A - 20 | 14 | - | X | 5 | 9B - 43 | 15 | - | X |
| 6 | 8A - 35 | 13 | X | - | 6 | 9B - 44 | 15 | - | X |
| | | | | | 7 | 9B - 19 | 15 | - | X |

4.2.5 Grade 8 and 9 students' attendance

The number of comprehension tests submitted after every observation was used to determine attendance during the observation time points. The attendance of the students in the Grade 8 class was higher than in the Grade 9 class as reflected in Figure 4 2. For the observations of the Grade 9 class only 60% (30 out of a total 49 students) attended all four sessions. The attendance of the participants will influence the implementation of the intervention as they may miss out on important training.

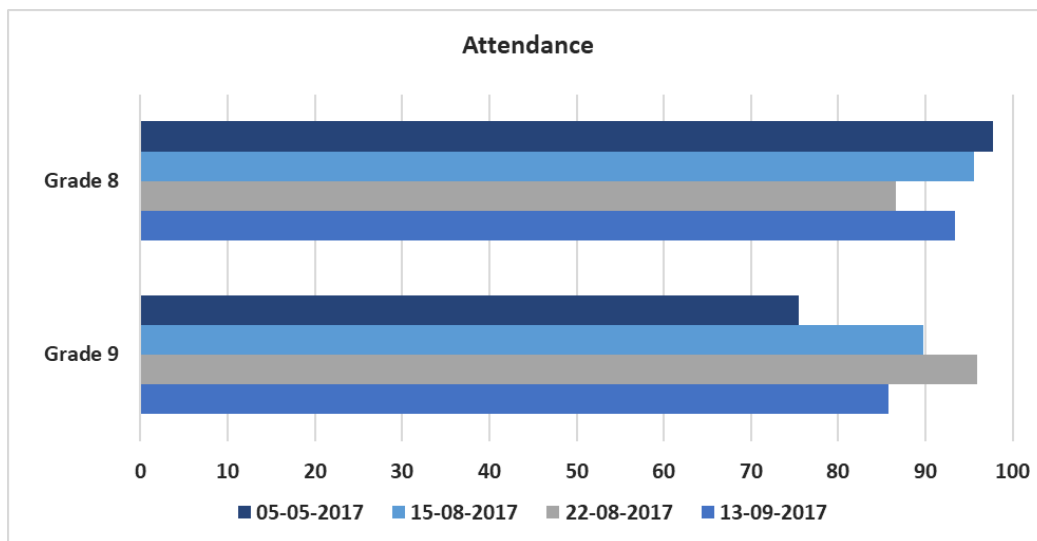


Figure 4-2. Student Attendance

4.2.6 Coh-Metrix analysis of the Grade 8 and Grade 9 comprehension texts

The linguistic characteristics of the Coh-Metrix analysis for the Grade 8 and Grade 9 comprehension stories with a brief summary of the text is presented in Table 4.3 and Table 4.4, respectively. The higher score indicates that this specific linguistic component makes it easier to understand the text. The Flesch Kincaid Grade Level (FK) was included to provide an indicator of the Grade level of the text. The results of the Coh-Metrix scores are in Appendix C, and the comprehension stories have been included in Appendix K.

Table 4-3: Grade 8: Coh-Metrix components

| Coh-metrix components | | | | | | |
|---|-------------|---------------|----------------------|----------------------|-------------------|----------------------------|
| Text | Narrativity | Deep Cohesion | Referential Cohesion | Syntactic Simplicity | Word Concreteness | Flesch Kincaid Grade Level |
| The Door | 78% | 100% | 96% | 52% | 73% | 2,7 |
| <i>Summary: A poem deals with change and being open to new opportunities.</i> | | | | | | |
| Rhino | 41% | 45% | 76% | 4% | 97% | 7,5 |
| <i>Summary: Newspaper article about rhino poaching.</i> | | | | | | |
| The Snare | 87% | 100% | 63% | 100% | 90% | 1 |
| <i>Summary: A poem about a man who hear an animal screaming and that it is a rabbit trap.</i> | | | | | | |
| Black Eagle | 83% | 62% | 89% | 30% | 59% | 3,8 |
| <i>Summary: Fictional story of the challenges of a deaf boy at school.</i> | | | | | | |

The Coh-Metrix analysis in Table 4-3 of the Grade 8 texts suggests that The Snare was the easiest text to understand, followed by The Door. The Rhino was the most difficult to understand, scoring the lowest on narrativity and deep cohesion. The Rhino story was written as a newspaper article and contained words that were unfamiliar to the students. While checking the marking, I noticed that the students found it difficult to explain how a syndicate works, and why it could be more successful than criminals working alone to kill Rhinos (refer to Section 4.2.2.3). In addition, the Rhino story scored very low on syntactic simplicity due to complex sentence structures. Complex texts may be challenging for less-skilled readers, making the text more difficult to understand, particularly if the readers are not reading in their home language.

Table 4-4: Grade 9: Coh-Metrix components

| Coh-metrix components | | | | | | |
|--|-------------|---------------|----------------------|----------------------|-------------------|----------------------------|
| Text | Narrativity | Deep Cohesion | Referential Cohesion | Syntactic Simplicity | Word Concreteness | Flesch Kincaid Grade Level |
| Seashore | 83% | 70% | 79% | 10% | 65% | 3,7 |
| <i>Summary: Fictional story of boy who goes to the beach without permission and then drowns.</i> | | | | | | |
| Chp 17 Mossie | 90% | 46% | 88% | 52% | 88% | 5,5 |
| <i>Summary: Fictional story of girl who feeds birds in the city.</i> | | | | | | |
| Fifteen | 80% | 92% | 37% | 15% | 98% | 1,2 |
| <i>Summary: Fictional story of girl who feeds birds in the city.</i> | | | | | | |
| Red Kite | 87% | 61% | 69% | 14% | 51% | 3,9 |
| <i>Summary: Poem about the being 15 and growing up too quickly.</i> | | | | | | |

The Coh-Metrix analysis of the Grade 9 comprehension story presented in Table 4-4 shows that Fifteen was the easiest story to understand and Mossie the most difficult based on the FK level. The Mossie story also scored the lowest on deep cohesion, indicating that it was the least explicit of the stories. Stories, where the connection between the text and the concept are less explicit, make the text difficult to understand, especially if the reader does not have the prior knowledge to make the text more comprehensible. Mossie (an Afrikaans word for sparrow) is a story about a girl who lives in a city and feeds the birds she has befriended on top

of a building where a restaurant is situated in her neighbourhood. The syntactic structure of the Seashore, Fifteen and the Red Kite was more complex, which can influence reading comprehension. Fifteen, a poem about the challenges of being a teenager scored the lowest on referential cohesion, indicating the text contained less overlap between words and concepts.

All the texts scored high on narrativity for both Grades (except for the Rhino story). High narrativity scores indicate that everyday language and words are used that readers are familiar with, which should then make it easier for students to understand. Except for Fifteen, all the texts scored high on referential cohesion and word concreteness. Referential cohesion indicates that there is a high degree of overlap or repetition in all the texts and few abstract concepts have been included to facilitate comprehension. A high score on word concreteness suggests that the text has fewer abstract concepts making it easier for students to create a mental picture of what they are reading. The low FK grade on most of the stories suggest the students in secondary school should be able to understand the text. An interesting observation made by the supervisor was that the Grade 9 stories were easier than the Grade 8 stories.

4.2.7 Grade 8 and 9 students comprehension results

The descriptive statistics from the comprehension test results (refer Table 4-5) indicate that very few students in the Grade 8 class achieved high scores across the four comprehension tests and all the test results were slightly skewed. The Door and The Snare are skewed to the extremely low scores towards the left, and the Black Eagle is skewed towards the higher scores to the right. Despite the low FK level and readability of three of the tests, the overall achievement across the four tests for the Grade 8 students indicates that less than half the class achieved above the 40% pass mark (DBE, 2011).

Table 4-5: Descriptive statistics for Grade 8 and 9 comprehension tests

| Descriptive statistics from comprehension results | | | | | | | | | | | |
|---|------------------|----|-----------|-----|----|----|----------|----------|-----|----|-----|
| | Text | n | \bar{x} | Med | Mo | SD | Kurtosis | Skewness | Min | Q3 | Max |
| Grade 8 | Door | 42 | 52 | 53 | 53 | 14 | 1,00 | -0,33 | 13 | 53 | 80 |
| | Rhino | 39 | 37 | 40 | 45 | 14 | 1,00 | -0,52 | 5 | 45 | 70 |
| | Snare | 43 | 38 | 40 | 40 | 11 | 1,00 | -0,75 | 7 | 47 | 60 |
| | Black Eagle | 44 | 32 | 30 | 15 | 17 | -0,29 | 0,57 | 5 | 40 | 75 |
| | Overall: Grade 8 | 45 | 40 | 39 | 30 | 11 | -0,17 | 0,12 | 19 | 47 | 65 |
| Grade 9 | Seashore | 42 | 70 | 73 | 77 | 17 | 1,09 | -1,24 | 19 | 81 | 92 |
| | Mossie | 47 | 64 | 63 | 49 | 14 | -0,33 | 0,47 | 43 | 71 | 94 |
| | Fifteen | 46 | 68 | 67 | 78 | 17 | 1,79 | -1,13 | 22 | 78 | 100 |
| | Red Kite | 38 | 39 | 38 | 38 | 20 | -0,88 | 0,37 | 6 | 50 | 75 |
| | Overall: Grade 9 | 49 | 61 | 64 | 70 | 13 | 1,37 | -1,21 | 22 | 70 | 79 |

The Grade 9 scores on the comprehension tests were higher than the Grade 8 class. Except for the Red Kite comprehension test, the student median ranged from 63% on the Mossie test to 73% on Seashore. The Seashore and Fifteen comprehension test results are skewed towards the extremely high scores on the right. There were more extreme low scores on the Mossie pulling the distribution to the left. The Grade 9 students scored the lowest on the Red Kite story with most of the student achieving less than 38% on the test. The overall score of the Grade 9 comprehension test indicates that most of the students achieved above the minimum 40% pass mark.

The Box and Whisker graphs from the descriptive statistics in Figure 4-3 and Figure 4-4 are visual presentations to show how the students performed in the comprehension tests. The Whiskers indicate the minimum and maximum scores achieved, and the Box indicates the scores achieved within the first to third quartiles with a red dashed line indicating the median score. Based on 40% as the pass mark for English FAL, the Grade 8 student median ranges from 30% on the Black Eagle to 53% on The Door. Although the Rhino was the most difficult text to read the median was 40%. One explanation for the 40% median on the Rhino is that the Grade 8 teacher spent extra time on the pre-reading activities which may have contributed to the students understanding the text better (Appendix B: Field notes, line 52).

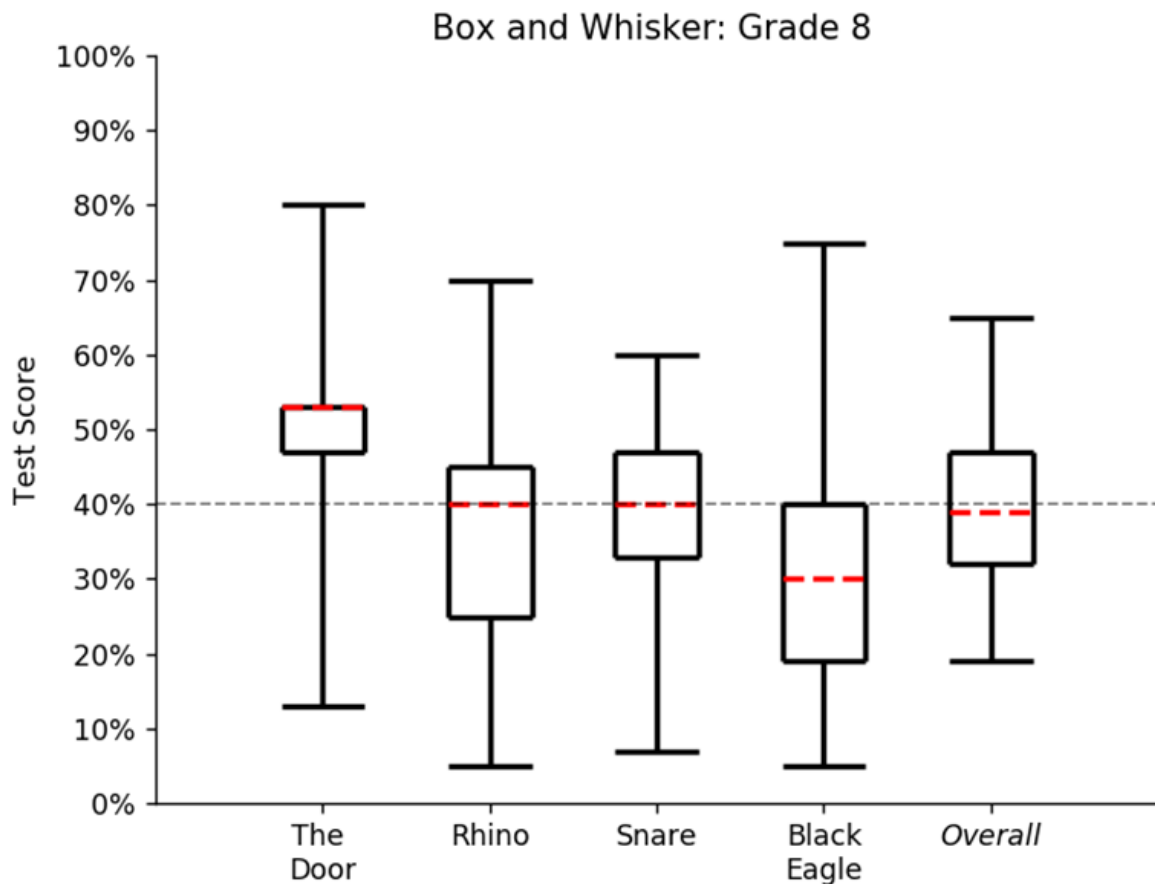


Figure 4-3. Grade 8 Box and Whisker

The Box and Whisker graphs of the Grade 9 students (Figure 4.4) show that the students scored above 60% on the median on all the assessments except on the Red Kite comprehension test. As the linguistics characteristics of the Grade 9 tests made them easier to understand, the high scores seem reasonable. However, what was not expected was the low scores on the Red Kite comprehension test, which is linguistically similar to the Seashore story. On the day of the Red Kite observation, only 38 out of 49 students attended the class.

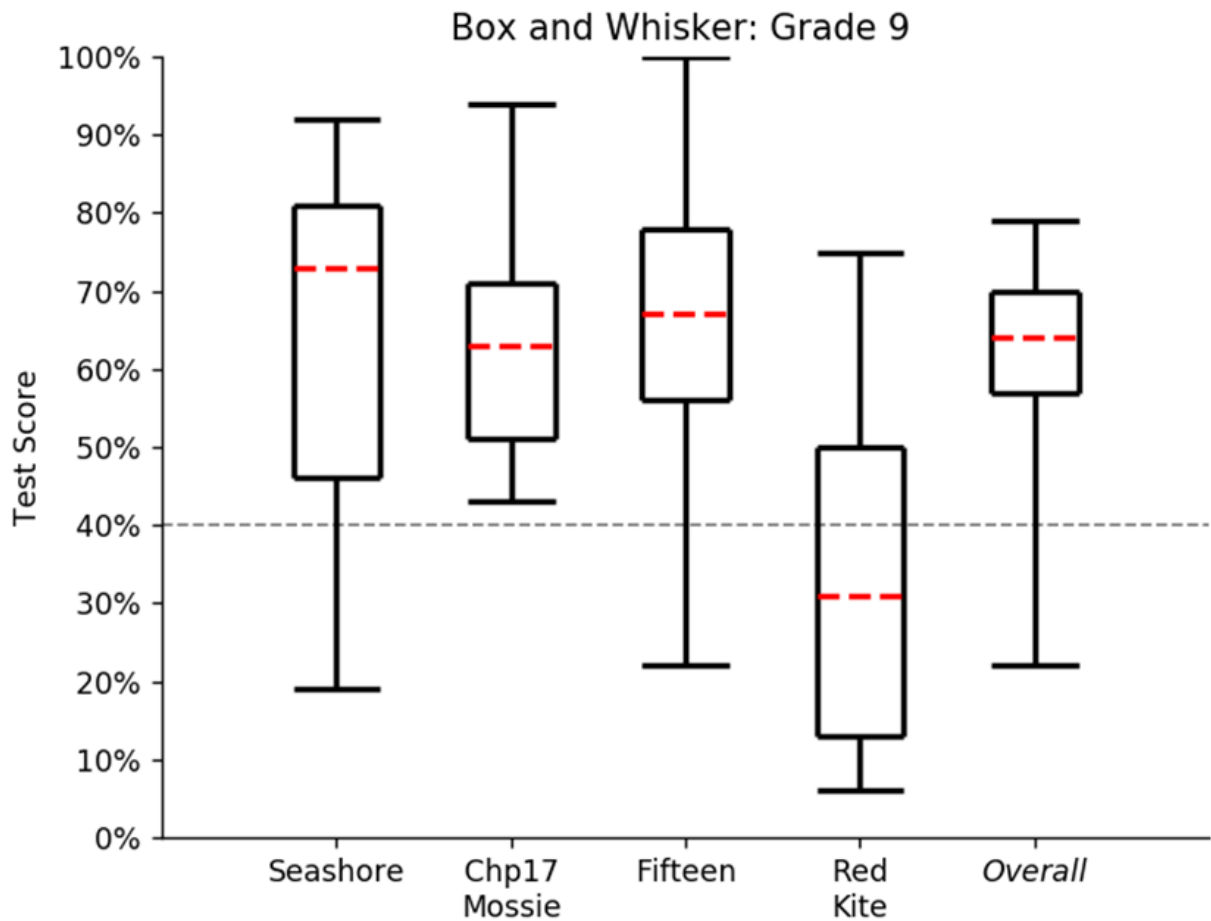


Figure 4-4. Grade 9 Box and Whisker

4.2.8 Summary

The interactions in the classroom will be influenced by the broad age range of the students and the gender demographics in the classroom. Although the Coh-Metrix scores indicate that the texts should be easier to understand the student performance in the Grade 8 class indicates that less than half the class would meet the minimum pass rate. Although the Grade 9 students as a group scored better on the comprehension tests, the similarity in some of their answers suggests that students individually may not have done as well. From the analysis of the Grade 8 answers to the comprehension questions, students found interpretive questions more difficult to answer. The description of the demand and resource characteristics provided contextual information of a rural school to situate the implementation process of Inkhulumo.

4.3 THEMATIC RESULTS

4.3.1 Introduction

The qualitative and transformed results drawn on data from face-to-face semi-structured interviews with the Grade 8 and 9 teachers and HOD (refer to Appendix E and F), field notes from the PRA sessions and observations as context of interaction (refer to Appendix 7.2), classroom observation (refer to Appendix A), sample descriptions, frequency code analysis from the Grade 8 and 9 student-leaders' face-to-face structured interviews (refer to Appendix H) as well as the comprehension test results of the Grade 8 students (refer to Appendix H).

In this section Theme 1 and 2 describe the individual and collective characteristics of the Grade 8 and 9 teachers and the school in terms of their motivation to change and their ability to change. Motivation as a force characteristic affects the direction and power of interactions in the mesosystem (Swart & Pettipher, 2016). Ability as a resource characteristic in Bronfenbrenner's model is determined by contextual factors (Tudge et al., 2009) and enables effective engagement during interactions (Bronfenbrenner, 1995). Motivation and resource characteristics were seen as independent of the intervention thereby providing insight on how the intervention may be adapted and the process managed to create an enabling environment (Albers & Pattuwage, 2017; Harvey & Kitson, 2015a). In Theme 3, I describe the classroom interactions as it represents the mesosystem that could enable or constrain the implementation of Inkhulumo. In this theme I focus on actual ability to implement SBIR by describing implementation enablers and constraints. Intervention implementation is influenced by the quality of interaction between teacher and students, and the perceived benefits and challenges of Inkhulumo as it addresses the identified need (Domitrovich et al., 2008; Proctor, Silmere, Raghavan, Hovmand, Aarons, Bunger, Griffey, & Hensley, 2011). In this way it differentiates enablers and constraints in the implementation process from the intervention (Weiner, 2009).

An understanding of the relationship between the pre-implementation context and the intervention will provide insight into how and why interventions can be implemented within a specific situation recognising that school environments are different (Nilsen, 2015). The distinction between intervention and the pre-implementation context is not only important because as it has an impact on fidelity and sustainability (Albers & Mildon, 2015), but also because it will assist the researcher in developing strategies that may influence the

organisational context thereby addressing potential barriers to the implementation process (Kitson & Harvey, 2015).

4.3.2 Theme 1: Pre-implementation Individual Enablers and Constraints

4.3.2.1 Introduction

In this theme, I describe the characteristics of the teachers as they represent the individual within the bioecological model that enable or constrain SBIR, namely motivation to change and the perceived ability to make the change. The subthemes include teacher change valence (motivation) to implement Inkhulumo and teacher change-efficacy (perceived ability) to implement Inkhulumo.

In Bronfenbrenner's bioecological model, the individual is placed at the centre of the model which (in this study) represents the Grade 8 and 9 teachers. The teacher is the primary person responsible for implementing an intervention into classroom practice. The role of the teacher in SBIR is seen as both the most common barrier and enabler to intervention implementation (Albers & Mildon, 2015).

Table 4-6: Theme 1: Individual enablers and constraints

| Theme 1 Pre-implementation enablers and constraints of school-based intervention research at the individual system for the Grade 8 and 9 teachers. | |
|---|--|
| Inclusion criteria | Exclusion criteria |
| Pre-implementation enablers and constraints at the individual system that are independent of the implementation process. | Implementation enablers and constraints at the individual system that are dependent on the implementation process. |
| 1.1 Subtheme - Teacher change valence to implement Inkhulumo | |
| 1.2 Subtheme - Teacher change-efficacy to implement Inkhulumo | |

Motivation influences the teachers' readiness or willingness to implement the intervention and ability is the professional competence of the teacher (Domitrovich et al., 2008; Han & Weiss, 2005). As presented in Table 4-6, the Grade 8 and 9 teachers' readiness to implement Inkhulumo is addressed in the first two subthemes by the teachers' willingness (*change valence*) to make the change and implement the intervention, and their perceived future ability (*change-efficacy*) of implementing the intervention (Weiner, 2009).

4.3.2.2 Subtheme 1.1 - Teacher change valence to implement Inkhulumo

Commitment to change is attributed to the perceived value of making the change individually and collectively (Weiner, 2009). While the individual commitment to change is important, the collective commitment must also be considered as this will help to sustain intervention implementation as it provides the teacher with the support needed to make the change (Domitrovich et al., 2010). As presented in Table 4-7, I included categories that refer specifically to motivation and excluded the perceived ability and professional competence of the teachers to implement Inkhulumo. The categories included describing teacher change valence are problem identification and value of the intervention.

Table 4-7: Subtheme 1.1: Teacher change valence

| 1.1 Subtheme - Teacher change valence to implement Inkhulumo | |
|--|--|
| Change commitment reflects the teacher's resolve to implement the intervention, which is determined by change valence or by how much the teacher and school staff members collectively value the change to commit to its implementation. | |
| Inclusion criteria | Exclusion criteria |
| Teacher willingness to make the change. | Teacher professional competence and perceived ability to implement the change. |
| 1.1.1 Category - Problem identification by the teachers and staff members at the school | |
| 1.1.2 Category - Value of implementing Inkhulumo by the teachers and staff members at the school | |

Category 1.1.1- Problem identification by the teachers and staff members at the school.

Although Weiner (2009) does not specifically discuss problem identification in his theory, I included it as a category because it is the first step in any intervention implementation process and forms part of assessing the pre-implementation context to determine the actual need and the appropriateness of the intervention in addressing the need (Harvey & Kitson, 2015a). Understanding the cause and the attribution of the perceived problem is an important determinant of the participants' drive to change behaviour and their perceived expectancy of success (Cook & Artino Jr, 2016). These authors explain further that for an intervention to be implemented the participant must perceive the cause of the problem as something personal, which can be changed and is within their control to change.

The English literacy skills of students in the school were identified as the perceived problem that needed to be addressed (refer to Table 4-8). The categories excluded in this

subtheme were objective student assessments and systemic risk factors to the English literacy development of students. The Grade 8 and Grade 9 students' comprehension assessment results as an indicator of English literacy were discussed in Section 4.3.6, and the systemic factors that influence student literacy were described in Section 2.3. I also excluded the perceived benefit of implementing Inkhulumo, which I discuss in Theme 3.

Table 4-8: Category - Problem identification by the teacher and school members

| 1.1.1 Category - Problem identification by the teachers and staff members at the school | |
|---|--|
| Inclusion criteria | Exclusion criteria |
| Identifying the nature of the need, individual and collective, to implement Inkhulumo. | Objective assessments on students to identify need and systemic environmental factors that influence literacy development in students. |

Collectively the teachers had identified the development of English proficiency in their students as a problem that had to be addressed.

T1: They try to speak in English, most of them. Although in some classes they group themselves in such a way that you will find that half of the class, half of the learners in that particular class they cannot write they cannot read and in that particular class you can see that those learners they are silence, they cannot say anything. Whether homework, no homework. Otherwise one will write the homework and give it to them. They copy. Even where they have copied you cannot read some of them. (Appendix E2: Structured Interview, Grade 8 teacher line 88)

The low English literacy skills in students would influence their understanding of content knowledge in other subjects across the curriculum, thus making it difficult for students to extract the correct information during assessments. In the PD workshop, the teachers in the group discussion confirmed the assessment challenges students faced.

R1: Students just do the basics questions to pass the tests and struggle with the questions that require long answers or essay type response. In addition, students struggled to elaborate on the facts because they don't how to think. (Appendix B: Field notes, Professional development workshop line 52)

In Table 4-9, I show how I analysed student results on the comprehension tests (refer to Appendix D) to indicate student literacy skills. By comparing student results on the comprehension tests, I identified which type of questions appeared to be easier or more difficult

for students to answer. In Table 4-9, there are four sets of comprehension analysis, one for each story (each story and the corresponding mark allocation for the questions have been included in Appendix K). The top row indicates the name of the story and the comprehension question numbers in the comprehension test. The second row provides the mark allocation for each question as set out in the textbook. The third row shows the maximum mark that the class could achieve based on the number of students writing the test. The actual total marks achieved by the class for each comprehension test question are presented in the fourth row. The fifth row presents the class percentage achieved for each question. In the next two rows, there is an example of the question on which the class scored the highest and the lowest.

Table 4-9: Analysis of comprehension answers

| The Door | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|
| Mark Allocation for question | 1 | 1 | 6 | 1 | 2 | 1 | 3 | | | | | |
| Max Marks possible by 42 students | 42 | 42 | 252 | 42 | 84 | 42 | 126 | | | | | |
| Total Marks achieved by 42 students | 41 | 10 | 175 | 21 | 24 | 8 | 50 | | | | | |
| Class % per question | 98 | 24 | 69 | 50 | 29 | 19 | 40 | | | | | |
| Q1 - What instruction does the poet repeat throughout the poem? | | | | | | | | | | | | |
| Q6 - Why do you think the poet says the darkness is ticking? | | | | | | | | | | | | |
| Rhino | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | | | | | |
| Mark Allocation for question | 3 | 2 | 3 | 1 | 2 | 4 | 5 | | | | | |
| Max Marks possible by 39 students | 117 | 78 | 117 | 39 | 78 | 156 | 195 | | | | | |
| Total Marks achieved by 39 students | 97 | 19 | 16 | 28 | 25 | 34 | 73 | | | | | |
| Class % per question | 83 | 24 | 14 | 72 | 32 | 22 | 37 | | | | | |
| Q1 - Match the words with the correct meaning. | | | | | | | | | | | | |
| Q3 - Explain how you think a crime syndicate works, and why it could be more successful than criminals alone? | | | | | | | | | | | | |
| The Snare Grade | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | | | |
| Mark Allocation for question | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | | | |
| Max Marks possible by 43 students | 43 | 86 | 43 | 43 | 86 | 86 | 86 | 86 | 86 | | | |
| Total Marks achieved by 43 students | 39 | 65 | 26 | 3 | 12 | 41 | 0 | 1 | 59 | | | |
| Class % per question | 91 | 76 | 60 | 7 | 14 | 48 | 0 | 1 | 69 | | | |
| Q1 - The man in the poem is looking for the rabbit. What word from the last line tells you this? | | | | | | | | | | | | |
| Q7 - There are regular rhymes in the poem. Work out the rhyme scheme. | | | | | | | | | | | | |
| Black Eagle | Q1a | Q1b | Q1c | Q1d | Q1e | Q1f | Q1g | Q1h | Q2a | Q2b | Q2c | Q2d |
| Mark Allocation for question | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 3 |
| Max Marks possible by 44 students | 44 | 44 | 44 | 88 | 44 | 44 | 44 | 88 | 132 | 88 | 88 | 132 |
| Total Marks achieved by 44 students | 20 | 42 | 13 | 22 | 9 | 8 | 5 | 8 | 50 | 21 | 44 | 40 |
| Class % per question | 45 | 95 | 30 | 25 | 20 | 18 | 11 | 9 | 38 | 24 | 50 | 30 |
| Q1b - Why did the boy not hear him? | | | | | | | | | | | | |
| Q1h - How did he feel when he realised that there was nobody behind him? | | | | | | | | | | | | |

I used the percentage value to indicate which questions the class found easier or which the class found more difficult to answer. Based on 40% as the pass mark (DBE, 2011), I

assumed marks lower than 40% on each question to indicate that the class found these questions to be more difficult to answer (highlighted in pink). I assumed a percentage value of above 40% to indicate that the class found these questions easier to answer (highlighted in blue).

It appeared that the class scored high on questions that could be answered directly from the text. Questions that required the class to provide interpretations attracted lower scores. For example, in the Black Eagle story, 95% of the class answered Question 1b (“Why did the boy not hear him?”) correctly. The answer comes from the text, which is about a deaf boy. Whereas, on Question 1h (“How did he feel when he realised that there was nobody behind him?”), which asks an interpretive question only 9% was achieved by the class. This confirms results in Subtheme 1, Category 1.1.1, where teachers identified that students struggle to give “long answers” to questions which require a more complex response.

At the PD workshop in July 2018, it was also mentioned that “student find it difficult to retrieve individually but as a group they get it right” (Appendix B: Field notes, line 52). While looking for examples of questions in which students scored the lowest and the highest marks, I became aware that several students in the Grade 9 class had answered many of the questions using the exact wording suggesting that they might have answered as a group rather than individually. For this reason, I have not included the Grade 9 answers in the above section. In the classroom, students are reluctant to speak English, which was not only a challenge for the teachers but also for the student-leaders, as expressed by the student-leader below.

L2: Eish, being a student-leader is difficult, you face many challenges in our members because some others can't talk, you need to convince them to talk and that is a hard job.
(Appendix E3: Semi-structured interview, Grade 9 teacher, line 290).

The teachers mentioned numerous reasons for students not participating in the classroom. The teachers expressed that for some students communicating in English was a challenge because they were shy or had limited language knowledge; other students feared being ridiculed by their classmates. This makes oral assessments problematic with some students missing school rather than having to talk in front of the class, a problem identified by the Grade 8 students and teachers and again at the PD workshop on 28 July 2018.

T2: Some it's because they shy. Some of them it's because maybe they don't understand what we are talking about on that day. Some of them are just like that. (Appendix E3: Semi-structured interview, Grade 9 teacher, line 331).

L23: Is that, I thought that they will laugh at me saying that the thing that am (Appendix F2: Structured interview, Student-leaders Grade 8 teacher, line 277).

R1 - Students get so scared that they will miss school rather than talk in the class (Appendix B: Field notes, Professional development, line 52).

The reasons provided for the poor English literacy skills of the students were seen as errors within the education system. The Grade 8 teacher attributed the inclusion policy of the Department of Basic Education as disadvantaging students, particularly as she did not have the knowledge to assist these students.

T1: Inclusive school in such a way that even those who are unable to read and write they are included there and when they go to our side here in Grade 8 we don't have those particular material that they use to teach them and everything. In other words we, we lack that particular knowledge to help them in such a way that after Grade 5 they are able to go and do maths skills development and everything so we are having a big challenge in such a way that some of them they cannot understand English, English in such a way that they understand only SiSwati. That is where we, we, we ask teachers to come and help them although the help is not that much because they cannot write some of them. (Appendix E2: Semi-structured interview, Grade 8 Teacher, line 54).

The situation is further complicated by the Admission Policy for Ordinary Public Schools (DBE, 2011) which stipulates that a student who fails any grade in a single phase for the second time, cannot be retained in that grade, and should be allowed to progress to the next grade.

T1: Now this problem with umm, the problem with not, not passing them on marks (Appendix E2: Semi-structured interview, Grade 8 Teacher, line 59).

The HOD felt that teachers did take their responsibility of educating students seriously:

*HOD: Because now you know sometimes to be honest sometimes you know when the are educators, sometimes, they forget that they're having this constitutional obligation which is to teach the learners to pass.
(Appendix E2: Semi-structured interview, HOD, line 37).*

However, despite all the reported challenges regarding student literacy skills, there was a consensus that teachers felt confident to address literacy development in students, especially in collaboration with the Inkhulumo team. The biology teacher in the PD workshop aptly described the role of the teachers.

*R1: Motivate students to learn and not withdraw and leave school. Get students to crave learning.
(Appendix B: Field notes, Professional development, line 52).*

Or as the teacher committed to after the PRA session on 18 July 2015 from the expert below:

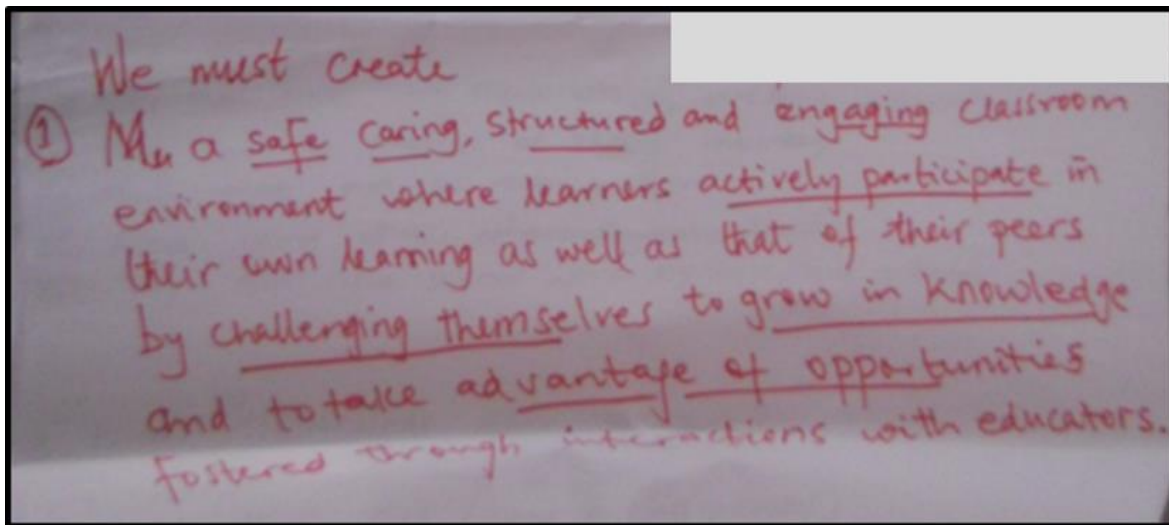


Figure 4-5. Excerpt from PRA session on 18 July 2015

Category 1.1.2 - Value of implementing Inkhulumo by the teachers and staff members at the school.

The participants assess the value of the intervention by the extent to which the intervention will achieve the desired outcome, making the required changes worthwhile for the participants (Durlak & DuPre, 2008; Kitson & Harvey, 2015). The participants' perceived value for

implementing an intervention can either facilitate or inhibit the implementation process (Domitrovich et al., 2008). Furthermore, when participants do not see the value of the intervention they may be more inclined to skip activities, even the core elements of the programme (Domitrovich et al., 2008). I used teacher perceptions of Inkhulumo to describe their perceived value of the intervention before the implementation process and excluded perceptions during and after the implementation process (refer to Table 4-10).

Table 4-10: Category - Value of implementing Inkhulumo

| 1.1.2 Category - Value of implementing Inkhulumo by the teachers and staff members at the school | |
|--|--|
| Inclusion criteria | Exclusion criteria |
| Teacher individual and the collective perceived benefit of implementing Inkhulumo. | Teacher and collective perceived value of Inkhulumo during the initial implementation phase. |

Data showed that the perceived value of the intervention was three-fold. Firstly, implementing a literacy intervention could directly influence the academic results of students at the school. Secondly, teachers hoped that Inkhulumo could facilitate change in the lives of the students when they left school. Thirdly, unrelated to the intervention itself, having representatives from a university at the school provided teachers with access to other resources such as career guidance.

The academic benefit of implementing Inkhulumo is presented in Figure 4-6 from the PRA session on 18 July 2015. In this figure, the picture on the left, drawn by a member of the research team, sets out how the intervention works. The second picture on the right indicates the teacher's views on how Inkhulumo could benefit students at the school. The students could be motivated and take ownership of their learning at school. Students could be encouraged to challenge themselves by thinking about what they read, thereby developing their interpretive authority of the text.

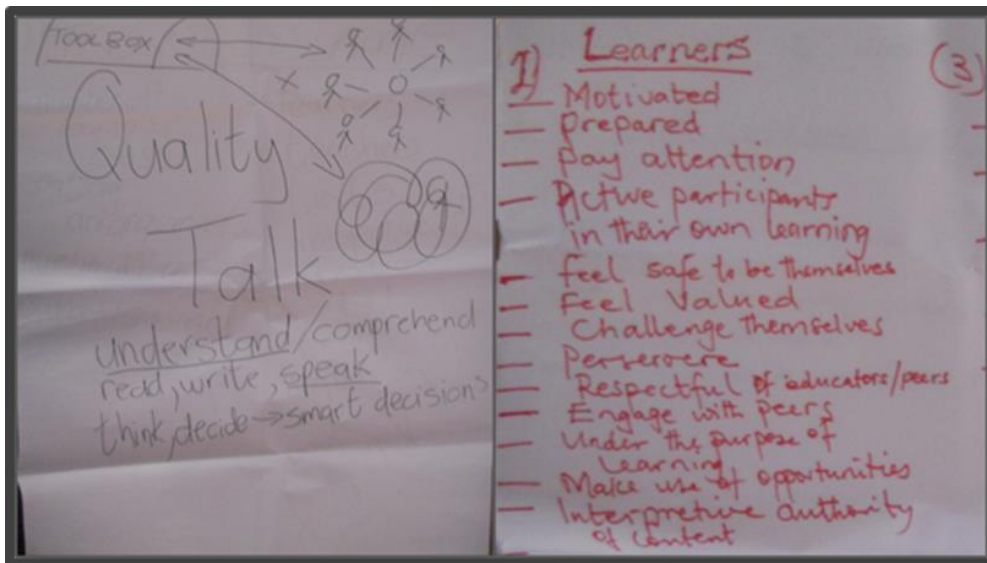


Figure 4-6. Benefits of implementing Inkhulumo from PRA session, 18 July 2015

Implementing Inkhulumo was seen as benefiting students to internalise learning and improve student assessment skills rather than just focusing on passing tests (by teaching students to become independent thinkers).

R1: Students just do the basics questions to pass the tests and struggle with the questions that require long answers or essay type response. In addition, students struggled to elaborate on the facts because they don't know how to think. (Appendix B: Field notes, Professional development, line 52).

The second perceived benefit, particularly for the Grade 8 teacher, was that she hoped Inkhulumo could facilitate some sort of change in the lives of her students that could provide them with better opportunities after school. As commented on in my fieldnotes after the PRA session:

R1: By students improving their marks they would have access to bursaries. Improving their communication skills in English could also help them to secure better work opportunities. (Appendix B: Field notes, line 1).

Having representatives of a university at the school meant that the teachers were able to access other types of information that would benefit the students. This included advice on dealing with students with learning disabilities and access to career guidance. The Grade 8 teacher had raised

career guidance at the PRA session on July 2015 and again in the meeting with the principal on 10 February 2016. After the first meeting with the principal during the debriefing session with my supervisors, we discussed the possible challenges of doing the study at the school. The challenge that I had to address was not to commit to things that were beyond the scope of the study which I included in the field notes.

R1: Perceived challenges from debriefing session. More teachers may be needed for the study. The data collection process of the learners' books and observations may be more problematic than anticipated. Very important was not to create unrealistic expectations e.g. the career day plus ensuring adherence to the curriculum. (Appendix B: Reflection, June 2016).

4.3.3 Subtheme 1.2 - Teacher change-efficacy to implement Inkhulumo

Change-efficacy is similar to self-efficacy but refers specifically to teachers' beliefs regarding their ability to implement an intervention (Han & Weiss, 2005). As such, it is a future-orientated belief about the competence the teacher perceives to have in a specific situation to achieve a certain outcome in their students (Tschannen-Moran & Hoy, 2001). Change-efficacy refers to the "can do" belief that the teacher has that motivates action (Cook & Artino Jr, 2016; Kitson & Harvey, 2015). Efficacy beliefs also influence teacher persistence and resilience in the face of setbacks (Tschannen-Moran & Hoy, 2001).

The categories included describing change-efficacy in the Grade 8 and 9 teachers were the professional characteristics of teachers, previous intervention experiences, and teacher task demands. The inclusion and exclusion criteria presented in Table 4-11 show that only factors that are linked to teacher perception to implement the intervention were included. The perceived professional competence of the teacher to implement the curriculum, the general instructional resources available, and day-to-day and year-to-year factors that influence instruction at the school were excluded. These factors are discussed in Subtheme 1.2.

Table 4-11: Subtheme 1.2: Teacher change-efficacy

| 1.2 Subtheme - Teacher change-efficacy | |
|--|---|
| Change-efficacy is the teacher's belief in the perceived ability to implement Inkhulumo. | |
| Inclusion criteria | Exclusion criteria |
| The perceived professional competence of the teacher to implement Inkhulumo, required resources for Inkhulumo and appropriate timing to implement Inkhulumo. | Professional competence of the teacher to implement the curriculum, instructional resources available, and the contextual implementation factors. |
| 1.2.1 Category - Teacher background, training, and experience | |
| 1.2.2 Category - Teachers previous experiences of intervention implementation | |
| 1.2.3 Category - Task demands of Inkhulumo | |

Category 1.2.1 - Teacher background, training and experience

Teacher professional characteristics influence the interactions in the classroom, which will, in turn, influence the intervention implementation process and intervention outcomes (Becker & Domitrovich, 2011). The biographical data of teachers provides both a sample description and data on teacher-based enablers or constraints for implementation of SBIR. In this category, as presented in Table 4-12, I include teacher background, professional qualification and relevant English (FAL) teaching experience in secondary school. I excluded instructional practices which I discuss in the subsequent categories in this subtheme.

Table 4-12: Category - Teacher background, training and experience

| 1.2.1 Category - Teacher background, training and experience | |
|---|--|
| Inclusion criteria | Exclusion criteria |
| Teachers' professional background, qualification, teaching experience in secondary school and in English (FAL). | Instructional practices applied in the classroom teaching English (FAL). |

The relationship between the professional characteristics of the teacher and intervention implementation in international literature is both limited and contradictory (Century & Cassata, 2016; Domitrovich et al., 2008). In South Africa, poor subject knowledge, limited professional skills, and extensive teaching experience have all been seen as barriers to intervention implementation (Nel et al., 2016; Tikly, 2011). In addition, the professional development training given to teachers is not always contextually applicable (Mukhopadhyay, 2015).

Therefore, assessing the professional characteristics of the teacher to facilitate SBIR will help the researcher to identify enablers and constraints that may need to be addressed during intervention implementation training.

Table 4-13: Senior Phase English FAL teachers

| Senior Phase English FAL teachers | | | |
|-----------------------------------|--|-----------------------|-----------------------|
| Characteristics | | Grade 8 English FAL | Grade 9 English FAL |
| Demand | Gender | Female | Female |
| | Race | African | African |
| Resource | Home language | Tsonga and Sepedi | Sepedi |
| | Proficiency in SiSwati | Limited | Fluent |
| | Teaching experience at school | Across all grades | Grade 9 and 10 |
| | No of years teaching experience | 22 | 7 |
| | No of years teaching at current school | 10 | 7 |
| | No of years teaching Senior Phase | 3 | 6 |
| | Teaching qualification | Higher Diploma (1994) | Higher Diploma (1999) |
| English as a teaching major | Yes | Yes | |

Table 4-13 shows that both the Grade 8 and 9 teachers were female. SiSwati was the home language of the students while the Grade 8 teacher was Tsonga and Sepedi, and the Grade 9 teacher Sepedi. The Grade 9 teacher was fluent in SiSwati, but the Grade 8 teacher was not proficient in SiSwati. All the English FAL Senior Phase teachers had more than seven years of FAL English teaching experience by the end of the study and were qualified in this subject.

Teacher competence in emerging economies must include the influence of capacity. While the results above confirm that teacher competence was not evident in the study, the results also confirmed research findings that teacher competence is influenced by capacity. The inclusive education and the non-fee charging schools pose challenges to current instructional practice (Sayed & Ahmed, 2013). The teacher-student ratios are much higher in non-fee charging schools (Sayed & Ahmed, 2013), resources are limited, and schools are inadequately equipped to provide quality education. In the study I found the student-teacher ratio to be on average 1:42 in Grade 8 and 1:47 in Grade 9 (refer to Section 4.6.1). Limited access to literacy resources meant that students did not have access to instructional resources to facilitate learning (refer to Subtheme 2.1, Category 2.1.3). In addition, the large number of students in a class

makes it difficult for teachers to monitor and assess the work of students (Le Fanu, 2013) and teachers lack the skills to provide quality education to meet the diverse needs of students (Le Fanu, 2013; Sayed & Ahmed, 2013).

Category 1.2.2 - Teacher previous experiences of intervention implementation.

Intervention experience refers to the subjective perceptions the participants may have about interventions (Domitrovich et al., 2008). Research evidence indicates that previous success in intervention implementing enhances teacher self-efficacy beliefs (Holzberger, Philipp, & Kunter, 2013). The criteria used in this subtheme, as presented in Table 4-14, focused on the historical experiences that the participants may have had of interventions and not their actual perceptions of Inkhulumo. Participants' prior beliefs and experiences will influence how they will interpret and make decisions about the intervention being implemented (Century & Cassata, 2016; Han & Weiss, 2005).'

Table 4-14: Category - Teachers previous experiences with intervention implementation

| 1.2.1 Category - Teachers previous experiences of intervention implementation | |
|--|--|
| Inclusion criteria | Exclusion criteria |
| Intervention experiences that may influence the implementation. | Perceptions of implementing Inkhulumo. |

The teachers and other staff members of the school had partnered with the University on the Supportive Teachers Assets and Resilience (Ferreira & Ebersöhn, 2012) and Flourishing Learning Youth (FLY) studies (Ebersöhn, forthcoming). The STAR partnership investigated teacher capabilities to promote resilience in schools with high rates of HIV and AIDS-related loss. The FLY project involved providing psycho-social support to students within remote high schools. Teacher participation in these partnerships meant that there was an established relationship with some of the members of the research team. During the PRA session in July 2015, the research team and the teachers revisited previous associations with the University of Pretoria, which are depicted in 4.7.

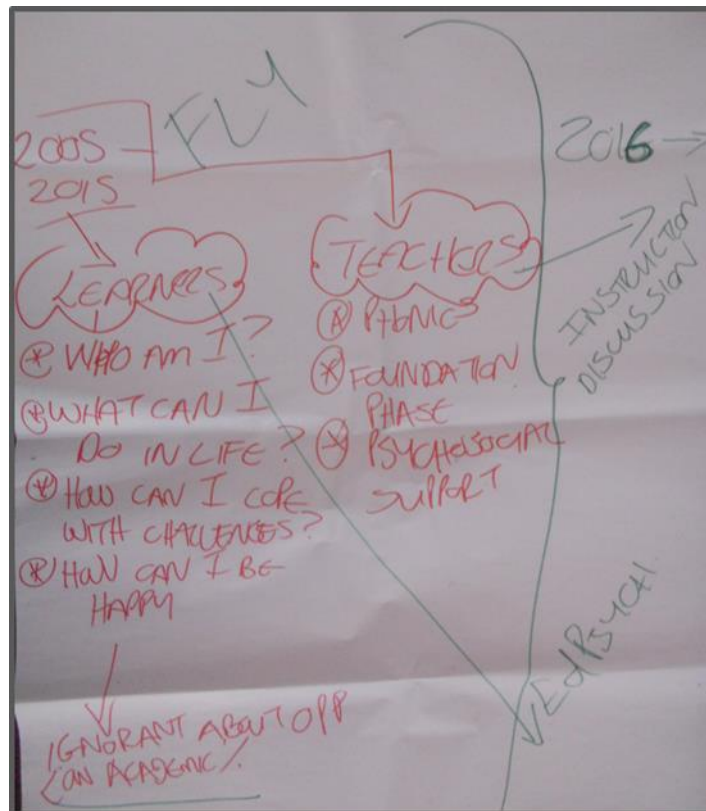


Figure 4-7. Previous interventions with the University of Pretoria from PRA session

After the PRA session, the research team was very positive about implementing Inkhulumo at the school.

RI: We were all impressed with the enthusiasm and commitment of the teachers to make a change in the lives of theirs. There will need to be some adaptations made and it may not be practical to cover all the questions and response types of QT (Appendix B: Field notes, line 4).

Category 1.2.3 - Task demands of implementing Inkhulumo

The implementation of an SBIR is influenced by the perceived requirements of the task and the participants' ability (Durlak & DuPre, 2008). Participants evaluate the practicalities of the implementation process by taking into account the complexity and structure of the intervention, as well as their current workload and how the intervention will fit into their daily routine (Domitrovich et al., 2008; Durlak & DuPre, 2008; Mitchell, 2011). Interventions that are perceived as highly structured (Mitchell, 2011), or very complex will not easily be adopted and implemented in practice (Aarons, Ehrhart, et al., 2016). I included only teacher perceptions of

the requirements and excluded instructional challenges not associated with Inkhulumo and teacher competence (refer to Table 4-15).

Table 4-15: Category - Task demands

| 1.2.2 Category - Task demands of implementing Inkhulumo | |
|---|--|
| Inclusion criteria | Exclusion criteria |
| Perception how the teachers perceived the requirements of implementing Inkhulumo. | Instructional challenges not linked to Inkhulumo and the teacher competence. |

The perceived specific task demands associated with implementing Inkhulumo were identified at the PRA session, on 18 July 2015, by comparing what was different and similar to implementing Inkhulumo in the South African context (refer to the first photo in Figure 4-8). The Grade 8 and 9 teachers then drew up a list of things that they would need to change in their current instructional practices to implement Inkhulumo (refer to the second photo in Figure 4-8). The changes were seen as doable and did not require that the teachers learn additional competencies. The things that the teachers needed to include in their lessons (as seen in Figure 4-8) were “come to class prepared”, “teach and ask questions”, accommodate all students and to get to know the students. The changes introduced would allow for more participatory practices during classroom instruction to improve student engagement which already formed part of the curriculum implementation process (DBE, 2011b).

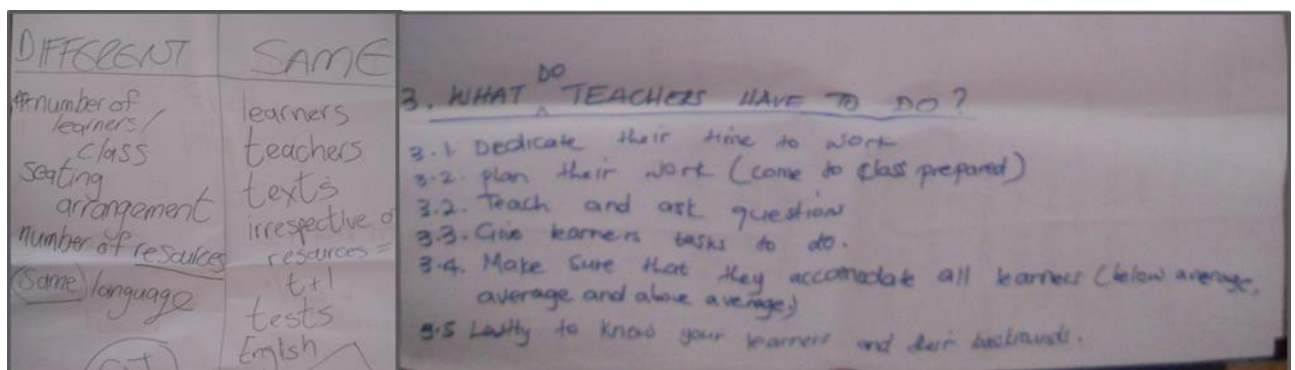


Figure 4-8. Task demands identified during PRA session

However, during the implementation process teachers’ confidence in their ability was not as strong as initially presented. The teachers took longer than expected to implement the

instructional changes and expressed their reservation as being “afraid, but we gradually adapting, bit by bit” (Appendix E2: Semi-structured interview, Grade 8 teacher, line1 71). The teachers did not seem to understand the research process and were also scared “*of being published in South Africa*” (Appendix E2: Semi-structured interview, Grade 8 teacher, line).

The implementation of Inkhulumo was becoming an excessive challenge undermining their competence. The teachers would not initiate any instructional changes on their own and the Grade 8 teacher “continually asked for assistance in developing a lesson plan” (Appendix B: Reflection, 14 August 2017). A lack of confidence in ability during the initial stages of intervention implementation is not uncommon and can be overcome with additional support, and when student achievement gains are observed (Tschannen-Moran & Johnson, 2011).

To summarise, results indicate that school-based intervention research is *enabled* at the *individual system* when teachers:

- individually and collectively as teachers identify the problem that can be addressed by implementing an intervention;
- individually and collectively as teachers see the value of implementing an intervention to address the identified problem;
- share a home language with students;
- are qualified in the subject and grade they teach;
- have relevant teaching experience;
- have prior positive experiences of SBIR intervention implementation; and
- initially perceive implementation task demands as doable and that the tasks can be included in their current instructional practices and workload.

School-based intervention research is *constrained at the individual system level* when teachers:

- do not share a home language with students; and
- during the initial implementation process do not see the task demands as doable and that the tasks can be included in their current instructional practices and workload.

4.3.4 Theme 2: School enablers and constraints

4.3.4.1 Introduction

In this theme, I report on the role of the school as it enables or constrains the implementation of SBIR. The subthemes of school receptiveness and school readiness are included in this

theme. The school represents both the exosystem and microsystem (Bronfenbrenner & Evans, 2000). As exosystem is where implementation takes place is nested amidst structural characteristics such as size, geographical location, student population, infrastructure, and so on (Lehman, Greener, & Simpson, 2002). The structural characteristics of the school were described in Chapter 3, Section 3.4.4, where I explained the initial implementation process of Inkhulumo.

The school, however, also forms part of the microsystem as it interacts as a collective unit with the teacher (Rosa & Tudge, 2013). In this role, the school interacts with the teacher as it supports a state of collective readiness (Humphrey et al., 2016; Weiner, 2009). Similar to teacher readiness, organisational readiness is the same construct but at a “collective level that refers to the organisational members’ shared resolve to implement a change and shared belief in their collective capability to do so” Weiner (2009, p. 1).

The commitment to implement change is influenced by the perceived need which may be driven by internal or external sources in the organisation and the perceived value of implementing an intervention by the staff members (Lehman et al., 2002; Shea et al., 2014). However, as Weiner (2009) points out, the identified need for change is not a guarantee that the school will implement an intervention. Therefore, the researcher also has to determine the readiness of the school to implement a specific intervention (Greenhalgh et al., 2004; Weiner, 2009). In this way, I use the qualitative results to report on school readiness as an enabler or constraint to receptiveness to change and how it creates an implementation climate to support the implementation of Inkhulumo.

In this theme, I describe the SBIR enablers and constraints associated with *school receptiveness* to change and *readiness* to implement Inkhulumo (refer to Table 4-16). The school and the closeness of fit of the intervention to organisational procedures will make it easier to incorporate the intervention into current practice (Durlak & DuPre, 2008). Categories included in this theme relate to the extent to which a school was perceived to be open to change (receptiveness) and how it supported the initial implementation process of Inkhulumo (readiness). Individual system indicators of readiness for change were excluded in this theme and were discussed in Theme 1.

Table 4-16: Theme 2: School enablers and constraints

| Theme 2 | |
|---|---|
| Enablers and constraints of school-based intervention research at the school system | |
| Inclusion criteria | Exclusion criteria |
| The extent to which a school is open to change and how the implementation of Inkhulumo was supported by the school. | Individual readiness to change and intervention implementation. |
| 2.1 Subtheme - School receptiveness to change | |
| 2.2 Subtheme - School readiness to implement Inkhulumo (Implementation climate) | |

4.3.4.2 Subtheme 2.1 - School receptiveness to change

School receptiveness to change refers to the openness of the school to implement change (Greenhalgh et al., 2004). The categories included in this subtheme presented in Table 4-17 describe the school's general state of affairs which are set out in their policies and procedures and are evident from its leadership practices, culture and available resources to implement change (Humphrey et al., 2016). I excluded categories that specifically influenced the implementation process of Inkhulumo as these will be discussed in Subtheme 2.2.

Table 4-17: Subtheme 2.1 - School receptiveness to change

| 2.1 Subtheme - School receptiveness to change | |
|---|---|
| A receptive context is the ability of the school to embrace new knowledge and initiates for change. | |
| Inclusion criteria | Exclusion criteria |
| Perceptions of the extent to which the school embraces change as a collective unit. | Perceptions of how the school can implement Inkhulumo |
| 2.1.1 Category - Leadership practice to supportive of change at the school | |
| 2.1.2 Category - Organisational culture of the school to manage the instructional programme | |
| 2.1.3 Category - Availability of tangible resources for English literacy instruction | |

Leadership has been shown to be crucial through the alignment of organisational policies and procedures to support SBIR (Domitrovich et al., 2008; Durlak & DuPre, 2008). The influence of organisational culture on the implementation process, as evidenced by Fixsen et al. (2005) show that the incompatibility of an intervention with organisational culture can significantly hinder the progress, especially during the initial implementation stage. The availability of organisational resources such as time, people and finance is an important consideration for the implementation process (Kitson & Harvey, 2015).

Category 2.2.1 - Leadership practice supportive of change at the school

Leadership practices that focus on school receptiveness are associated with building a shared vision that all the staff members are committed to and work towards (Albers & Pattuwage, 2017; Weiner, 2009). The vision should include leadership practices that are contextually sensitive aimed at improving the quality of the school context to positively influence their students' outcomes (Leithwood et al., 2008) thereby creating a learning-centred environment. In addition, leadership practices should be aligned with educational policies and initiatives which stress a need for developing the English language skills of students and their ability to think critically (DBE, 2014; Taylor, 2016).

Leithwood et al. (2008, p. 32) describe the influence of leadership on intervention implementation as being a “strong and positive influence of their staff members’ motivation, commitment and beliefs concerning the supportiveness of their working conditions”. Teachers who perceive their environment as supportive are more open to changing their instructional practices. The strategies through which leadership direct and lead their members are by setting the direction, developing people, refining and aligning the organisation and improving the teaching and learning programme (Day et al., 2011; Moral et al., 2018).

In this subtheme, I looked for evidence of school leadership commitment to change and included categories that described how the school leadership influenced the value and importance of developing literacy skills in the students, and what support they gave to teachers to change instructional practices in the school (refer to Table 4-18). I specifically included leadership practices supporting change as demonstrated by their commitment to training, knowledge sharing, and creating opportunities for collaboration. Leadership influence on how the instructional programme, in general, was managed was excluded in this category which is discussed separately under school culture in Subtheme 2.3.2

Table 4-18: Category - Perceived leadership practices to support English literacy in the Senior Phase

| 2.1.1 Category - Leadership practice supportive of change at the school | |
|---|---|
| Inclusion criteria | Exclusion criteria |
| Leadership practices supporting English literacy development in students through training, knowledge sharing and collaboration. | Leadership practices as an influence on how the instructional programme, in general, was managed. |

Leadership practices that focus on school receptiveness to change are associated with building a shared vision that all the staff members are committed to and work towards (Albers & Pattuwage, 2017; Weiner, 2009). Leadership practices associated with readiness for change create a learning environment that promotes the development of staff members and are directed towards sharing knowledge (Greenhalgh et al., 2004). In the school context, this requires the school leadership to have instructional knowledge of the current curriculum, instructional and assessment practices, based on the needs of students (Dyssegaard et al., 2017). As discussed in Section 3.8.3, in understanding the requirements of the students and the curriculum demands, leaders can guide teachers in their instructional practices and implement interventions to support the needs of their students (Moral et al., 2018). Through managing the teaching and learning programme, leadership creates productive working conditions for teachers by providing teaching support and monitoring effectiveness (Leithwood et al., 2008).

The school seemed open to change. To facilitate the implementation process, it was “agreed that we would leave tablet at the school for the Grade 8 teacher to record observations and take photos of the students’ exercise books for the next observation in August” (Appendix B: Field notes, line 468). However, a shared resolve to implement a change and a shared belief in their collective capability to do so was not always apparent. When we arrived at the school in August, the teacher had not used the tablet, and throughout the study, only one short lesson was recorded. Another example was that the curriculum changes were seen as frivolous and politically orientated rather than linked to improving student outcomes as presented in the quote below by the Grade 8 teacher.

T1: Ja. There are so so so many things. What I'm trying trying to say that teaching's not a problem, the problem is the the way the department structures things. Whenever everyone comes to office each and everyone comes with his or her own method of making things at the end and it takes us time to change every time. After 4 years, 5 years, after elections the person who come to office come with his own things. At the end as a teacher I have to adapt to that. I have to go to CAPS I have to go to NCS every day. That is our problem.

(Appendix E2: Semi-structured interview, Grade 8 teacher, line 120).

This suggests that instructional changes were not implemented in the classroom, keeping things to the “old way” as described by the Grade 8 teacher.

T1: Ja. We use the old way to say if ever you have the answer can you raise a hand, so learners raise their hands then you will pick to say this one that one. Although it is not a good idea because some of them they don't raise their hands and they have the answers and everything. Usually we ask learners to raise their hands.

(Appendix E1: Interview, Grade 8 teacher, row 24).

However, during the implementation process of Inkhulumo, the Grade 8 teacher commented that she could change the way she was doing things.

T1: What you do, to me you have developed me in such a way that I am a changed person now. I think a different way, not the way I used to.

(Appendix F4: Structured interview, Grade 8 teacher, line 932).

In addition, teachers did not see staff development to provide them with required competencies to implement new initiatives as the responsibility of the school, but rather that of the Department of Basic Education (DBE), or something that was initiated independently from the school. According to the Grade 8 teacher, the constrained budget of the DBE meant that teachers were not receiving the required professional development training needed to support curriculum changes or to keep up to date with current practices. According to the Grade 8 teacher, the training they did receive was irregular with long gaps in between and perceived by the teachers as inadequate as evidenced in the except below:

RI: And how often do they do it?

T1: Hai. After a long time. Usually the department does not support teachers in such a way that they have to, to, to make a fully, fledged training, no. They are complaining about budget and everything in such a way that they will only give you papers to say go and read go and read papers and everything. That is what they do

T1: If fact they did not see it as training: “No. No its not training. Training that you go after school for 30 minutes” and “they will only give you papers to say go and read, go, and read papers and everything”

(Appendix E2: Semi-structured interview, Grade 8 teacher, line 129-130 and 124).

Leadership practices associated with learning environments have been associated with opportunities created to share knowledge (Greenhalgh et al., 2004) and a collaborative leadership style through shared responsibility and accountability (Moral et al., 2018). Collaborative management that shared responsibility and accountability for developing English literacy in their students were not evident at the school, and the HOD explained that unlike other schools, they do not have a School Governing Board. Instead, they have a School Management Team that consists of the HODs, deputy principal and principal. Retrospectively he thought that it might be a good idea to also: “include the, the parent component in the SMT just by advising them what we are doing so that we can get support from them also” (Appendix G2: Semi-structured interview, HOD, line 698). “No mention was made of including student representatives, parents or the community to develop relationships and create a supportive learning environment” (Appendix B: Field notes, line 77).

Opportunities to share knowledge was not evident across the school. The organisational structure of the school created a divide between the Senior Phase and Further Education and Training (FET) grades, both physically and operationally. At the entrance of the school the Senior Phase buildings are on the left and the FET on the right, as shown in Figure 4-9. As can be seen in the photo the teachers in the Senior Phase parked their cars near the classes rather a few meters further in the covered parking area where the rest of the staff members park. They also used the toilets on their side rather than the ones in the administration building.



Figure 4-9. School buildings

Operationally the two sections also seemed to function separately, as reflected on by the HOD during his interview.

*HOD: The bands, GET and FET because now it seems as if we are having two schools
 The manner those, ... this educators are occupied during the
 Now they are writing control tests they are busy invigilating. The other side we are
 teaching we don't have so much time to interact with each other unless we are in a
 meeting all of us, you see.
 (Appendix G: Semi-structured interview, HOD, line 41 and 43).*

The Grade 8 teacher also commented that the support she received was from other teachers in the Senior Phase (Appendix B: Field notes, line 87) and not from the other staff members.

Category 2.1.2 - Organisational culture of the school to manage the instructional programme

The organisational culture of a school influences the way things are routinely done and reflects the norms, values, and shared expectations (Domitrovich et al., 2008). Schools with a high performing culture are not only open to new ways of doing things, making them more receptive to implementing interventions (van Geel, Visscher, & Teunis, 2017), but also focus on curriculum management (Moral et al., 2018). In this category, as presented in Table 4-19, I used the general management of the instructional programme to assess the culture of the school. Schools where teachers do not consider school leaders as being involved in the management of the instructional programme score low on intervention implementation (Moral et al., 2018). I included categories that reflect how English FAL instruction was managed in the Senior Phase of the school to describe how things are routinely done. In particular, I looked for examples of instructional leadership and the day-to-day management of the instructional programme. The data excluded in this category were descriptions referring to administrative leadership and organisational support.

Table 4-19: Category – Organisational culture at the school

| 2.1.2 Category - Organisational culture of the school to manage the instructional programme | |
|--|---|
| Inclusion criteria | Exclusion criteria |
| Categories that described the day to day instructional plan for English FAL and how instruction was generally managed in the Senior Phase at the school. | Categories referring to administrative leadership and organisational support. |

Managing the instructional programme links to the policies and procedures the school uses to cover the required curriculum (Moral et al., 2018). Without a plan to cover the curriculum and the day being structured for maximum instructional time, learning cannot take place (Hoadley et al., 2009). The results suggested that instructional leadership was not part of the culture and instruction planning was done by the teachers. When I asked the teachers how they decided on the lesson content, both teachers said that they followed what was in the textbook:

T1: Usually inside this particular textbook there are poems and stories that are here although in in in this one there are no stories. According to poems there are other poems. Those are additional poems. Some of them are straight here in the lesson (indistinct) today we are doing this according to the Caps document. (Appendix E2: Semi-structured interview, Grade 8 teacher, line18).

Although the Grade 8 teacher seemed to follow the weekly lesson plan in the teacher's manual, this was not the case with the Grade 9 teacher. In Table 4-20, the lessons presented by the Grade 9 teacher on the 15 and 22 of August 2018 should have come from term 3 and not term 1.

Table 4-20: Lesson plan from teacher manuals

| Lesson plan from teacher manual | | | | | |
|---------------------------------|------------------|-------|------|------|-------------------------|
| Observation date | Lesson presented | Grade | Term | Week | Theme |
| 05-May-18 | The Door | 8 | 2 | 1-2 | Hiking in South Africa |
| 05-May-18 | Seashore | 9 | 2 | 1-2 | The circle of life |
| 15-Aug-18 | Rhino | 8 | 3 | 3-4 | Look after wild animals |
| 15-Aug-18 | Chp 17 Mossie | 9 | 1 | 1-2 | In-between |
| 22 Aug 2018 | The Snare | 8 | 3 | 3-4 | Look after wild animals |
| 22 Aug 2018 | Fifteen | 9 | 1 | 3-4 | It's tough to be me |
| 13-Sep-18 | Black Eagle | 8 | 3 | 5-6 | What is your identity |
| 13-Sep-18 | Red Kite | 9 | 3 | 7-8 | Rain and more rain |

In addition, the Grade 8 teacher used the Platinum series to teach English (FAL), and the Grade 9 teacher used the Via Africa series. When I asked the teachers who decided on the teaching series the Grade 9 teacher explained that it was a joint decision with the HOD and subject teacher:

T2: Actually it's a the Department of it it's the teacher, it's the subject teacher and the Department of, of Languages in school. We decide. They give us samples, then you choose. We look at the books then we check, check which one maybe its good ah checking the, the topics and what its the contact then we decide to say lets take this one. It seems to be good. (Appendix E3: Semi-structured interview, Grade 9 teacher, line 294).

In terms of the day-to-day instruction time, my perceptions were that instruction time was not appropriately managed. Furthermore, the daily routines were not sufficiently planned to ensure optimal use of instructional time. In the lessons I observed:

R1: students would come in late and the pace of instruction was slow and repetitive. The transitioning from one activity to the next took particularly long, especially in the Grade 8 class, as the Teacher would not have the required resources ready for the students to start the next task. In both Grades the students were often left alone in the classroom especially when the writing activity started (Appendix A1: Fieldnotes, lines 19).

R1: Despite the teachers' confirming that they followed the instructional programme set out in the teacher manuals, throughout the observations the teachers were never able to confirm what lesson would be presented on the scheduled observation date. When we arrived at the school photocopies of the lesson had to still be made and the teachers still had to coordinate changes of the lesson times with the other teachers (Appendix A1: Fieldnotes, lines 8).

Besides observing how the teachers managed their day to day instructional plan, I was also able to observe how instruction was managed across the Senior Phase. I noticed that “students would be left on their own if a teacher was absent from school” (Appendix B: Field notes, line 17). The lack of teacher supervision and no instruction taking place in the classroom was very apparent during the teacher strikes. In June are included in this theme 2017 the teachers' union went on strike to protest against the DBE's budget cut and the freezing of 1200

administrative vacancies (Mthembu, 2017). The strike started a week before the June exams (refer to Figure 4-10) and some schools in the district were closed while in others the teachers only gave class till 10:00 when they left the school to join the strike.

R1: While the teachers were absent the school management did not make any alternative instructional arrangements and students who attended school stayed in their classrooms on their own. (Appendix A1: Fieldnotes, line 27).

Sadtu and Nehawu strike enters it's sixth week

The unions are protesting over the placing of a moratorium on the filling of vacant posts and the reduction of the budget.

June 18, 2017



Figure 4-10. Newspaper clipping of teacher strike

Category 2.1.3 - Availability of tangible resources for English literacy instruction

Tangible resources for English literacy instruction are physical resources such as access to books, libraries etc. In school contexts where infrastructural challenges exist, and resources are limited, additional adaptations to the intervention are required (Kitson & Harvey, 2015). The inclusion and exclusion criteria are presented in Table 4-21. Only physical resources for English literacy development were included in this category. Resources needed for implementing Inkhulumo, structural resources, time and support as forms of intangible resources were excluded.

Table 4-21: Category – Available resources for literacy instruction

| 2.1.3 Category - Availability of tangible resources for English literacy instruction | |
|---|---|
| Inclusion criteria | Exclusion criteria |
| Categories describing the availability of resources for instructional practices. | Structural resources, resources needed to implement Inkhulumo and intangible resources. |

From interviews with teachers, they expressed numerous challenges to support student learning in English. The school did not have a library, there were insufficient textbooks, and only a few students had dictionaries or books to read as described by the Grade 8 and 9 teachers.

T1: Generally, as for now here in our school we don't have a, a, a what can I say library, in such a way that I wouldn't say they take books, they only use their books that they, they, are having to read at home. (Appendix E2: Semi-structured interview, Grade 8 teacher, line 4).

T2: In in literature we don't have the prescribed books in Grade 9. We are using the textbook the prescribed textbook so all the literature its there in the book like short stories. The short stories are there. Poems, drama (indistinct). They are there in the in that prescribed textbook (Appendix E3: Semi-structured interview, Grade 9 teacher, line 274).

T2: We do have a lot of shortages of short of textbooks in our school. Uhh sometimes uhh our principal and our head of departments they go and borrow these textbooks from other schools. Sometimes in other subjects we do and in other we don't get them. We make copies. (Appendix E3: Semi-structured interview, Grade 9 teacher, line 282).

Without sufficient textbooks, student engagement in the classroom with the text is difficult, as discussed in Subtheme 1.3. The teachers then have to photocopy the relevant sections of the textbook for the lessons or students have to share whatever textbooks are available among themselves. When the photocopier is broken for several weeks running, English instruction becomes challenging as indicated by the Grade 8 teacher below.

T1: Eish. That is the problem. Why you have to read in your textbook. Sometimes you have to write on the board. You cannot write a story on the board. You have to read for them, then you write questions on the board.
(Appendix E2: Semi-structured interview, Grade 8 teacher, line 12).

To provide the students with access to different reading materials, the teachers rely on the support of their colleagues who bring newspapers and magazines to the school for the students to read.

T2: Even some we also have support from the other teachers. Those who buy these papers everyday. They bring the, the, the material the, the, the newspapers, uhh magazines. So we do have support from other teachers
(Appendix E3: Semi-structured interview, Grade 9 teacher, line 280).

4.3.4.3 Subtheme 2.2 - School readiness to implement Inkhulumo

Organisations with a positive implementation climate are not only more willing to implement interventions but also experience improved outcomes (Aarons & Sommerfeld, 2012). Based on Klein and Sorra's model, Weiner et al. (2011, p. 2) define implementation climate (also referred to as school readiness) as "a shared perception among intended users of an innovation, of the extent to which an organisation's implementation policies and practices encourage, cultivate, and reward innovation use". School readiness applies to a specific intervention being implemented and focuses on the people implementing the intervention. The inclusion criteria presented in Table 4-22 were perceptions of how the school supported the Grade 8 and 9 teachers during the initial implementation process of Inkhulumo. The three categories included in this subtheme as they describe the school's readiness to implement Inkhulumo were implementation support given to the teachers, situational factors and the compatibility of Inkhulumo within the school system. Descriptions of how the school supported general change initiatives were excluded as this was discussed in the previous subtheme.

Table 4-22: Subtheme 2.2 - School readiness to implement Inkhulumo

| 2.2 Subtheme - School readiness to implement Inkhulumo (Implementation climate) | |
|---|--|
| Implementation climate is the perception of how the Grade 8 and 9 teachers felt supported to implement Inkhulumo. | |
| Inclusion criteria | Exclusion criteria |
| Shared perception of the implementation of Inkhulumo and how the Grade 8 and 9 teachers are supported by the school to implement Inkhulumo. | Receptiveness of the school as they support change initiative. |
| 2.2.1 Category - Support given to the Grade 8 and 9 teachers to facilitate the implementation by the school | |
| 2.2.2 Category - Situational factors that may influence the timing of implementing Inkhulumo | |
| 2.2.3 Category - Compatibility of Inkhulumo with existing teaching practices, culture and values in the school | |

Category 2.2.1 - Support given to the Grade 8 and 9 teachers to facilitate the implementation by the school

Leithwood et al. (2008, p. 32) describe the influence of leadership and intervention implementation as being a “strong and positive influence of their staff members’ motivation, commitment and beliefs concerning the supportiveness of their working conditions”. This statement is supported by research on SBIR showing that implementation is influenced by how active and supportive leadership is during the process (van Geel et al., 2017; Zimmerman, 2018). As presented in Table 4-23, the categories I used to assess supportive leadership were based on leadership practices that ensured opportunities to develop intervention competence, provided academic coaching and kept the Grade 8 and Grade 9 teacher accountable to implement Inkhulumo. I excluded categories that referred to the professional development of the Grade 8 and 9 teachers.

Table 4-23: Support given to the Grade 8 and 9 teachers to facilitate the implementation Inkhulumo

| 2.2.1 Category - Support given to the Grade 8 and 9 teachers to facilitate the implementation of Inkhulumo | |
|---|---|
| Ensuring opportunities to develop intervention competence, providing academic coaching and keeping the Grade 8 and Grade 9 teacher accountable to facilitate the implementation process of Inkhulumo. | Teacher development for professional competence and general performance measures. |

Supportive leadership practices are demonstrated by the time and resources made available to develop teacher intervention competence as well as providing teachers with academic coaching and mentoring (Leithwood et al., 2008; Moral et al., 2018). The school should have policies and procedures in place that evaluate the intervention and the implementation process (Duda & Wilson, 2015). Supportive leadership practices towards the Grade 8 and 9 teachers were not evident in the data collected.

Training was allowed at the school but despite committing to attending the training sessions “there was a marked absence of the acting principal and the HOD at all the training sessions” (Appendix F1: Fieldnotes - 3 March, 2017, 14 August 2017 and 13 September 2017). The HOD did, however, attend the PD training with the other school teachers on 28 July 2018. Without training on Inkhulumo, the vice principal and HOD were not able to provide the Grade 8 and 9 teachers with any academic coaching or mentoring.

Leadership support was also not evident during the initial implementation process of Inkhulumo.

RI: Instruction time changes for observations were left to the teachers and seemed to happen only on the day that we arrived at the school. When the vice principal and HOD were at the school during observation days we were welcomed but never asked for feedback or information on the progress of the implementation process (Appendix F1: Fieldnotes, Line 44).

The evaluation of Inkhulumo was implicit, which made it difficult to determine if the implementation process was having any impact on student performance as there were no formal student or teacher assessments. Overall, the perceptions of the teachers, students and HOD were that student engagement increased during English lessons and in other subjects. However, there was no quantitative data to confirm this. In the HOD interview, he commented that:

HOD: observations is that it was quite interesting for both the educators and the learners because I see more improvement especially in the grade 8 learners because I used to see them daily, the participation, to be active, they're confident when they came, they first came from primary school there was no such there was no such. (Appendix E.3: Interview, HOD, line 8).

Similarly, the students indicated behaviour changes in the classroom with increased interactions and more learning taking place as reflected by the student-leader L40 in the response below.

L40: Quality Talk class people are more active and they are always speaking up a when they are speaking to teachers they are disciplined even in class you can see them now they have changed they are not like the first time they were not in Quality Talk class.”
(Appendix E.7: Interview, L40, line 271).

In addition to not having a formal method to evaluate the effectiveness of Inkhulumo, there was no procedure to measure how well the teachers implemented Inkhulumo. Despite dates being confirmed for observations and feedback sessions, these were not kept by the teachers. This made me feel that the teachers were not being held accountable for the implementation process, as demonstrated by the comments below in my field notes.

R1: Classes are ending early today for a farewell for a teacher, so we had to leave without giving the teachers feedback
(Appendix B: Reflections, August 2017).
As I suspected last time the teachers have gone on strike. No observations done today and had to drive straight back to Pretoria.
(Appendix B: Field notes, line 21).
There were lots of interruptions during the lesson, with students coming in late and other students being call out. The teacher left the classroom often to talk on her cell phone so we had to take over the QT lesson.
(Appendix B: Field notes, line 41).
We were only informed today that the Grade 9 teacher would be at a speech festival so R2 is going present the agreed to QT lesson to the students.
(Appendix B: Reflections, August 2017).

This perceived lack of accountability meant that feedback on the intervention process and opportunities for collaboration changes to the intervention for improved outcomes (Albers & Mildon, 2015) were lost. Furthermore, the teachers also did not receive any formal recognition by the school for participating in the intervention. Instead, this role was shifted to the research team and in the PD session on 28 July 2018, the teachers were acknowledged for taking part in the implementation process.

Category 2.2.2 - Situational factors that may influence the timing of implementing Inkhulumo

Situational factors were considered to be the day-to-day events that influence the running of a school and as it influenced timeliness of implementing Inkhulumo. Irrespective of how good an intervention is, it should be implemented when the teacher is ready, has sufficient time to implement the change and when the internal political environment supports the implementation (Weiner, 2009). For this category, I included indicators of the day-to-day operational factors of the school that influenced the implementation of Inkhulumo (refer to Table 4-24). I excluded historical time influences on the implementation process, which I discussed in Section 2.3 when I presented an overview of the South African education system.

Table 4-24: Category - Situational factors influencing the timing of implementing Inkhulumo

| 1.2.3 Category - Situational factors that may influence the timing of implementing Inkhulumo | |
|---|-----------------------------|
| Inclusion criteria | Exclusion criteria |
| Timing factors that may influence the implementation of Inkhulumo at the school that influence the day-to- day running of the school. | Historical time influences. |

In resource-constrained environments, extra time is needed for change to occur to build trusting relationships and for the teachers to understand and implement the intervention (Ebersöhn, 2015; Murphy, 2015). The implementation of QT_{PSU} requires a minimum of 10 weeks (Murphy & Firetto, 2018) for change in student performance to be observed. It was against this background that it was agreed the study would cover a three-year period consisting of three phases during which a trial adaption of Inkhulumo would be implemented. In Table 4-25, an outline of the plan is presented from the consent form agreed to and signed by the principal in February 2016.

Table 4-25: Outline of initial study programme

| |
|--|
| <p>PHASE 1: March 2016 – May 2016</p> <p>Understand how English literature is being taught without QT & First changes to QT Visit the school to understand the English literature classroom discussions (once a month for two schooldays, total of 6 school days over three months)</p> |
| <p>PHASE 2: March 2017 – October 2017</p> <p>Pilot/Trial of adapted Quality Talk for South Africa The second phase will consist of implementing a pilot/trial of QT for South Africa over eight months. In this phase the educators implementing QT will be observed during the English literature lessons of the participating classes. (once a month for two schooldays, total of 16 school days over eight months)</p> |
| <p>PHASE 3: Train other educators on QT</p> <p>Dates and process to be confirmed</p> |

As discussed in Section 3.4.3, the reduced programme would be implemented over eight months. This would provide the teachers with extra time to understand and implement the intervention. While this was agreed to in principle, the situational factors in the school meant that the implementation programme had to be adjusted several times.

As illustrated below, staff changes, teacher union action and administration challenges were identified as situational factors that negatively influenced (constrained) the implementation of Inkhulumo at the individual system in Bronfenbrenner’s model. In 2016, the Grade 9 teacher was moved to the Grade 10 class and did not want to be included in the study, while the new Grade 9 teacher also did not want to partner in the study. After the first meeting at the school, I was concerned that I would not be able to do the study at the school.

*RI: My feelings after the meeting was that the research is in jeopardy. With only one teacher there will not be enough data. There are numerous challenges that we needed to overcome that are not part of the implementation e.g. school politics, understanding the dynamics within the school, not creating expectations that cannot be met.
(Appendix B: Reflection, Feb 2016).*

Then in 2017 the principal resigned, and I became concerned about the vice principal’s commitment to the intervention.

*R1: With the resignation of the principal the relationship between the school and research team has changed. My personal perceptions are that the commitment to the implementation process has reduced. The vice principal does not get involved and his absence at the school and training sessions confirms to me his lack of support to the implementation process.
(Appendix B: Reflection, March 2017).*

Then in June 2016, teacher union action (a strike) started and I had to report “no observations done, drove all the way and come straight back to Pretoria” (Appendix B: Field notes, line 24).

In addition, a lack of administrator support posed numerous challenges in the study. Administrative support during an intervention assists with the planning and increases accountability for quality implementation (Domitrovich et al., 2008). Despite the teachers, HOD and principal agreeing to dates for the school visits these were not always adhered to. This was a challenge for implementation:

*R2: The major challenge we have now is that the teachers have stated that our classroom observations can only start after the Easter holidays. They are currently getting ready for tests/examinations. But they did say thereafter, we are free to observe every week from mid-April till end of May; and in June we'll see what can be done because then again they have to prepare for exams.
(Appendix B: Reflections, April 2017).*

The importance of having a schedule to confirm school visits in advance was identified by the HOD as recommended for future interventions.

*HOD: But the problem now is it is the manner that we are working, we are working as if we are working on chances when we have opportunities. We don't have a schedule if we have the schedule it is a programme of some kind I think it can be easily monitored that's where you can come out you can observe mistakes, you can observe what we term success and all this and you can also observe challenges
(Appendix E3: Semi-structured interview, HOD, line 95).*

However, he also suggested that the schedule should be flexible.

*HOD: Because this will guide us it's not the final, one, two, three..
(Appendix E3: Semi-structured interview, Grade 9 teacher, line 103).*

Category 2.2.2 - Compatibility of Inkhulumo with existing teaching practices, culture and values in the school

The compatibility of an intervention refers to the degree of fit with existing practice and values (Harvey & Kitson, 2015). Research findings confirm that the more compatible an intervention is to the organisational culture, the more readily it will be adopted (Durlak & DuPre, 2008; Greenhalgh et al., 2004). In this category (refer to Table 4-26) I compared the curriculum instructional requirements and the current instructional practices used by the Grade 8 and 9 teachers to specifically engage with comprehension text during the observed lessons with Inkhulumo. I excluded literacy instructional practices, which I discussed in Subtheme 1.3.

One of the principles on which the curriculum is based, encourages an active and critical approach to learning (DBE, 2011b). This principle aligns well with components of the QT_{PSU} model to enable the teacher to implement quality discussions “about, around and with text and content” (Croninger et al., 2018, p. 16). In addition, social cognitive theory is the foundations on which the curriculum and the QT_{PSU} model are based for talk to be a “tool for thinking and co-thinking” (Murphy & Firetto, 2018).

Table 4-26: Category 2.2.2 - Compatibility of Inkhulumo with existing teaching practices, culture and values in the school

| 2.2.2 Category - Compatibility of Inkhulumo with existing teaching practices, culture and values in the school | |
|---|---|
| Perceptions of the closeness of fit or compatibility of the intervention to instructional practices and values of the school. | |
| Inclusion criteria | Exclusion criteria |
| The alignment of Inkhulumo with curriculum requirements and the instructional practices used to discuss the text comprehension text during the lessons. | Literacy instructional practices observed during the lessons. |

As discussed in Chapter 3, Section 3.4.3, the four components of QT_{PSU} are the instructional frame, discourse elements, teacher modelling and scaffolding and pedagogical principles. Instructional frame refers to the interaction between the teacher and students during the discussion which is characterised by an open-participation pattern of turn-taking where the student assumes interpretive authority of the text (Murphy & Firetto, 2018). During the

interviews with the teachers, they confirmed the observation data that discussions were teacher-directed as can be seen from the teacher responses below.

T1: Ja. We use the old way to say if ever you have the answer can you raise a hand, so learners raise their hands then you will pick to say this one that one. Although it is not a good idea because some of them they don't raise their hands and they have the answers and everything. Usually we ask learners to raise their hands

R1: And if they don't raise their hands and they have the answers, what do you do?

T1: Usually I end up saying what about you? What can you say? You end up maybe picking everyone. At the end, if ever all of them don't raise their hands, I usually start from the first group to say, first line, what about you, what about you? So they will start talking something.

(Appendix

E2: Semi-structured interview, Grade 8 teacher, lines 24-26).

Although the Grade 9 teacher confirmed that she encourages all her students to talk during the lessons the interaction in the classroom were teacher-directed, “The Grade 9 teacher seemed to make a point of asking as many students as she could in the lesson and alternated between asking a female and then male student.” (Appendix B: Field notes, line 63).

In addition, when the student-leaders were asked what they liked about Inkhulumo, they confirmed that they enjoyed the new open pattern of interactions which was different to the usual lessons as expressed by student-leader L35 and L19.

L35: When we ask questions there are some rules in the group that told us that one person at a time and so we don't need to raise hands, we don't argue about other people's ideas, we argue, oohh.. We don't argue with the people we argue about ideas so what teaches me is that when someone is talking answer don't discriminate or laugh at him we need to have this patient and love for him/her to talk to us as we are a group mem..., quality leaders.

(Appendix F2: Structured interview, Student-leaders Grade 8, 312).

L19: Yes and I thought, all, all in is my hands as a group leader so now I realised, when time goes on I realised that it's for all of us in the group and yhaa..
(Appendix F3: Structured interview, Student-leaders Grade 9 teacher, line 19).

The **discussion elements** in QT_{PSU} determine the nature of the talk through the type of questions and responses to the text. The two main types of questions are authentic and text questions. Authentic questions are open-ended, and test questions presuppose a specific answer

(Wilkinson et al., 2010). The response the student elicits determines the type of question. Only questions from the textbook were asked. Furthermore, “in Grade 8 teacher’s class the students seem very anxious and are struggling to differentiate between TQ and AQ” (Appendix B: Field notes, line 41). **Teacher modelling and scaffolding** refers to five specific teacher moves that enhance high-level comprehension and critical-analytic thinking about the text (Murphy & Wei, 2018). Modelling was used the most by the teachers who corrected mispronounced by the students and then answered the difficult questions for them (Appendix B: Field notes, line 26). The **pedagogical principles** in QT_{PSU} refer to the five principles set around the teacher’s beliefs on learning and teaching of language (Murphy & Firetto, 2018). Data was silent on the pedagogical principles of teachers.

The value of an intervention is determined by the extent to which it addresses the identified need (refer to Category 1.1.2).

Previous teacher intervention implementation experience (refer to Category 1.2.1) as an indicator of change-efficacy was also an enabler. The positive experience of teacher participation in the STAR and FLY projects facilitated the willingness of the teachers to implement Inkhulumo. The perceived task demands of implementing Inkhulumo into instructional practice was seen as doable and could be fitted into the current workload of the teachers.

Situational factors constrained teacher change-efficacy (refer to Category 1.2.3). The timing of implementing Inkhulumo initially seemed appropriate. However, staff changes before and during the implementation in conjunction with a teacher union strike was not an ideal time to implement an intervention for the school and the researchers. In the following Theme the broader contextual factors that influence implementation readiness will be discussed.

In summary, no *enablers* of school-based intervention research of the *school as a microsystem* were evident in the data.

Based on results, it is evident that school-based intervention research is *constrained at the microsystem* when:

- the school does not include literacy development as a strategic goal;
- the school does not have a culture of managing the instructional programme;
- the school does not make tangible resources available for literacy instruction;

- the school does not support teachers during the implementation of an intervention;
- situational factors are not conducive to implementing an intervention; and
- the intervention is not compatible with existing the teaching practices, culture, and values of the school.

4.3.5 Theme 3: Implementation enablers and constraints of Inkhulumo

4.3.5.1 Introduction

In this theme, I complement and extend the results presented in the previous sections to describe teacher competence and intervention perceptions as SBIR implementation enablers and constraints in the classroom. The subthemes are teacher professional characteristics as enablers or constraints of intervention implementation and student-leaders' perception of implementing Inkhulumo (refer to Table 4-27). The classroom in this study represents the mesosystem in Bronfenbrenner's bioecological model. According to Bronfenbrenner the characteristics of the mesosystem are similar to the microsystem except that the interaction occurs across settings (Rosa & Tudge, 2013). Therefore, the quality of interactions within the classroom is influenced by the characteristics of the teachers, students, school and intervention enabling or constraining the implementation of SBIR (Domitrovich et al., 2008).

In Section 4.2, I used quantitative data results to describe the enablers and constraints regarding students and student-leaders. In the first two themes, I reported on the qualitative data to describe teacher readiness, school receptiveness, and school readiness (microsystems) as enablers and constraints to SBIR. In this theme, I present the qualitative and transformed results to describe teacher competence and student-leaders' perception of Inkhulumo as an influence on implementation in the classroom.

Table 4-27: Theme 3: Implementation enablers and constraints

| Theme 3 Implementation enablers and constraints of Inkhulumo | |
|--|--|
| Inclusion criteria | Exclusion criteria |
| Implementation enablers and constraints in the classroom. | Pre-implementation enablers at the individual and collective level that are independent of the implementation process. |
| 3.1 Subtheme - Teacher professional characteristics as enablers or constraints of intervention implementation | |
| 3.2 Subtheme - Student-leaders perception of implementing Inkhulumo | |

The inclusion criteria presented in Table 4-27 are enablers and constraints in the classroom that influence the implementation of Inkhulumo, and I excluded individual and collective factors from the pre-implementation stage in this theme. I describe teacher professional characteristics of the teacher in the first subtheme to create an enabling classroom learning environment to develop English literacy skills in students. In Subtheme 2, I describe the perceived benefits and challenges of implement Inkhulumo.

4.3.5.2 Subtheme 3.1 - Teacher professional characteristics that enable or constrain intervention implementation

An understanding of the professional characteristics of the teacher provides powerful insights of the relationship between the immediate implementation context (classroom) and intervention outcomes which can be addressed before and during the implementation of SBIR (Domitrovich et al., 2008; Humphrey et al., 2016). The inclusion and exclusion criteria for this theme are presented in Table 4-28. The inclusion criteria focus on the professional competence of the teacher to teach English literature to second language students. I exclude general curriculum instructional practices used by the teachers.

Table 4-28: Subtheme 3.1- Teacher professional characteristics as enablers or constraints of intervention implementation

| 3.1 Subtheme - Teacher professional characteristics as enablers or constraints of intervention implementation | |
|---|---------------------------|
| Teacher competence in providing quality literacy instruction thereby creating a positive learning environment to develop literacy skills in students with English as a first additional language. | |
| Inclusion criteria | Exclusion criteria |
| Professional competence of the teacher to teach English literature (FAL). | , |
| 3.1.1 Category - Instructional literacy practices for students with English as a first additional language | |
| 3.1.2 Category - Student engagement during English literature lessons | |
| 3.1.3 Category - Classroom management to create an enabling learning environment for students | |

Teacher professional characteristics influence the interactions in the classroom, which will, in turn, influence the intervention implementation process and intervention outcomes (Becker & Domitrovich, 2011). For analysis of teacher professional characteristics, I used

force, resource and demand characteristics as an influence on the interactions between the microsystems (Tudge et al., 2009). In this section, I specifically included teacher characteristics that create an enabling learning environment (also referred to as classroom climate) (Han & Weiss, 2005; Weiner et al., 2011). Teacher professional competence was assessed by the quality instruction in the classroom as demonstrated by; *instructional strategies*, *student engagement* and *classroom management* (Tschannen-Moran & McMaster, 2009). Together the three categories describe the implementation climate in the classroom (Han & Weiss, 2005; Weiner et al., 2011).

Category 3.1.1 - Instructional literacy practices for students with English as a first additional language

As previously stated, English is not the home language of the students but is the language of teaching and learning. The inclusion criteria for second language literacy instruction as presented in Table 4-29 includes grammar instruction, vocabulary development, and opportunities created for reading, speaking and writing to develop linguistic proficiency (Grabe, 2009; Rothenberg & Fisher, 2007). In addition, I looked at the use of home language during classroom instruction. Research on literacy teachers' self-efficacy by Tschannen-Moran and Johnson (2011) showed that teachers with a high sense of self-efficacy would use different instructional strategies to meet the diverse needs of their students, spent significantly more time on writing each week, taught more grammar and spent extra time explaining writing processes.

Table 4-29: Category - Instructional literacy practices for second language students

| 3.1.1 Category - Instructional literacy practices for students with English as a first additional language. | |
|--|---|
| Inclusion criteria | Exclusion criteria |
| Instructional practices for teaching literature for students doing English as a first additional include grammar instruction, vocabulary development, practising all forms of language and use of home language. | Content instruction practices for students with English as a first additional language. |

When asked how *grammar* is taught, the teachers explained that they do grammar and literature on separate days but that grammar questions are usually included in the comprehension tests.

T1: I have separate, separate lessons for grammar but every time whenever you read grammar sometimes you will end up taking some of them because they are there. Let me give you an example in comprehension. Whenever they are reading comprehension, comprehension, at the end of the comprehension test there are questions based on the comprehension then at the end there are questions, grammar questions based on the comprehension so at the end they interact all, where whether is is short story at the end grammar is there at the end of the short story

R1: And you go through all of that with them?

T1: Yes

(Appendix E2: Semi-structured interview, Grade 8 Teacher, line 46).

R1: As the teacher explained, there were grammar questions in the comprehension tests which they would discuss during the lesson. In addition, the teachers would also refer to previous lessons where similar grammar topics were explained. For example, during the narrative readings the Grade 8 teacher focused on grammar and the Grade 9 teacher spent time discussing the role of the writer. (Appendix B: Field notes, line 6).

Schoolwork was marked by the students themselves, as indicated in the excerpt from an interview with the Grade 9 teacher below. However, during the observations students' work was not marked in the lesson. No evidence of how grammar was corrected in the students' books was apparent.

T2: Yes it makes it easier for, for the learners when you mark with them in class because you even correct them when we do corrections together in class. Ja, it makes it easier. At some in in most of the time we mark this activities together with the with the learners in class.

(Appendix E3: Semi-structured interview, Grade 9 teacher, line 360).

Vocabulary instruction was limited and consisted mainly of the teacher or student reading out the definitions of the word in the column next to the text in the book (Appendix F1: Fieldnotes). In the excerpt below from the interviews, the Grade 8 teacher describes how she assesses comprehension and teaches *vocabulary* to the second researcher (R2) as follows:

T2 Yeh some of the some of the lessons under vocabulary are also here in the book
R2 So so do they have dictionaries that they use for that or or do you just ask them to write the new words or do they just say if they have difficult words that they don't know?
T2 Most of our learners do not have dictionaries. They we do encourage them to have but there are very few who have dictionaries. Ja we even it also. Maybe what is affecting that is also the area, ja.
(Appendix E3: Semi-structured interview, Grade 9, line 386, 389 and 390).

T1 You will see if ever they don't understand some of the words, that is where you will go back and try like in in case of poems sometimes they they don't understand my figure of speech in such a way that we will go down back to say what are figure of speech because they end up not understanding parts of speech and figure of speech, so you go down again and try to explain to them.
(Appendix E2: Semi-structured interview, Grade 8 teacher, line 38).

As can also be seen from the excerpt above, the opportunities to develop linguistic proficiency were limited. Through reading and listening activities, the students hear the language in context, gain an understanding of language form (Bernhardt, 2010) and are exposed to grammar and vocabulary (Judd, Tan, & Walberg, 2001). During the classroom observations I (R1) noticed that.....

R1: the same few students were asked to read the text out in the Grade 8 and 9 classes. The Grade 9 teacher seemed to make a point of asking as many students as she could in the lesson and alternated between asking a female and then male student
(Appendix B: Field notes, line 56).

Writing practise consisted of completing the comprehension test at the end of the lessons. As can be seen in the examples of the student's writing from their exercise books in Figure 4-11, the answers were made up of one-word or very short responses.

Date: 15-Aug-17
Grade: 9B
Story: Chp 17 Mossie
Student: 9B-3

1. Sometimes in life there is no happy ending.
2. The story is narrated in the first person.
3. The friends of Munaaf ended up being the victim.
6. The narrator was Munaaf's best friend.
4. The school bully will cornered him and I will step in to fight on his behalf. From that day on we will be firm friends. His parents will own a Café on 6th Avenue and I will live on 10th Avenue so will use to walk home together.

Date: 22-Aug-17
Grade: 8A
Story: The Snare
Student: 8A-7

1) Searching
2) No, because the poet say I cannot find a place where his paw is in a snare.
(3) B
4) Because the face was looking ~~scared~~ scared and sad.
5) It help us to saw a wrinkling little face.
6) Interest in the rabbit.
7) Pain and again

Figure 4-11. Examples of students' writing

Learning English content requires that a student must be able to interact and construct meaning from a lesson. The use of home language during instruction addresses two functions. Firstly, it enables students who struggle with English to understand the content of the lesson (Hall, 2011). Secondly, the use of home language during instruction develops proficiency in both languages (Bedore et al., 2010; Grabe & Stoller, 2011). SiSwati was not included in the lessons, and the Grade 9 teacher explained the school policy to be:

R2: *Oh say for instance in maths class now. Would they use SiSwati?*
 T2: *No they not allowed. They only language of teaching its English*
 R2: *And they have to stick to that?*
 T2: *Yes*
 R2: *Or what about outside the class*
 T2: *Outside the class they do, we hear them. But what is being encouraged at our school to say the the language of teaching and communicating, its English. It's strictly English.*
(Appendix E2: Semi-structured interview, Grade 8 teacher, lines 411 to 416).

The Grade 8 teacher (see below), shared in her interview that she adhered to the language policy despite the fact that some students do not understand English, making it difficult to teach them. She also mentions that she cannot speak SiSwati and was unable to communicate with her students in their home language.

T1: *That is a big problem because even SiSwati I don't understand it very well. We usually try to, to, to, to communicate with them in English but you can see that some of them they, they, they, they don't understand even English in such a way that sometimes we, we, we, we, we call SiSwati teachers to help us in those few learners who don't understand*
(Appendix E2: Semi-structured interview, Grade 8 teacher, line 50).

Category 3.1.2 - Student engagement during English literature lessons

Based on engagement measures of teacher efficacy by Tschannen-Moran and Hoy (2001), I looked for examples of how teachers made the literacy lessons more interesting and to see if creativity and critical thinking were encouraged during the lessons and excluded general engagement strategies used by the teachers (refer to Table 4-30).

Table 4-30: Category - Student engagement during English literature lessons

| 3.1.2 Category - Student engagement during English literature lessons | |
|--|--|
| Inclusion criteria | Exclusion criteria |
| Instructional practices used by teachers to engage during the literature lesson by encouraging creativity and critical thinking. | General classroom engagement strategies used by the teachers |

There was no evidence of teachers encouraging students to be creative, as shown in Figure 4-12 with the Rhino lesson. Students had to design a placard with statements that express the feelings of an activist outside a courthouse where poachers are to appear in court.

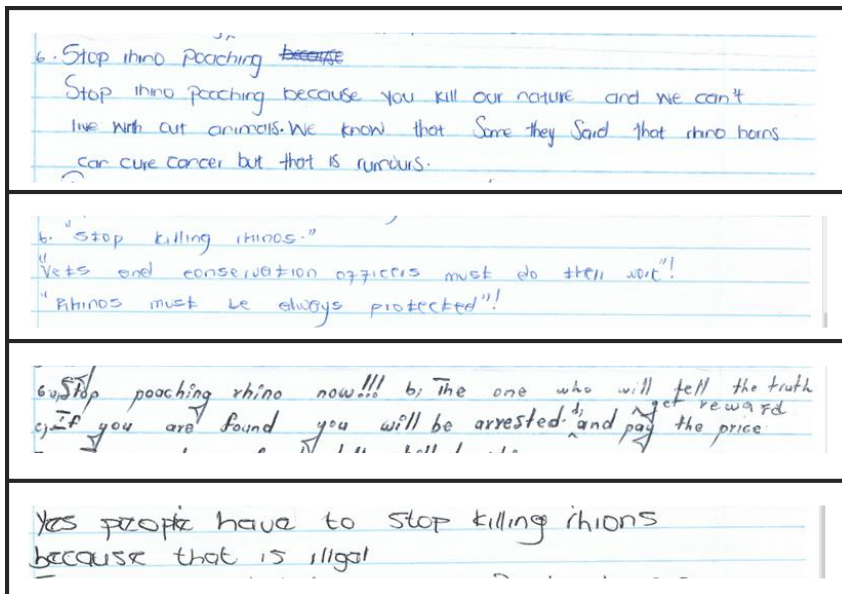


Figure 4-12. Student examples to activist poster question

One of the questions in the comprehension test asks students to create an activist placard against Rhino poaching. Instead, a sentence or two were written in a paragraph form with no attempt to create a poster. The Grade 8 teacher did not use this opportunity to encourage creativity among the students.

Teachers did not challenge students to think critically about what they read. The structure of all the lessons observed was exactly the same, except for the two lessons when the students spoke to the game ranger on 15 August 2017 and the QT lessons on 13 September 2017.

R1: The lesson would start with a pre-discussion on the text, the same students would be selected to read sections of the story out to the class. In Grade 8 the teacher would then read the story again and the Grade 9 the teacher would ask specific students to read to the class again. Then they would go through the questions and then the students would answer the comprehension test. The Grade 8 teacher usually interacted with the same students and kept to the front of the class when teaching. The Grade 9 teacher tried to get other students to interact and made a point of specifically choosing a female and then male student. Open participation was not encouraged with teachers controlling and initiating the interactions with the students. When more than one learner responded, the teacher requested that they raise their hand first. Only the questions in the students' reader were asked limiting opportunities for creativity and critical thinking. (Appendix B: Field notes, line 39).

As demonstrated in Theme 2, Category 2.1.3, student engagement was further compromised by classroom resources and the external environment. In the Grade 9 lessons the teacher tried to ensure that lesson material was shared by a maximum of two students as depicted in Figure 4-13 showing the students sharing photocopies of the comprehension tests.



Figure 4-13. Grade 9 students sharing photocopies of the comprehension tests

However, in the Grade 8 class, more than two students (refer to Figure 4-14) had to share a reader. The limited availability of resources meant that not all the students had access to the text before and during the lesson with sometimes up to four students sharing a book or photocopy of the text. Furthermore, the heat and outside noise in the classroom also made it difficult to concentrate. Sometimes students would fall asleep during the lesson.



Figure 4-14. Grade 8 students sharing readers

Category 3.1.3 - Classroom management to create an enabling learning environment for students

Classroom management focuses on the practices used by teachers to manage and organise the class for literacy learning to take place (Louden et al., 2005).

Table 4-31: Category - Classroom management to create an enabling learning environment

| 3.1.3 Category - Student engagement during English literature lessons | |
|--|--|
| Inclusion criteria | Exclusion criteria |
| Instructional practices used by teachers to engage during the literature lesson by encouraging creativity and critical thinking. | General classroom engagement strategies used by the teachers |

As presented in Table 4-31, I included indicators of how the teachers managed student behaviour and their instructional practices to influence student outcomes positively. Indicators of how student behaviour was managed outside the classroom were excluded. The results from the data collected during the observations and the interviews with the teachers on student behaviours were inconsistent. From observation data, it is apparent that students were well behaved as reflected in my field notes below.

*R1: the students were mostly well behaved and made very little noise during the lessons despite the classes consisting of over 40 students and some older than 18. However, as I do not understand SiSwati I may have missed cues indicating the contrary from the students.
(Appendix B: Field notes, line 14).*

Interview data with teachers on school discipline were contradictory. The responses from the teachers on classroom discipline (shown below) indicate that the Grade 9 teacher did not express any serious concerns about student behaviour. She explained that behavioural issues were not common, and when they did occur would first be managed in the classroom. If the negative behaviour of the student persisted, it would be escalated up to the principal for further action to be taken. The Grade 8 teacher found it difficult having older children in the class, mentioning that the older students bullied their younger classmates:

T2: Ah not not really. Cases in grade 9 are are very rare for but we do have at times but very rare. Discipline, exercising discipline its very rare of cases that are of students. You can find maybe one in grade 8 or 2 maybe in grade 9

R1: And that if anything happens now do you now just do you discipline them yourself or do you do you refer them to maybe the HOD or the principal or deputy? How does it work?

*T2: We discipline them ourselves as subject teachers and as class teachers. Then if the learner is not changing the behaviour or the attitude that he has towards learning or maybe troubling you in class then you have to take the matter to. Let's say I'm I'm just a subject teacher, I'm not the class teacher of the class that I'm teaching on that day and I'm experiencing programmes with the learner with a certain learner then I have to discipline the learner myself [by making the student stand at the back of the class]. But I can see if the learner is still getting out of hand I have to refer the learner to the class teacher. Then if still as a subject teacher and the class teacher we can't solve the problem, we are not getting any solution and the situation its not changing then we have to take the learner to the grade head. We do have a a grade heads like the seniors who are heading maybe the whole of grade 8, the whole of grade 9, then you have to take that learner to from the grade head. If still no solution they will take the learner to the principal's office.
(Appendix E3: Semi-structured interview, Grade 9, lines 436 to 438).*

T1: Very difficult in such a way that you can see that it is if they are grown ups. Even if you talk to the younger learners you can see the way they they will beat them sometimes. They beat the younger learners in such as way that you will end up talking about discipline every day, unlike the younger ones 13 to 15. They end up abusing the other ones.

R1: What do they do to them? Just

T1: They beat them. They take pencils, they take pens and everything. Sometimes whenever they do things, if you come to class and ask to say who did this the learners will be afraid to tell you. Unlike if it is their age group. Then at the end some will come and come to say ma'am we are afraid to say so and so did this.

(Appendix E2: Semi-structured interview, Grade 8 teacher, lines 74-76).

Assessment is important to support and enhance learning, as well as being a reflective process for the teacher to adapt instruction to meet the needs of the students (Lerner & Johns, 2009; N. Nel, 2011). Blair, Rupley, and Nicholas (2007) describe assessment in Differentiated Instruction as one of the most effective instructional practices. Assessment should be linked to the purpose it serves in designing effective instructions (Rothenberg & Fisher, 2007). The assessment type (as linked to instruction) include; pre-, formative and summative assessment. Pre-assessment activities are used by the teacher to provide a starting point for instruction, determining individual and whole class support needs (Tomlinson & Edison, 2003). Formative assessment is during instruction to evaluate the students' understanding in the classroom (Rock et al., 2008). It provides the teacher with information about what students are struggling to understand in the lesson so that the teachers can adapt their instruction accordingly to ensure that learning occurs (Omidire, 2009). Summative assessments are used to evaluate the students' knowledge against a pre-determined standard (Murray & Christison, 2010), thereby confirming if the curriculum goals have been met (O'Meara, 2011). Only some evidence of formative assessment was found in the data (as described below from the interview with the Grade 8 teacher). However, there was no evidence of the teachers changing their instruction to ensure a better understanding of the lesson content despite students not understanding.

RI: And how do you find out if they don't understand a word?

T1: How do you?

RI: How do you know they don't understand a word?

T1: You can see. If ever you ask the questions. Even if you you pick one by one you will see them silenced in such a way that they don't know the answers all of them
(Appendix E: Teacher Interviews row 39 to 42).

4.3.5.3 Subtheme 3.2 - Student-Leaders perception of implementing Inkhulumo

Irrespective of the efficacy of an intervention, if the participant does not perceive the benefit, it will not be adopted (Greenhalgh et al., 2004). Therefore, the subjective experiences of the efficacy of an intervention as it meets the individual's needs of a person acts as an enabler or constraint to implementing the intervention (Ryan & Deci, 2000). In this subtheme, the inclusion criteria are the subjective experiences of Inkhulumo, and I excluded the objective attributes of Inkhulumo as presented in Table 4-32.

Table 4-32: Perception of implementing Inkhulumo

| 3.2 Subtheme - Student-leaders perception of implementing Inkhulumo | |
|--|------------------------------------|
| Student-leaders subjective experiences of the intervention during the initial implementation process | |
| Inclusion criteria | Exclusion criteria |
| Subjective experiences of the Inkhulumo. | Objective attributes of Inkhulumo. |
| 3.2.1 Category - Student-leader perceived benefits of implementing Inkhulumo | |
| 3.2.2 Category - Student-leader perceived challenges of implementing Inkhulumo | |

Category 3.2.1 - Student-leader perceived benefits of implementing Inkhulumo

The likelihood of an intervention being adopted increases when the benefits are easily observable to the intended user (Greenhalgh et al., 2004). In this category, I included the observable benefits of implementing Inkhulumo as perceived by the student-leaders and excluded the perceived values of Inkhulumo by the teachers (refer to Table 4-33).

Table 4-33: Category - Student-leader perceived benefits of implementing Inkhulumo

| 3.2.1 Category - Student-leaders perceived benefits of implementing Inkhulumo | |
|--|---|
| Inclusion criteria | Exclusion criteria |
| Visible benefits of the intervention | Perceived value before the implementation process |

I transformed the indicators of the benefit category for the student-leaders of the qualitative data collected from the structured Grade 8 and 9 student-leaders' interviews (refer to Appendix F) into a frequency distribution (refer to Figure 4-15). To create the frequency distribution. I counted the different indicators that described what students perceived as benefits. The analysed data identified what the perceived benefits of implementing Inkhulumo was across Grade 8 and Grade 9. The results presented in Figure 4-15 show that shared learning was seen as a benefit in both the grades. Each grade described five benefits for implementing Inkhulumo. Both grades described shared learning, improving English literacy, engagement and self-directed learning as benefits of implementing Inkhulumo. Individual respect for each member of the team was identified as a benefit for the Grade 8 student-leaders and included personal experiences for the Grade 9 student leaders.

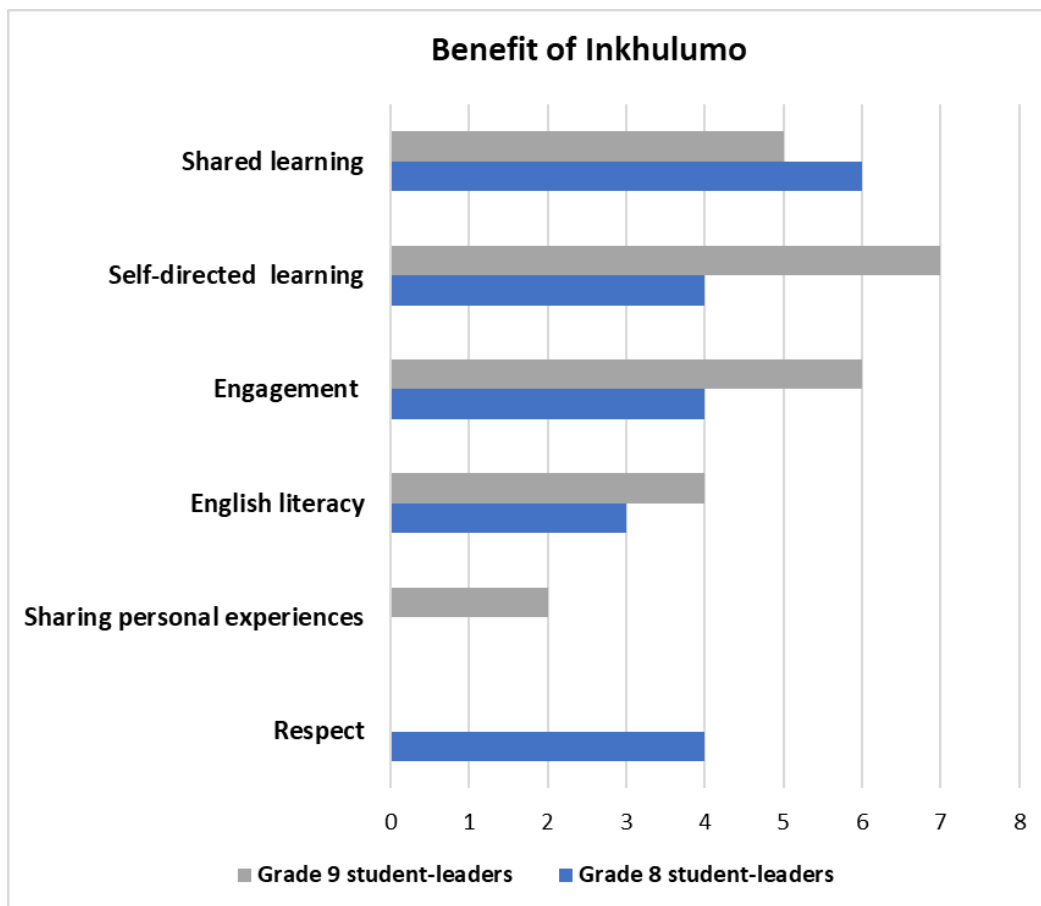


Figure 4-15. Student-leader perceived benefits of implementing Inkhulumo

Shared learning is how the students recognised that dialogue forms an important part of the learning process (Murphy & Firetto, 2018). All the Grade 8 student-leaders and five of the Grade 9 student-leaders included shared learning as a benefit during the implementation process of Inkhulumo. The learning, however, was not for critical thinking but to help them understand the text by discussing it with the other members of the team as can be read in L42 and L40's responses below. This further supports what teachers had identified as a need in Theme 1, Category 1.1.1, that students did not understand subject content knowledge across the curriculum and struggled to extract the correct information during assessments.

L44: What made Quality Talk easy for me is that ehhe is the, the way we communicate with the group members they listen to me and they, they listen to the other people's ideas and opinions and we argued about the questions not the people. (Appendix F3: Structured interview, Student-leaders Grade 9, line 40).

L40: ...now I can understand much stories than when Mam was teaching us because I was afraid to raise a hand and tell Mam that I don't understand somewhere but now with my group I can tell them that guys, help me I don't understand here (Appendix F3: Structured interview, Student-leaders Grade 9, line 293)

Self-directed learning indicators were examples of how students enjoy taking ownership of their learning. Student-leader L47 expressed very strong views that learning can be done independently of the teacher and teachers may not always know everything.

*L47: Is that we get to do something ourselves not involving teachers...
.As learners we understand each other rather than the teachers.
(Appendix F3: Structured interview, Student-leaders Grade 450, line 463).*

Engagement as a perceived benefit included descriptions by the Grade 8 and student-leaders of actively participating in the learning process to better understand the comprehension text. Six of the Grade 9 student-leaders and four of the Grade 8 student leaders felt that in Inkhulumo there were more engagements. Students engaged with the work by actively participating and concentrating better, not getting bored.

*L1: what I appreciate most is that quality talk it make everyone to understand, make everyone to enjoy and not be bored and to get used to some, with some other learners and asking questions and so on.
(Appendix F3: Structured interview, Student-leaders Grade 9, line 7).*

In the excerpt below, student-leader L19 explains that the difference between other lessons and lessons where QT discussions were engaged, was that students actively engaged in QT discussions to better understand what was in the comprehension story.

*L19: It is different because we.. in quality talk we ask certain questions and the other way that we used to learn is just, we read the story and read the question, go back to the story that's the way we used to understand the story so with quality talk we go deeper, relate the story with the outside world and yha that's it.
(Appendix F3: Structured interview, Student-leaders Grade 9, line 17).*

In the Grade 9 group, the student-leaders mentioned that they liked QT sessions because they could include personal and outside experiences in the discussions as expressed below by student-leader L46. The experiential part of discussions speaks to the third pedagogical rule which allows students to deviate from talking only about the text and to also include shared personal experiences without the discussion losing focus (Murphy & Firetto, 2018).

*L46: Ehhh we include our surroundings, our everyday lives not.. Ohh we don't concentrate on the textbook only.
(Appendix F3: Structured interview, Student-leaders Grade 9, line 468).*

The development of student English literacy through talking in English was seen as a benefit by four Grade 9 student-leaders and three of the Grade 8 student-leaders. The perceived benefit was that discussing the comprehension texts in their groups helped students to better understand the text and encouraged the students to speak in English, as stated by student-leader L12.

*L12: Yes, it helps the other learners who are scared of speaking but as we are working as a group they can speak and they are not afraid to speak anything and it can help us to improve English language.
(Appendix F3: Structured interview, Student-leaders Grade 8, line 41).*

For the Grade 8 student-leaders the group discussion process provided them with an opportunity to be respected by their peers and to encourage respect among themselves by arguing the point and not the person as shown in the quote from student-leader L35 and L42.

L35: I love about Quality Talk is that we as a group we talk and discuss the questions that we don't understand and the other thing is that when we are talking in a class nobody like, nobody disrespects me. We're all respecting each other.
 (Appendix F3: Structured interview, Student-leaders Grade 8, line 20).

L42: Yes there is a difference in some other lessons people argue with... people argue each other but in quality talk we do not argue, we argue with questions and people thinking about that.
 (Appendix F3: Structured interview, Student-leaders Grade 8, line 353).

Category 3.2.2 - Student-leaders perceived challenged of implementing Inkhulumo

Participants will actively interpret and make decisions about the intervention based on their general perception and perceived the ability to implement the intervention (Century & Cassata, 2016; Durlak & DuPre, 2008; Dyssegaard et al., 2017). The attributes and perceptions of the intervention by the participants will influence their willingness to implement and commit to the process (Domitrovich et al., 2008; Kitson & Harvey, 2015). In Table 4-34 the inclusion criteria were attributes of the intervention that student-leaders found difficult. I excluded compatibility as an attribute of the intervention as I discussed this in previous themes.

Table 4-34: Category - Student-leaders perceived challenged of implementing Inkhulumo

| 3.2.2 Category - Student-leaders perceived challenged of implementing Inkhulumo | |
|--|---|
| Inclusion criteria | Exclusion criteria |
| Attributes of the intervention that student-leaders found challenging to implement | Compatibility of Inkhulumo with classroom instruction |

Following a similar process as in category 3.2.1, the indicators in the category of what the student-leaders found challenging in the qualitative data collected from the face-to-face structured Grade 8 and 9 student leader interviews (refer to Appendix F) were transformed into a frequency distribution (refer to Figure 4-16). The results from the data were used to complement findings on the compatibility of Inkhulumo and the competence of the

student-leaders to assist with the implementation process. Intervention compatibility and the competence of the student-leaders address system readiness to implement Inkhulumo.

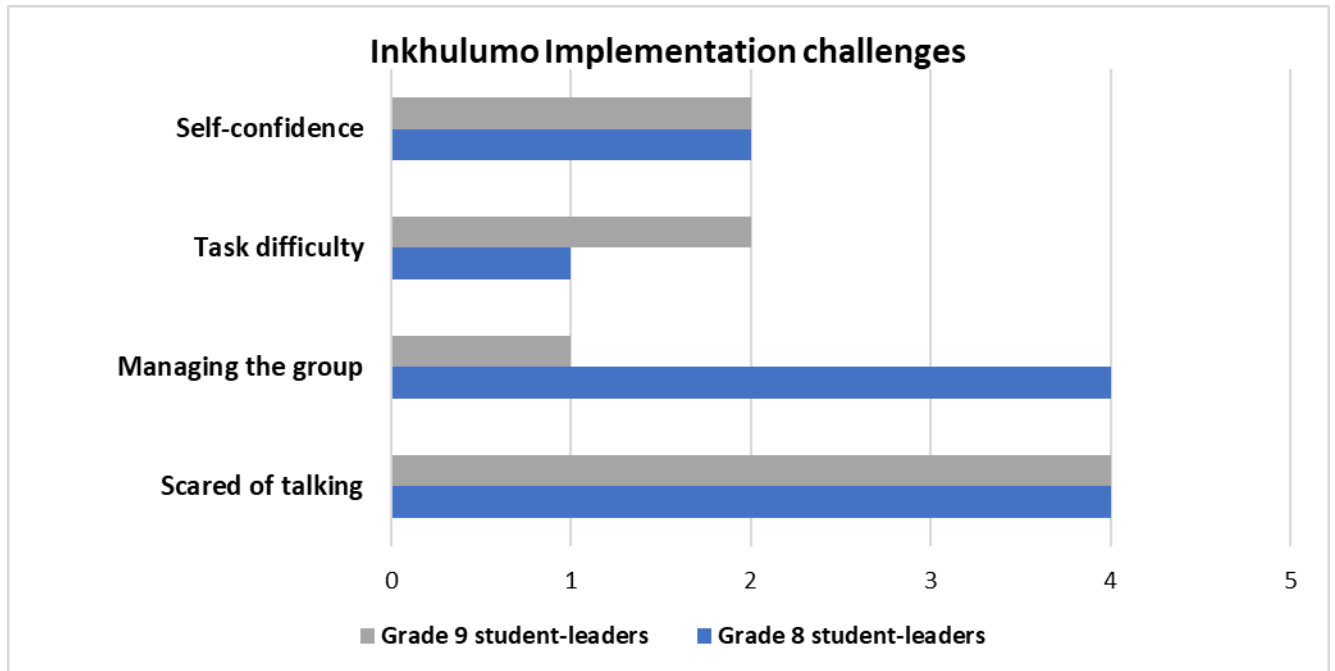


Figure 4-16. Student-leader perceived challenges to implementing Inkhulumo

The results presented in Figure 4-16 show that across Grade 8 and Grade 9 the same factors were identified as challenges to the implementation process namely self-confidence, task difficulty, managing the group and scared of talking. However, more Grade 9 student-leaders than Grade 8 student-leaders expressed task difficulty as more challenging. Two the student-leaders in Grade 9, and one from the Grade 9 class were somewhat overwhelmed by the task of being a student-leader. The caption below from L19, a Grade 9 student-leader, describes how they felt.

*L19: I've experienced uhmm hardness of being a learner leader because okay ehh, okay when we started Quality Talk it was, look it was quite difficult because it was my first time doing that and being a learner-leader of Quality Talk, and eish uhmm but now everything is all right because I am now used to quality talk and I know how it operates so now is everything is fine.
(Appendix F3: Structured interview, Student-leaders Grade 9, line 212).*

Four of the six Grade 8 student-leaders cited managing the group as being difficult while only two student-leaders from the Grade 9 class experienced this. The difficulty in managing the group was attributed to behaviour problems from the members and not taking the student-leaders seriously, as student-leader L12 from the Grade 8 class explained:

*L12: My group members are not taking this Quality Talk serious they are losing their behaviour sometimes they like laughing so it has been difficult for us cos we are serious about this and some are serious and some are not so it's making it to be difficult for us.
(Appendix F3: Structured interview, Student-leaders Grade 8, line 59).*

Another challenge in the Grade 8 class was getting the student group members to participate. The reluctance to participate was identified as being “scared of speaking”, “shy” and “lacking in self-confidence”. Some student-leaders experienced similar difficulties to their team members as student-leader L15 confided about overcoming her shyness: “Quality talk helped, but firstly, it helped me not to be shy cos I was very shy but now I am less shy”. While for student-leader L40 it was to become more confident:

*L40: when Mam was teaching us because I was afraid to raise a hand and tell Mam that I don't understand somewhere but now with my group I can tell them that guys, help me I don't understand here.
(Appendix F3: Structured interview, Student-leaders Grade 9, line 293).*

The lack of self-confidence in some of the student-leaders was linked to them being scared that they would be laughed at or ridiculed as elaborated on by student-leader L23:

*L23: Is that, I thought that they will laugh at me saying that the thing that am doing is stupid, all the stuff.
(Appendix E.7: Interview, L23, line 277).*

In summary, results show that school-based intervention research is *enabled at the mesosystem* when:

- teachers manage student behaviour in the classroom;

- the benefits of implementing the intervention are visually apparent with students speaking more English in their group, increased engagement with the texts and through shared learning to better understand comprehension texts;
- student-leaders find it easy to manage their discussion groups; and
- student-leaders found intervention tasks doable during the implementation process.

School-based intervention research is *constrained at the mesosystem* when:

- literacy instruction practices are not explicit, do not focus on grammar and vocabulary development, students have limited opportunities to practice all language forms;
- student engagement is low with little variation in the lesson structure, insufficient textbooks are available for students, and no opportunities for creative and critical thinking are included in lessons;
- students are reluctant to speak in English and do not respect group members;
- student-leaders are unable to manage their discussion group processes; and
- student-leaders experience intervention tasks as difficult.

4.4 CONCLUSION

In this chapter, I presented the results of the quantitative, qualitative and transformed data to identify what enables and constrains implementation of SBIR in a rural context at the individual, micro- and mesosystems. To conclude this chapter, I summarise results pertaining to enablers and constraints to implementing SBIR at the individual, micro-, meso and exosystem. In addition, I include in the summary where the data is silent.

4.4.1 Enablers of school-based intervention research

Enablers to school-based intervention research in the study were identified within the individual, mesosystem and exosystem. Microsystem enablers (school and students) of school-based intervention research were not evident in data. *Individual enablers* of SBIR during the pre-implementation stage are when teachers show commitment to change, individually and collectively, through identifying the need for change and perceiving implementing the intervention as worthwhile to address the identified need. Teachers' belief in their ability to implement SBIR enables implementation when teachers have: prior positive experiences of intervention implementation, perceive the implementation task demands as doable, and that the

tasks can be included in their current instructional practices and workload. Another individual enabler is teacher professional characteristics which include knowing the home language of their students and being qualified in the subject and grade that they teach.

The *mesosystem enablers* are when an enabling learning environment is created through managing student behaviour in the classroom and allowing students to work in groups to discuss the comprehension texts. Implementation is further enabled when the benefits of implementing SBIR are visually apparent to students, teachers and school leadership with students speaking more English in their group, increased engagement with the texts, and shared learning to better understand comprehension texts. Implementing interventions are also enabled when the implementation tasks are actually doable.

The *exosystem enabler* to SBIR implementation is the characteristics of a school. Within the context of rural education in South Africa, the school was considered well-resourced due to its size, number of buildings, toilet facilities, access to water and electricity.

4.4.2 Constraints of school-based intervention research

Constraints to school-based intervention research in the study were identified within the individual, meso- and exosystem. An *individual constraint* to SBIR is when teachers do not have an understanding of the home language of their students. Implementation in the classroom is further constrained by teachers when the task demands are perceived as not doable and cannot be included in the teacher's current instructional practices and workload.

Mesosystem constraints of school-based intervention research are when: the class includes a broad age range of students and student attendance at school is not regular. Intervention implementation in the classroom is further constrained by certain instructional practices, such as when literacy instruction practices are not explicit, do not focus on grammar and vocabulary development, and students have limited opportunities to practice all language forms. In addition, implementation of SBIR is constrained when student engagement during English lessons is low as reflected by little variation in the lesson structure, insufficient textbooks are available, and there no opportunities for creative and critical thinking. Initially, student-leaders found the implementation tasks challenging especially when students are reluctant to speak in English and do not always show respect for group members.

During the pre-implementation stage of SBIR, the *exosystem constraints* to commitment to change at the school were identified as change not being evident as a strategic goal, an absence of a culture of managing the instructional programme, and limited tangible resources. During the implementation stage an intervention is constrained when the school is not supportive of teachers implementing the intervention and the situational factors are not conducive. A further constraint is when the intervention is incompatible with existing teaching practices, culture and values in the school.

4.4.3 Silences in data

Silences to school-based intervention research identified in the study were within the individual and mesosystem. *Individual silences* include personality traits of teachers that influence intervention implementation and work-related psychological factors such as stress, depression, and professional burnout. *Silences at the mesosystem* that influence classroom implementation were intervention compatibility with pedagogical principles of teachers; and the influence of teaching experience and intervention implementation.

In Chapter 5, based on literature control, I discuss findings to answer the secondary and main research questions. I also reflect on the research process and set out the recommendation and limitations of the study.

CHAPTER 5 - RESEARCH FINDINGS

5.1 INTRODUCTION

This study aimed to enhance knowledge on enablers and constraints of the implementation of school-based intervention research (SBIR) in a rural South African context to inform methodological considerations in educational research in similar intervention settings. I addressed the call to move away from SBIR that only focuses on “what works” to understanding “why” and “how” SBIR works, for “whom” and “under what conditions” (Dudley-Marling, 2011b; Humphrey et al., 2016). The study describes enablers and constraints to implement SBIR in a rural context at the individual, micro and mesosystems by using Inkhulumo as an instrumental case of SBIR.

In this chapter, I start by presenting a summary of the previous chapters to set the background to answer my research questions. Following literature control, I present the findings of the study to answer the research questions. Based on these findings, I revisit the theoretical and conceptual frameworks. The chapter conclude with contributions of the study, limitations and recommendations for future research.

5.2 CHAPTER SUMMARIES

Arguing for an integrated model to implement SBIR, the purpose of the study as stated in Chapter 1, Section 1.4, was to describe factors that enable or constrain SBIR to address challenges associated with intervention implementation in a rural context. In Chapter 2, I explained that the implementation process forms part of a bioecological system and is influenced by factors within and across the different systems. I then described the South African context and put forward an integrated model for SBIR based on implementation science theory discussed earlier in this Chapter. Following this, I explained the dynamic and multi-directional relationship of the six thematic dimensions identified in the literature to create an enabling context for the implementation of SBIR.

In Chapter 3, I presented the purpose of using pragmatism as the meta-theoretical paradigm and integrated mixed methods as the research methodology of the study. I described the background of using Inkhulumo as an instrumental case study to explore the broader issues

of what enables and constrains the implementation process of SBIR in a rural context. As part of the conceptualisation of the study, I described the sampling criteria and explained the data collection and data analysis methods. I also discussed the quality indicators and ethical considerations used in the study.

In Chapter 4, I started with the quantitative results by presenting frequency distributions using the class registers to describe the characteristics of Grade 8 and 9 students in terms of gender, age and school attendance. I then explained student literacy skills from the Coh-Metrix frequency table of the comprehension texts together with descriptive statistics of the Grade 8 and 9 comprehension tests.

Next, I discussed the thematic results from the qualitative data namely; observations as context, semi-structured interviews with the Grade 8 and 9 teachers and HOD, face-to-face structured interviews with the Grade 8 and 9 student-leaders and Grade 8 teachers together with comments from the semi-structured classroom observations. In the first theme, I described teacher readiness as part of individual system enablers and constraints to SBIR. In the second theme, I presented school receptiveness to change and school readiness to implement Inkhulumo as microsystem influences of intervention implementation. The qualitative data and transformed data (structured interviews with the Grade 8 and 9 student-leaders and teachers, field notes from the observations as context) was used to complement and support results to describe teacher competence and student-leaders' perception of Inkhulumo. The results provided insights on the implementation process of Inkhulumo in the classroom to describe mesosystem enablers and constraints. Together the results differentiated the implementation process from the intervention to provide a better understanding of the role of context in SBIR (Humphrey et al., 2016).

5.3 LITERATURE CONTROL, FINDINGS AND ANSWERING RESEARCH QUESTIONS

To present findings and answer research questions, I conducted literature control to determine how this study confirms or contradicts existing knowledge on the enablers and constraints of SBIR. I also aimed to determine silences in this study. Confirmations refer to results that are similar to existing knowledge from this study on what enables and constrains SBIR. Contradictions refer to discrepancies between the results from this study and literature. Silences

refer to enablers and constraints identified in literature but not evident in the results of this study. Overall, through literature control, I wanted to determine contributions constituting new insights on enablers and constraints to consider when implementing SBIR in a rural context.

The different elements of intervention implementation (as explained in Section 2.5.3) are addressed by the answers to the secondary questions which set the background for the primary question. I identify findings on what enabled and constrained implementation of SBIR in a rural school at the individual, micro- and mesosystem. In my answer to the primary question, I present an integrated multilevel response to guide the implementation of SBIR in a rural South African context.

5.4 SECONDARY QUESTION 1

What are the individual factors that enable and constrain the implementation of a school based intervention research in a rural context?

To recap, the individual, placed at the centre of Bronfenbrenner's bioecological model in the study is the teacher. Theoretically, the teacher is directly involved in the implementation of SBIR and is seen as both the most common barrier and success to intervention implementation (Albers & Mildon, 2015). Results from this study show that *teachers*, both individually and collectively provide *individual enablers* for SBIR (refer to Chapter 4, Section 4.3.2) through identifying the problem that requires intervention, acknowledging the value of implementing an SBIR intervention, having prior positive experiences of SBIR, and (prior to implementation) perceiving the SBIR implementation as doable. This study showed that *individual constraints* (refer to Chapter 4, Section 4.3.2) are when teachers do not share a home language with students, do not see task demands as doable during SBIR implementation, are not able to include task demands into their current instructional practices and workload, and are unable to create an enabling learning environment in the classroom. Teacher personality traits, work-related stress factors, and teacher professional characteristics *were silent* in the study as enablers and constraints in SBIR. Individual factors that enable or constrain the implementation of SBIR in a rural context are grouped into psychological factors and professional characteristics.

5.4.1 Psychological enablers and constraints

The psychological factors that motivate change in SBIR are readiness to change, personality traits and work-related factors. Like other researchers (Pas et al., 2015; Weiner, 2009), I found *readiness* as an *enabler* to implement SBIR in a rural context. Readiness encompasses two states, namely the participants' willingness (change valence) and their perceived future ability (change-efficacy) to make the change (Kitson & Harvey, 2015) in instructional practices. The willingness of the teacher to implement SBIR is determined by their perceived need for the change and if the change is worthwhile making (Durlak & DuPre, 2008; Weiner et al., 2011). I also found that *teacher willingness to change*, individually and collectively *enabled* SBIR in a rural context. In this regard, I found that teachers identified English literacy skills of students as an identified need to be addressed, and they also perceived intervention-related change to be within their control (Cook & Artino Jr, 2016). As others researchers (Durlak & DuPre, 2008; Kitson & Harvey, 2015, Weiner et al., 2011), I found that when teachers (individually and collectively) perceived the *implementation to be worthwhile* (namely that developing the English literacy skills of the students is to build student confidence in their abilities and develop a passion for learning) it *enabled* SBIR. Improving the English literacy skills of students would not only improve the students' assessment outcomes at school but also provide them with better opportunities out of school which motivates teachers to implement instructional changes during English literature lessons.

I found that *change-efficacy enabled* SBIR in a rural context. Change-efficacy refers to the "can do" belief of the teacher that motivates action (Cook & Artino Jr, 2016; Kitson & Harvey, 2015). Change-efficacy is influenced by previous intervention experiences and perceptions of the intervention. Like others, (Holzberger, et al., 2013), I found that *prior positive experiences enabled* SBIR by influencing teacher beliefs in their ability to implement the intervention. Similar to research on teacher perceptions of an intervention, (Domitrovich et al., 2008; Durlak & DuPre, 2008; Mitchell, 2011), teachers will implement an intervention more easily if the task demands are perceived as reasonable and can be included in their current workload. Initially, teachers perceived the implementation task demands as doable and that the tasks could be included in their current instructional practices and workload.

I found that *teacher-efficacy constrained* SBIR. Similar to findings on teacher efficacy (Tschannen-Moran & Johnson, 2011) teachers' belief in their ability to implement an

intervention waned during the initial stages of implementation. However, like these authors, I also found observable benefits of implementing an intervention in the study as an enabler to SBIR, teacher efficacy increased when benefits to changes in instructional practices were observable (refer to Subtheme 3.2, Category 3.2.1).

5.4.2 Professional characteristics enablers and constraints

As part of teacher *professional background*, I included teacher home language, gender, relevant teaching experience and qualifications to assess the enablers and constraints of teacher professional characteristics. I found that *teacher educational qualifications enabled* SBIR in a rural context. Unlike findings that show limited or mixed results between the relationship of intervention implementation and educational qualifications (Century & Cassata, 2016; Domitrovich et al., 2008), in a South African study (Dreyer et al., 2012) the relationship between intervention implementation and educational qualification has been identified as an important contributor to SBIR. These scholars also found that 65% of mainstream teachers do not have a formal initial teacher qualification, making the professional qualifications of teachers an important factor to consider when implementing SBIR. Similar to research on implementing inclusive instructional practices (Nel et al., 2016; Tikly, 2011), I found that *poor subject knowledge constrained* SBIR despite teachers having a formal qualification.

Like Spaul (2013b) I found that *teacher competence constrains* SBIR. A strong relationship exists between teacher competence and intervention implementation, particularly in the pre-implementation stage. A strong relationship exists between teacher competence and intervention implementation, particularly in the pre-implementation stage. Not only does it influence intervention uptake and implementation quality, but competent teachers will also persevere longer during challenging periods when implementing an intervention (Johnson et al., 2017; Tschannen-Moran & Johnson, 2011). Teacher competence as demonstrated by the ability to create an enabling environment for literacy instruction was not evident in the quality of instructional practices, student engagement and classroom management (Holzberger et al., 2013; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Johnson, 2011).

5.4.3 Silences on individual enablers and constraints

This study was silent on teacher personality traits, home language, years of teaching experience, professional characteristics, and teacher gender. Research has shown that teacher

personality traits influence intervention implementation (Greenhalgh et al., 2004; Lochman et al., 2015), as do work-related psychological factors such as stress, depression, and professional burnout (Han & Weiss, 2005). The silences were due to the selected methodology, which did not focus on work-related psychological factors and teacher personality traits. These silences require further investigation. Although the influence of teachers sharing a home language with students in SBIR was identified as an enabler for the Grade 9 teacher but a constraint for the Grade 8 teacher in the study, it was silent in the findings as SiSwati was not spoken in the classroom. While international research does not confirm a relationship between intervention implementation and the number of years of teaching experience (Domitrovich et al., 2008; Tschannen-Moran & Johnson, 2011), it does show that experienced teachers may resist collaborating with other teachers when implementing an intervention (Dyssegaard et al., 2017). Reporting on a similar case in South Africa de Jager (2013) found in her research on implementing Differentiated Instruction at schools that in-service teachers did not show any interest in learning new practices from other teachers and were disinclined to implement the intervention. Both the Grade 8 and 9 teachers were female and had over seven years' experience teaching English (FAL) in a secondary school. With a small number of participants, the opportunity to investigate teacher professional characteristics, the influence of gender, and years of relevant teaching experience on the implementation of Inkhulumo were not possible.

5.5 SECONDARY QUESTION 2

What are the contextual factors that enable and constrain the implementation of a School-based intervention research in a rural context?

In this study, contextual factors that influence SBIR form part of the mesosystem in Bronfenbrenner's bioecological model. As explained in Chapter 2, Section 2.2.5, the mesosystem is the links between the microsystems and the interrelationships that exist between the microsystems (Bronfenbrenner & Evans, 2000). Microsystem enablers or constraints influence intervention implementation interactions and form part of the support structures for the implementation process (Johnson et al., 2017; Nel et al., 2016). The characteristics of students (Grade 8 and 9 classes) and the school in this study are the microsystems that have a direct influence on how teachers implement SBIR.

The results from this study showed that *students* (refer to Chapter 4, Section 4.2), as a *microsystem*, *did not enable* the implementation of SBIR. The results showed that *student backgrounds constrained* implementation as defined by academic performance, low socioeconomic status, rurality, and having a different home language to the language of teaching and learning. *Student absenteeism* was a *new insight* found in the study. The results from the study show that the *physical and structural features* of the *school*, as a *microsystem* interacting with teachers, enabled the implementation of SBIR. The results in the study show that the *school constrained* (refer to Chapter 4, Section 4.3.3) the implementation process through: an absence of literacy development as a strategic goal, a culture that did not include managing the instructional programme, limited access to tangible literacy resources for instruction, not having a system in place to measure teacher and student performance, limited support for teachers during intervention implementation, uncondusive situational factors, and intervention incompatibility. The study was *silent* (refer to Chapter 4, Section 4.3.3) on the influence of student achievement, race and gender. Other silences found in the study were intervention compatibility with pedagogical principles, the influence of teaching experience and intervention implementation. The findings on the influence of the students (microsystem) and the school (micro- and exosystem) to implement SBIR will be described separately below.

5.5.1 Student characteristics as enablers or constraints

I found that *student backgrounds constrained* SBIR. In the study, I included academic performance, low socioeconomic status, rurality, having a different home language to the language of teaching and learning, race, gender and age as characteristics to describe students backgrounds. As with studies on the factors that influence academic performance and poor intervention uptake, (Mlachila & Moeletsi, 2019; Tikly & Barrett, 2011), students in the current study came from economically disadvantaged homes and formed part of non-fee-paying groups who are also provided with a meal at the school. Low socioeconomic status, rurality, and the different home language of students to the language of teaching and learning have been linked to poor intervention implementation accounting for the continued low academic performance of students (Monteiro, 2015).

As found by others, (Marishane, 2016; Sayed & Ahmed, 2013), *low student academic performance constrained* SBIR. Student academic performance was influenced by the quality

of education that students received as found by others. The low quality of education was reflected by the age variance in the grades which suggested that students had been put into higher grades without acquiring the necessary literacy and numeracy skills needed for the grade (Spaull, 2013b). This was demonstrated by the overall achievement across the four tests for the Grade 8 students indicating low literacy levels with less than half the class achieving above the 40% pass mark. Although most of the Grade 9 students achieved above the pass mark, this score was indicative of group ability rather than individual performance. Furthermore, teachers and student-leaders identified that students did not have the literacy skills to communicate.

Similar to Mabasa (2013), I found that the large *age gap between students* in Grades *constrained* SBIR. Although the students were well behaved during the observation, the findings from other data sources suggested that managing the behaviour of students was problematic with examples of bullying being given by the teacher (refer to Subtheme 3.1, Category 3.1.3). Student-leaders commented on the lack of respect from fellow students as influencing interaction in the classroom (refer to Subtheme 3.2, Category 3.2.1).

An insight in this study of student characteristics on SBIR was the influence of absenteeism on the continuity of the implementation process. In the findings, I found high absenteeism in the Grade 9 class with only 30 of the 49 students present at all the observations. The implementation of SBIR relies on scaffolding skills during classroom instruction, and when students are absent, they miss out on the foundation and subsequent steps of the intervention. High *student absenteeism* can, therefore, *constrain* the implementation process.

5.5.2 School characteristics as enablers or constraints of SBIR

In this section, I describe the physical and structural features of the school, as well as the school's receptiveness to change and readiness to implement a specific intervention to enable the implementation of SBIR. The findings from the study show that the *structural characteristics* of the school *both enabled and constrained* SBIR. According to the criteria set out by DBE (2018), compared to other rural schools, the school in the study can be considered well-resourced in terms of its size, number of buildings, toilet facilities and access to water and electricity. However, like others, (Fleisch, 2008; Tikly, 2011, Le Fanu, 2013), I found that (even though arguably better resourced than other rural schools in South Africa) *structural characteristics* of the school *constrained* SBIR. With its large teacher-student ratio, limited

access to textbooks, few literacy resources and the absence of a library, the structural characteristics of the school were a constraint to teachers implementing SBIR. The school, where it is situated, and resources are some of the factors that play a role in supporting the implementation process (Duda & Wilson, 2015). The characteristics of the school have also been shown to influence the quality of intervention implementation (Domitrovich et al., 2008). The immediate school context directly defines the conditions that enable or constrain teachers' efforts and motivation to implement an intervention (Han & Weiss, 2005). In this study, the immediate school context was a constraint to intervention implementation.

I found that limited *school receptiveness* to implement change *constrained* the implementation of SBIR. Like Pather (2007) and Zimmerman (2018) researching the influence of school leadership on student English literacy achievement and intervention implementation, I also found that the school did not have an *observable strategy* to develop literacy skills in students. The findings in the study show that SBIR is constrained when the school does not have a strategy in place to support the implementation of an intervention to address an identified need. Similar to Evans and Popova (2016) I found that where *instructional leadership* is absent in school cultures, *teacher training* is incidental rather than focused on developing teacher competence to support student development. Creating a learning-centred culture to develop teacher competence in addressing student development was identified as a constraint in the study. Like research on underperforming students by Mlachila and Moeletsi (2019), I found that instructional resources were limited and school-driven systems were not evident to ensure accountability in managing the school and teacher performance (Mlachila & Moeletsi, 2019). The results in the study show that without sufficient instructional resources and holding teachers accountable for student performance, the implementation of SBIR is constrained. Like Hoadley et al. (2009) and Moral et al. (2018), I also found leadership did not address the overarching function of schools in South Africa, namely to create a learning environment for improved instruction to address inequality in education regardless of their students' cultural, economic or social background. School cultures not open to change will not support the implementation of SBIR, thereby constraining implementation.

I found that limited *readiness to implement SBIR* was *constrained* by leadership practices in the school. Similar to research by Zimmerman (2018), on the implementation of literacy interventions, I found that where leadership do not support teachers implementing an

intervention, teachers are less motivated to make changes in their instructional practices (refer to Subtheme 2.1, Category 2.1.2). This was demonstrated by continuing with instructional practices that were not aligned to the curriculum and often changing the dates for school visits. Also, teachers were often not prepared for SBIR observations. The implementation of SBIR is constrained when leaders do not show their support to teachers and the implementation process. Findings by Shea et al. (2014) show that *situational factors* can either constrain or enable SBIR implementation. Like research by Domitrovich et al. (2008), I found the operational processes of managing the school (part of situational factors) influencing intervention implementation. Findings from the study show that leadership changes and union activity were situational constraining factors affecting the implementation process.

5.5.3 Silences on contextual enablers and constraints

The data was *silent* on the role of *data-driven information on student achievement* to inform and improve teaching and learning. Similar to Mlachila and Moeletsi (2019), I found the lack of data to inform instructional practices at the school a constraint to implementing SBIR. Information on *student academic achievement*, also in English as a subject, was not made available by the school. The influence of intervention implementation on student outcomes could thus not be determined. Without data to support the need for change and systems to measure the effectiveness of interventions, teachers are less motivated to commit to implementing changes in their instructional practices.

Other silences in the study were the influence of race, gender, and age on SBIR. Demographics characteristics such as race and gender can either enable or constrain the implementation of SBIR (Murphy & Wei, 2018; Pas et al., 2015). Research shows that classes with a higher percentage of African American students are less motivated to implement SBIR (Pas et al., 2015). *Race* was silent in the study as all the students were African. In South Africa, research has shown that *gender*, as well as *age differences*, influence classroom instruction. The sample and data collected were not sufficient for a causal relationship to be determined between race, gender and age as they influence the intervention implementation process.

5.6 SECONDARY QUESTION 3

Which intervention factors enable and constrain the implementation of a school--based intervention research in a rural context?

In this question, I address the quality of classroom interactions between teachers and students before and during the implementation of interventions as they can enable or constrain SBIR. Teacher, student and student-leader interactions form part of the mesosystem and represent the interrelationships that exist between the microsystems (Bronfenbrenner & Evans, 2000). As discussed in chapter 2, Section 2.2, teacher and student characteristics such as competence and self-efficacy influence both the quality of interaction and engagement in the classroom (Martin & Rimm-Kaufman, 2015; Skaalvik & Skaalvik, 2014; Tschannen-Moran & Johnson, 2011). This in turn influences the intervention implementation process (Durlak & DuPre, 2008).

As presented in Chapter 4, in Section 4.3.4, mesosystem enablers were students working in groups; teacher and student-leader management of student behaviour in the classroom; observable intervention benefits; and student-leader implementation of the intervention. Mesosystem constraints to SBIR (refer to Chapter 4, Section 4.4.2) included: diverse class composition; irregular student attendance; instructional practices not developing literacy skills in students; poor student engagement during lessons; limited student confidence to speak in English; mutual respect amongst students; and student-leaders initially finding it difficult to manage discussion groups. Implementation tasks enabled and constrained SBIR. The findings in the study were silent on teacher pedagogical practices (refer to Chapter 4, Section 4.4.2.3) and teacher reflections. The enablers and constraints of implementing SBIR are grouped into intervention compatibility; observable benefits; perception and attributes of the intervention.

5.6.1 Intervention Compatibility

Interventions are more readily adopted if they are compatible with the individual's values, norms and needs (Rogers, 2003). I found that *intervention incompatibility* constrained SBIR. Like others who implemented student-centred interventions, (Engelbrecht et al., 2016; Pather & Nxumalo, 2013), I found that SBIR was initially incompatible with the existing instructional practices. Except for pedagogical principles, taking the remainder of the four elements of Inkhulumo (instructional frame, discussion elements, and teacher modelling) into consideration, I found the intervention was not compatible with current instructional practices.

The instructional frame was teacher-directed rather than based on an open-participation pattern of turn-taking, and where the student assumed interpretive authority of the text (Murphy & Firetto, 2018), it limited quality discussion on, about and with text. *Authentic questions* to initiate responses that do not presuppose a specific answer (Wilkinson et al., 2010) as examples of *discussion elements* were not evident in the findings. *Teacher modelling* to promote high-level comprehension or critical thinking (Murphy & Wei, 2018) did not form part of instructional practices. Teachers were more reluctant to implement SBIR that were incompatible to their current instructional practices in the classroom. The findings of the study show that at the pre-implementation context, the teacher-student interactions (microsystems) were a constraint to implementing SBIR.

5.6.2 Observable benefits

Like others (Greenhalgh et al., 2004; Roger, 2003), I found that *observable benefits* enabled SBIR. Similar to Greenhalgh et al. (2004), I found intervention benefits not to be a fixed determinant. These authors confirm that the observable benefits of implementing intervention not only influence implementation but can be negotiated and reframed during the process. I found (refer to Subtheme 3.1, Category 3.2.1) that both students and the teachers appear to experience an observable positive change to SBIR implementation. Therefore, although the intervention was not compatible during the pre-implementation context, it appears as if observable benefits made students and teachers open to gradually adopting the intervention after the initial implementation process started.

Like Han and Weiss (2005), I found that *positive student experiences enabled SBIR*. I found that positive intervention experiences with the intervention (student-intervention microsystems) enabled SBIR. This is similar to research by Murphy and Wei (2018) with second language students and “shy” students. Second language students and “shy” students are more comfortable with speaking English in small groups than in front of the whole class, which facilitates literacy development. Through group discussions, shared learning facilitates a better understanding of the comprehension text and the creation of positive learning experiences.

5.6.3 Intervention perceptions and attributes

Similar to findings by Greenhalgh et al. (2004) on the perceptions of an intervention, I found *positive teacher perceptions enabled SBIR*. Teacher perceptions of the intervention were

positive as implementing SBIR would develop student literacy skills (the identified need) (Subtheme 1.1, Category 1.1.1). Like others, (Dearing, 2009; Horner et al., 2017), I found that students perceived SBIR meaningful especially when the initial outcomes were seen as personally significant, thereby addressing the contextual relevance of outcomes. From the interviews with student-leaders, (refer to Subtheme 3.2, Category 3.2.2) class group discussions allowed students to be more engaged during lessons and provided them with opportunities to take ownership of their learning. Teachers and student-leaders' positive perceptions of the intervention enabled implementation, even though the value of implementing the intervention addressed different outcomes.

Teachers initially saw the *implementation tasks* of SBIR as doable, which was indicated by their willingness to incorporate changes to their instructional practices (Subtheme 1.1, Category 1.2.3). However, similar to others, (Domitrovich et al., 2008; Dyssegaard et al., 2017), when teachers perceived the implementation as additional work or competing with other priorities, they were less willing to implement Inkhulumo. During the classroom implementation process discussed in Chapter 3, Section 3.2.5, the additional preparation needed by teachers was not implemented. Lessons were not video-recorded, and the mini-lessons on Inkhulumo were not presented by the teachers (Subtheme 2.1, Category 2.2.1). Furthermore, the priorities of teachers changed when the teachers' strike was initiated.

For student-leaders, however, initially coordinating group discussions was seen as difficult (Subtheme 3.1, Category 3.2.2). Students were reluctant to speak English, and mutual respect for group members was seen as a challenge to implementing SBIR. Like others, (Han & Weiss, 2005), I found that positive experience of the intervention reinforced student-leader commitment to implementing the process of Inkhulumo, enabling SBIR. The influence of implementation tasks of SBIR as it can enable or constrain implementation is a dynamic process and varies according to individual and contextual changes.

5.6.4 Silences on intervention enablers and constraints

The influence of teacher reflections and feedback to make contextual adaptations to SBIR was silent in the findings. Reflections enable SBIR implementation by consciously facilitating willingness to change (Kitson & Harvey, 2015). Feedback on the implementation process acts as an enabler to SBIR, forming part of the iterative process of intervention implementation.

The iterative process ensures the relevance of intervention outcomes, which in turn enforces teacher commitment to change and builds teacher self-efficacy (Century & Cassata, 2016). Performance feedback strengthens teacher commitment to move interventions into practice, thereby increasing the likelihood of successful implementation of SBIR (Albers & Mildon, 2015). Possible reasons for the silences were situational factors that made it difficult to visit the school more often, low teacher change-efficacy, and school readiness.

5.7 PRIMARY QUESTION

How can knowledge on what enables and constrains the implementation of school-based intervention in a rural South African context inform methodological considerations in educational research?

In Chapter 1 I outlined that the purpose of the study is to enhance knowledge on what enables and constrains the implementation of SBIR in a rural South African context to inform methodological considerations in educational research. First, I present the findings of the study to enhance knowledge on what enables SBIR in a rural South African context and the relationship between these factors. I present the knowledge from the research findings in the study discussed in the secondary questions and theoretical knowledge presented in Chapter 2. Then I address how insights from the study inform methodological considerations in educational research by presenting an integrated framework to SBIR implementation.

5.7.1 Intervention implementation enablers in rural South Africa

Earlier in the chapter (Sections 5.4, 5.5 and 5.6) I compared the present findings to existing knowledge on what individual, contextual and intervention factors enable and constrain SBIR. Comparing enablers and constraints to intervention implementation I found evidence of the following enablers and constraints in a rural school in South Africa.

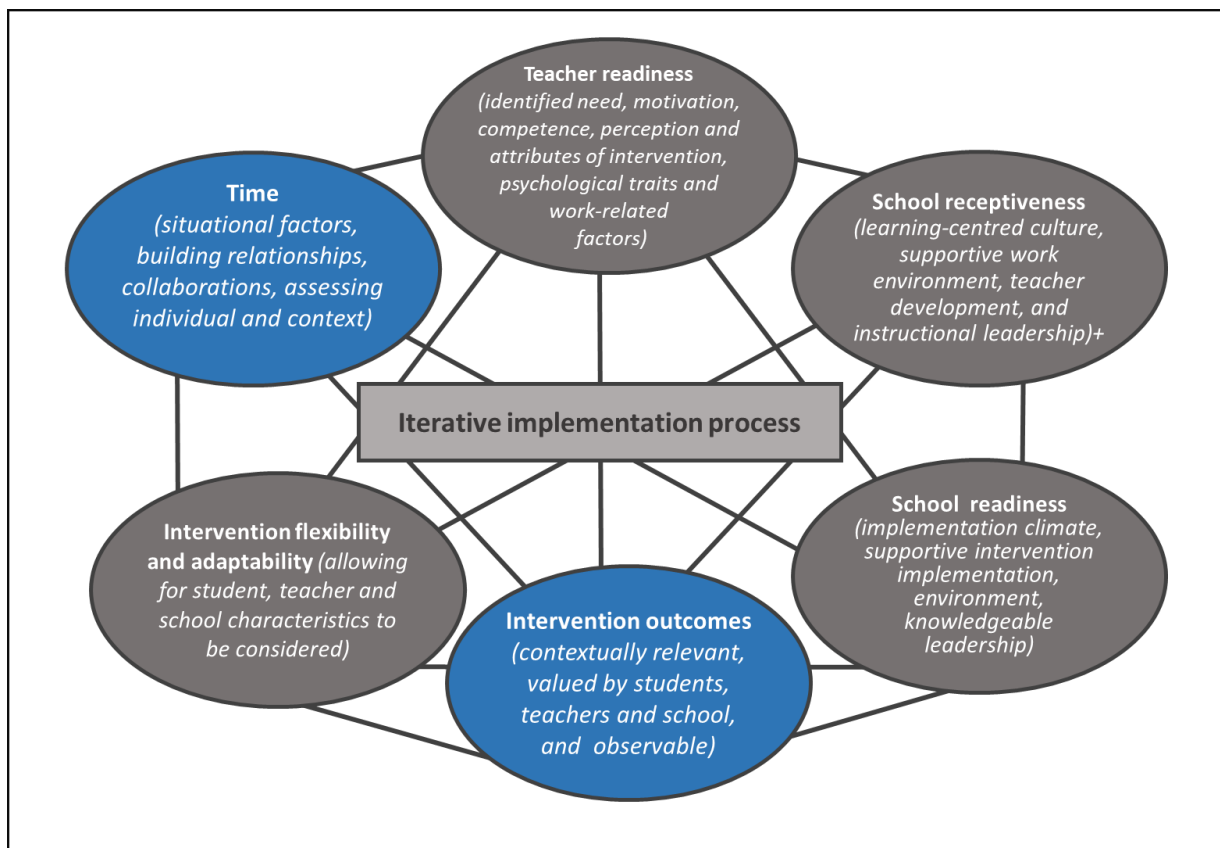


Figure 5-1. School-based intervention research enablers for a rural South African context

The enablers and constraints from the study are presented in Figure 5.1 in which I illustrate the following:

- Intervention implementation enablers identified from the literature (discussed in Section 1.6, 2.2 and 2.5) are based on Bronfenbrenner’s bioecological model, classical theories and implementation science (Domitrovich et al., 2008; Durlak & DuPre, 2008; Humphrey et al., 2016; Nilsen, 2015; Weiner, 2009)
- Factors that influence the implementation of SBIR in the classroom (indicated in italics).
- Enablers and constraints identified in the findings as specific to a rural South African context (indicated in blue)
- The dynamic and multi-directional influence of each enabler on implementing SBIR.

- The enablers and constraints of SBIR focus on the stage of implementation after a school has decided to participate in an intervention study (adoption), but before an intervention is sustained or formally integrated into a system.

The identified enablers in Figure 5.1 can be used to guide the implementation of SBIR in similar spaces to strengthen identified enablers, address noted constraints and consider silences to facilitate implementation in the classroom and to create a supportive context. The enablers and constraints will be briefly explained below as they influence each other.

5.7.1.1 *Teacher readiness*

For SBIR to be implemented in the classroom, teachers (individual system) must be motivated and competent to implement the intervention. Readiness at the *pre-implementation stage* refers to teacher willingness to implement SBIR and is influenced by their psychological characteristics, professional characteristics, and their perceptions of the attributes of the interventions (refer to Sections 5.4.1, 5.6.3 and 5.6.1 respectively). During the implementation stage, teacher competence (refer to section 5.4.2) as part of professional characteristics facilitates the move from motivation into action. Teacher competence in a rural South African context includes both instructional and intervention knowledge. While these elements are important to implement SBIR, they are not sufficient to ensure change. The intervention implementation process is also influenced by contextual enablers, namely school receptiveness and school readiness.

5.7.1.2 *School receptiveness to change*

School receptiveness to change (an exosystem) refers to the openness of schools to implementing change (Greenhalgh et al., 2004). Schools' receptiveness to change (refer to Section 5.5.2) are characterised by a collective commitment to implementing change through developing a learning-centred culture to improve student performance. Leadership practices include managing the instructional programme, making resources available, ensuring accountability, and developing teacher competence to meet the needs of students. Teachers who experience their working environment as supportive are more motivated and committed to implementing interventions (Leithwood et al. 2008). Therefore, contextual factors can

influence teachers *work-related psychological factors* such as stress, depression, and professional burnout (refer to section 5.4.3).

5.7.1.3 School readiness to implement an intervention

In addition to school receptiveness, the context must also be ready to implement a specific intervention. School readiness (refer to Section 5.5.2), as demonstrated by knowledgeable leadership practices, enables the implementation by supporting teachers through a collective commitment. Leadership who have knowledge of the intervention have a better understanding of what resources are needed to set up systems to support teachers and ensure that procedures are set in place to provide teachers with time off for training and collaborations.

5.7.1.4 Contextually relevant intervention outcomes

It goes without saying that interventions need to be empirically validated before they can be implemented in schools. However, equally important is the perception of teachers, students and other staff members of the effectiveness of the programme after the implementation began. Observable benefits for students and teachers during the implementation process create positive intervention experiences (Han & Weiss, 2005) and further teacher and student commitment to the implementation process. Furthermore, the benefits of implementing the intervention must be contextually relevant and meaningful to the individual as was demonstrated in this study. The findings showed that the perceived benefits were not only different for the teachers and students but also varied across the grades.

5.7.1.5 Intervention flexibility and adaptability

The variability of contexts requires flexibility in implementing SBIR and interventions must be adaptable to ensure contextual relevance. Flexibility in implementing an intervention allows for individual and contextual factors to be considered during the implementation process (refer to Section 3.4.4). In this way the characteristics of students, school, teachers and context (refer to Section 5.4.2, 5.4.3, 5.5.1 and 5.5.2) must be taken into account when implementing SBIR.

5.7.1.6 Time

Time (refer to Section 2.2) in SBIR is situational, not only must it be the right time to implement an intervention as shown by Shea et al. (2014), but the researcher must also take into consideration that behaviour change is a continual process influenced by individual, contextual and intervention characteristics (Kitson & Harvey, 2015). Furthermore, the implementation of

SBIR in a rural context requires additional time and commitment. Time is required to build trusting and collaborative relationships at the school to gain an understanding of the context and instructional practices (Ebersöhn, 2015; Murphy, 2015). In addition, assessing the pre-implementation and implementation context, developing strategies to address the specific constraints and reinforce enablers and adapting the intervention requires time (Albers & Mildon, 2015; Kitson & Harvey, 2015).

5.7.2 Interaction between enablers and constraints across the system

The enablers and constraints of SBIR do not function in isolation but are influenced by and influence each other, within and across the different levels of the bio-ecological model (Tudge et al., 2016). Referring back to the bio-ecological model (Bronfenbrenner & Morris, 2006) presented in Section 2.2 I describe the interactions of enablers and constraints within and across the systems from the study.

5.7.2.1 Individual level

The first level of interaction is individual. Teacher readiness during the pre-implementation stage is related to the identified need for change, (developing the English literacy skills of students), if the perceived need is within their control to change, and if the change is worthwhile making (refer to Section 5.4.1). In evaluating the intervention, teachers perceived the implementation tasks as doable (refer to Section 5.6.3) and compatible with their current instructional practices and pedagogical belief system (refer to Section 5.6.1). During the implementation process the teacher's competence to implement the intervention, observable benefits of the intervention, and support from the school will influence commitment to the implementation process. From the research findings, teacher willingness to implement SBIR is strengthened when the benefits of the intervention are visible as was apparent by students speaking more English in the groups, engaging more with the text, and using shared learning experiences to understand the comprehension texts better (refer to Section 5.6.2). Observable benefits for students during the implementation process facilitate teacher commitment to implementing the intervention (Greenhalgh et al., 2004) which in turn created positive intervention experiences strengthening teacher self-efficacy (Han & Weiss, 2005). In addition, teacher commitment to implementing SBIR was constrained by a culture not open to change or supportive of implementing change (refer to Section 5.5.2).

5.7.2.2 Mesosystem

The second system in the bioecological model is the mesosystem. The mesosystem are links between the microsystems (teachers, school, students and intervention) and the interrelationships that exist between the microsystems (Bronfenbrenner & Evans, 2000). The quality of the interactions in the classroom is influenced by teacher competence. In the study student engagement during English lessons was low as reflected by little variation in the lesson structure, insufficient available textbooks, and limited opportunities for creative and critical thinking. The student characteristics influenced classroom interaction (refer to Section 5.5.1) such as low academic performance, large age gaps, behaviour in the classroom, English literacy skills and absenteeism. In terms of school characteristics (refer to Section 5.5.2), the limited instructional resources to develop literacy skills in students influences the quality of instruction. Intervention characteristics influence implementation when students and teachers experienced observable positive changes and the implementation tasks were doable.

5.7.2.3 Exosystem

The school, as it forms the exosystem, is the third bioecological system which determines the implementation context (refer to Section 5.5.2). Teachers are more willing to implement an intervention in a learning-centred culture and where the school is receptive to change. In such culture emphasis is given to developing staff and making tangible resources available. Staff development influences teacher competence and belief in the ability to implement an intervention.

5.7.2.4 Macrosystem

The macrosystem is the last bioecological system and represents the overarching belief system exerting a unidirectional influence on the other systems (Rosa & Tudge, 2013). In South Africa, the educational landscape has been influenced by reforms to improve quality education to redress the inequalities of our postcolonial and the apartheid legacy. This sets the agenda for the type of intervention and initiatives that are implemented at schools to support policy implementation and the implementation of SBIR should align to the objectives of educational policy (Han & Weiss, 2005).

5.7.3 Integrated implementation framework in rural South Africa

Earlier I mentioned that the insights gained during the study can inform methodological considerations in educational research. The methodological knowledge gained during the intervention implementation process supports knowledge not only about what works but why and how interventions work, for whom, and under what conditions (Dudley-Marling, 2011b; Humphrey et al., 2016). In this way, interventions, the implementation process, and the relevance of the intended outcomes can be evaluated.

In this section, I address the methodological purpose of the study and provide examples from the findings. I revise the school-based intervention model presented in Chapter 2, Section 2.5.3 (presented in Figure 5.2) to provide an integrative framework for SBIR in a rural South African context. In the framework I take insights from the bioecological model and draw from classical theories and implementation science to focus on behaviour change individually and collectively (refer to Section 1.6) for implementing SBIR. In this way the integrated framework can be used to guide the implementation of SBIR in similar spaces to strengthen identified enablers, address noted constraints and consider silences to facilitate the implementation of SBIR in the classroom, and to create an enabling supportive environment (Domitrovich et al., 2010; Weiner et al., 2012).

Bronfenbrenner's bioecological model provides an understanding of how the relationships between enablers and constraints across the different systems influence intervention outcomes (Nilsen, 2015). By understanding the relationships between enablers and constraints multiple interventions can be implemented within (horizontal intervention implementation) and across systems (vertical intervention implementation) for individual and collective behaviour to facilitate the implementation of SBIR as presented in Figure 5.2. While the bioecological model recommends the implementation of multiple interventions across the systems, the implementation process must be done in a coordinated manner to produce complementary or synergic effects (Domitrovich et al., 2010; Weiner, Lewis, Clauser, & Stitzenberg, 2012). Therefore, understanding the interdependence of the different interventions being implemented is important (Weiner et al., 2012) to ensure that the intended outcomes are realised. To illustrate the complementary or synergic effects, I look at how implementing multiple interventions can be integrated within a system (horizontal intervention integration) and across the different systems (vertical intervention integration).

5.7.3.1 *Horizontal integrated interventions*

Horizontal integrated interventions address change within a specific system (Domitrovich et al., 2010). The purpose of integrating multiple interventions within the first bioecological system (individual system in Figure 5.2) is to develop and sustain teacher readiness to implement SBIR. The interdependence of implementing multiple interventions provides a cumulative effect that reinforces teacher readiness in the implementation of SBIR. In addition, integrated interventions can facilitate other interventions or remove barriers to develop teacher readiness (Weiner et al., 2012). For example, findings in the current study showed that teachers were motivated to implement Inkhulumo in the classroom. During the pre-implementation stage, individually and collectively, teachers identified the need for change and perceived the need for change within their control and worthwhile making (refer to Section 5.4.1). In evaluating the intervention teachers perceived the implementation tasks as doable (refer to Section 5.6.3) and compatible with their current instructional practices and pedagogical belief system (refer to Section 5.6.1).

However, during the initial implementation stage despite teachers being professionally qualified to teach English FAL in the senior phase limited competence, not being proficient in the students' home language, and lacking in self-efficacy (refer to Sections 5.4.2, 5.4.3 and 5.4.1 respectively) were constraints preventing the move of teacher motivation into action for the SBIR to be implemented. Furthermore, teachers did not see the task demands as doable, and the intervention was incompatible with their current instructional practices (refer to section 5.6.1). In addition, teacher commitment to implementing SBIR was constrained by a culture not open to change or supportive of implementing change (refer to Section 5.5.2).

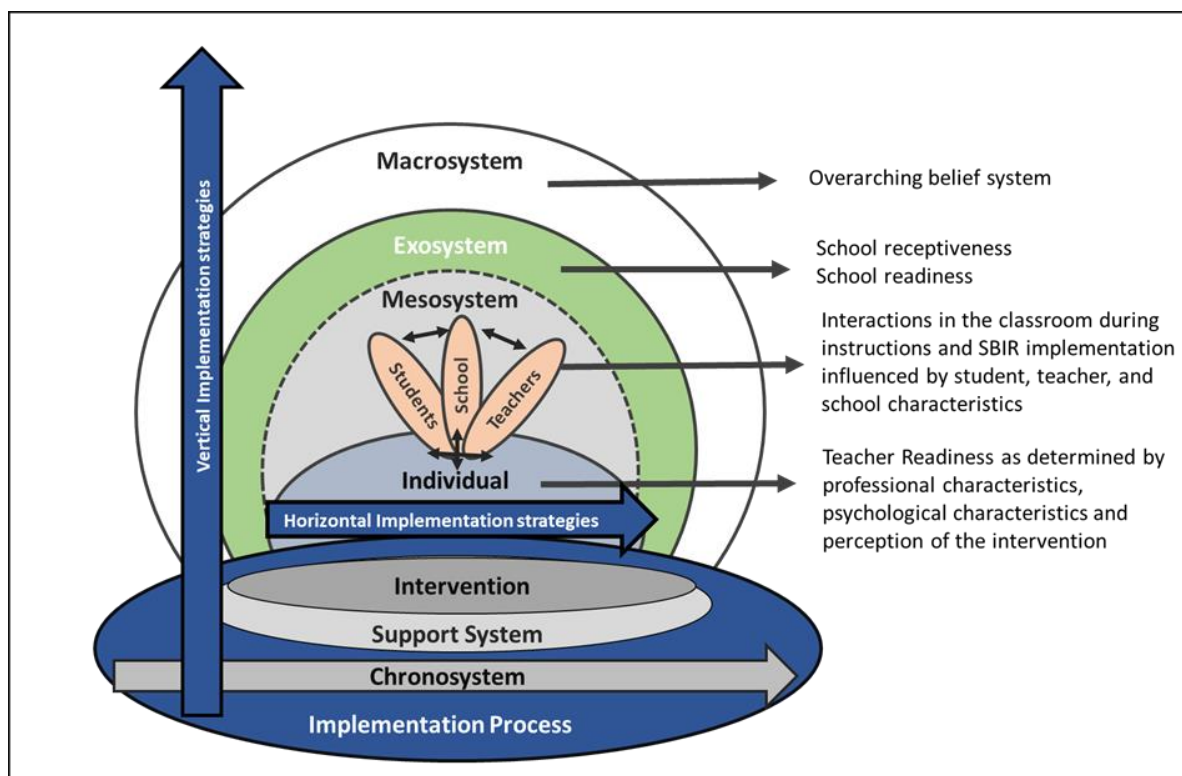


Figure 5-2. Integrated implementation framework adapted from (Domitrovich et al., 2008)

From the research findings, teacher willingness to implement SBIR is strengthened when the benefits of the intervention are visible (refer to Section 5.6.2). Observable benefits for students during the implementation process facilitate teacher commitment to implementing the intervention (Greenhalgh et al., 2004) which in turn created positive intervention experiences strengthening teacher self-efficacy (Han & Weiss, 2005).

Interventions can be implemented to facilitate other interventions or to remove constraints to the implementation of SBIR (Weiner et al., 2012). Teacher competence in both instructional and intervention knowledge was identified as a constraint to SBIR (refer to Section 5.4.2) that can be addressed through providing feedback and adapting training sessions to align with and integrate teachers' understanding and knowledge of the requirements of interventions (Dyssegaard et al., 2017; Nilsen, 2015). Providing teachers with feedback further reinforces teacher commitment to the implementation process and develop teachers' sense of self-efficacy (Han & Weiss, 2005).

Silences identified in the findings such as work-related psychological factors (refer to Section 5.4.3) can be addressed by ensuring that school leadership plays an active part in SBIR

implementation. Leadership who have knowledge of the intervention assists in removing constraints to the implementation process by providing the resources needed, setting up systems to support teachers, and ensuring that procedures are in place to provide teachers with time off for training and collaborations (Albers & Mildon, 2015; Dyssegaard et al., 2017). In addition, systems can be set up to monitor and evaluate teacher performance and student achievement to have accurate data to inform teaching and learning practice. Where principals actively support teachers in implementing SBIR research findings have shown that teacher implementation of the intervention increases as stated by Rohrbach et.al. (in Han & Weiss, 2005).

5.7.3.2 Vertical integrated interventions

Interventions can also be integrated vertically across the different systems to support intervention implementation (Domitrovich et al., 2010). Support strategies are often considered key variables to create change in schools and to ensure implementation fidelity and sustainability (Domitrovich et al., 2008; Dunst et al., 2013; Fixsen, Naoom, Blase, & Friedman, 2005). Support systems fulfil a dual function to support individual and contextual factors. The first function is at the individual level facilitating the process of moving SBIR into practice by providing teachers with the required training to develop their intervention skills and enhance teacher self-efficacy (Durlak & DuPre, 2008).

The second function is to create a supportive infrastructure for an enabling implementation context (Duda & Wilson, 2015). The goal of this support, according to Durlak and DuPre (2008), is to maintain motivation and commitment thereby ensuring sustainability of intervention implementation. As part of the implementation process the strategies can include a variety of methods and practices to support effective implementation of school-based interventions throughout the different implementation stages with additional resources, training, coaching, and developing an implementation climate (Humphrey et al., 2016; Weiner et al., 2011).

In Figure 5.2, the bioecological system rests on an interactive implementation process. By understanding and assessing individual and contextual system factors, prior to intervention implementation and during the implementation process, strategies can be implemented to facilitate purposive change in the classroom in a coordinated manner (Domitrovich et al., 2010;

Kitson & Harvey, 2015). In addition, the iterative implementation process assists in consciously facilitating willingness to change (Kitson & Harvey, 2015). When meaningful outcomes are achieved by implementing SBIR, teachers have positive intervention experiences. Positive experiences increase teacher-efficacy, which in turn motivates them to implement the intervention and develop their professional competence. Teacher competence and experience in implementing the intervention can provide insights into what works and what needs to be adapted to achieve the intended outcomes.

5.8 REVISITING THE THEORETICAL AND CONCEPTUAL FRAMEWORKS OF THE STUDY

In Chapter 2, Sections 2.2 and 2.5, I presented Bronfenbrenner's theoretical model and implementation science as the conceptual framework to guide the current study which provided the background of the implementation framework set out to answer the primary question. The revised framework informs the recommendations I make in Section 5.6. Bronfenbrenner's bioecological model considers the context when implementing SBIR by identifying the factors that enable or constrain implementation across the different systems to inform implementation design (Humphrey et al., 2016). Insights based on the bioecological model help to understand intervention outcome variability, assuming an interrelationship between people and context (Nilsen, 2015; Weiner et al., 2012). Systems theories justify the multilevel interventions that combine behavioural and contextual interventions that work together in complementary or synergistic ways (Domitrovich et al., 2010).

Implementation science consists of numerous theories and approaches to include factors that explain how behaviour change occurs individually and contextually, as well as provides practical guidelines on the implementation process (Nilsen, 2015). In addition (refer to Chapter 2, Section 2.54), I described the dynamic and multi-directional dimensions that influence the implementation process of SBIR. Interventions at different levels mutually reinforce each other by changing interactional patterns between the different dimensions (Dyssegaard et al., 2017).

In revisiting the theoretical and conceptual framework, I adapted the SBIR to include the role of the researcher as part of the implementation strategy. Research has shown that there is a direct relationship between implementation uptake, a researcher (who also acts as a facilitator), and the facilitation process (Durlak & DuPre, 2008; Dyssegaard et al., 2017; Kitson

et al., 1998). Including the role of the researcher in facilitating the implementation process of SBIR is “to navigate and negotiate between the evidence and the local context in an iterative and interactive way” (Kitson & Harvey, 2015, p. 20). These authors explain further that the role of the researcher can vary from explicitly supporting the achievement of a specific goal to a more general focus on transforming individuals, teams and organisations to create a culture that is more open and receptive to change and improvement. In challenging contexts, the implementation process calls for transformation strategies to be included in the implementation process. Where contexts are not ready to implement change at the individual and contextual level, the role of the researcher starts as being directive, progressively moving towards collaboration and support (Kitson et al., 1998).

5.9 CONTRIBUTION OF THE STUDY

The present study enhanced knowledge on what enables and constrains the implementation of SBIR in a rural South African context to inform methodological considerations in educational research. As stated in chapter 1, despite the implementation of numerous interventions students are still performing poorly in final year school exams, a phenomenon attributed to the low literacy skills of students (DBE, 2014; Taylor, 2016). The study provides a practical and theoretical contribution to the body of knowledge on SBIR.

The practical contribution of the study to the body of knowledge is an implementation framework to enable SBIR- related change in literacy instruction practice. The adapted framework by Domitrovich et al. (2008) includes the relationship between the enablers and constraints within and across different levels of the bioecological model. Remaining cognisant of a rural South Africa context I included the characteristics of students, the intervention, and situational factors as enablers and constraints to the implementation process. The background of students and literacy skills determine how the intervention can be implemented in the classroom. The attributes of the intervention may influence teacher willingness to implement the intervention. The teachers, students and the school perceptions of how it addresses the identified needs influence commitment to the process. Irrespective of the efficacy of the intervention or the willingness to implement the intervention, the timing must be right. In addition, in the framework I address individual and collective behaviour change to create an enabling context for intervention implementation. In this way, as part of intervention

implementation in the classroom, a support system can be developed to ensure commitment to the process. In the framework I also include the role of the researcher to facilitate change by implementing strategies based on assessments of the pre-implementation and implementation context.

In the present study to understand what enables and constrains SBIR I included literature from implementation science. To my knowledge implementation science has not been used in studies in SBIR to change instructional practices. Including implementation science as the conceptual model of the study allowed me to incorporate numerous theories and approaches to intervention implementation. Although the study was based on a systems approach to intervention implementation, I was able to include classical theories on change and theories on organisational readiness. In this way implementation science provides an enhanced understanding of how individual and contextual factors influence the implementation process.

5.10 LIMITATIONS

The inclusion of only one rural school in the study limits the transferability (generalisability) of the study. However, the findings are consistent with literature on intervention implementation. Regarding the role of the researcher as a limitation in the study, I think my previous work experience in corporate provided me with a better understanding of the influence of organisation factors on intervention implementation. However, I found being new to implementation research may have influenced some of the decisions I made. The support from the research team and debriefing sessions with my supervisors helped me to be more sensitive to my role as a researcher. Lastly, the location of the school made it difficult to support teachers during the implementation process.

5.11 RECOMMENDATIONS FOR FUTURE RESEARCH

The current study recommends the use of an integrative framework for implementing SBIR to understand and explain what influences intervention implementation. This study can be used for further research on methodological considerations on intervention implementation and guide SBIR implementation in practice.

Further research is needed on what enables and constrains intervention implementation that incorporates other microsystems, such as parents and the community, as they influence

intervention implementation and how change occurs. In addition, the silences in the study on what enables or constrains implementation within the individual system require further investigation to provide a deeper understanding of how change is negotiated by teachers, namely research on personality traits (e.g. introversion, submissiveness etc.) and work-related factors (e.g. stress, depression, and professional burnout) in a rural context. Furthermore, while there is some research on leadership practices in South Africa, more specific research is needed on the influence of leadership and SBIR

The role of the researcher as a facilitator during the implementation process requires further investigation. In agreement with Harvey and Kitson (2015a), facilitation is an active ingredient in successful implementation. Their research on intervention implementation in the medical field has shown how the facilitator negotiates change is influenced by their understanding of the intervention, participants, and the context. An experienced facilitator can implement interventions or strategies removing constraints and creating conditions conducive to achieving the desired outcomes (Weiner et al., 2012). The findings on how the researcher influences intervention implementation can be studied in rural school context.

The insights of this study can be further investigated by applying the integrative framework in SBIR in similar spaces. The six enablers (teacher readiness to implement SBIR, school receptiveness to change, school readiness to implement an intervention, contextually relevant outcomes, intervention flexibility and adaptability, and time) can be used to facilitate intervention implementation. In this way the implementation process can address the relationship between teachers, students, the school and the intervention to achieve the required outcomes.

References

- Aarons, G. A., & Sommerfeld, D. H. (2012). Leadership, Innovation Climate, and Attitudes toward Evidence-Based Practice during a Statewide Implementation. *Journal of the American Academy of Child and Adolescent Psychiatry, 51*(4), 423 - 431.
<https://doi.org/10.1016/j.jaac.2012.01.018>
- Aarons, G. A., Ehrhart, M. G., Torres, E. M., Finn, N. K., & Roesch, S. C. (2016). Validation of the Implementation Leadership Scale (ILS) in Substance Use Disorder Treatment Organizations. *Journal of substance abuse treatment, 68*, 31-35.
<https://doi.org/10.1016/j.jsat.2016.05.004>
- Aarons, G. A., Green, A. E., Trott, E., Willging, C. E., Torres, E. M., Ehrhart, M. G., & Roesch, S. C. (2016). The roles of system and organizational leadership in system-wide evidence-based intervention sustainment: a mixed-method study. *Administration and Policy in Mental Health and Mental Health Services Research, 43*(6), 991-1008.
<https://doi.org/10.1007/s10488-016-0751-4>
- Abry, T., Rimm-Kaufman, S. E., Larsen, R. A., & Brewer, A. J. (2013). The influence of fidelity of implementation on teacher–student interaction quality in the context of a randomized controlled trial of the Responsive Classroom approach. *Journal of School Psychology, 51*(4), 437-453. <https://doi.org/10.1016/j.jsp.2013.03.001>
- Albers, B., & Mildon, R. (2015). *Implementation of recommendations arising from previous inquiries of relevance to the Royal Commission into Institutional Responses to Child Sexual Abuse*. Retrieved June 8, 2018, from <http://www.parentingrc.org.au>
- Albers, B., & Pattuwage, L. (2017). Implementation in Education: Findings from a Scoping Review. Retrieved May 20, 2018, from <http://www.evidenceforlearning.org.au/evidence-informed-educators/implementation-in-education>
- Angrosino, M. V. (2011). Observational Research in M. L. Lewis-Beck, A. Bryman, & F. M. Liao (Eds.), *The SAGE Encyclopedia of Social Science Research Methods* (Vols. 1-3). Thousand Oaks, CaliforniaCA: SAGE Publications.

- Angrosino, M. V., & Perez, M. (2000). Rethinking observation: From method to context. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, CaliforniaCA: SAGE Publications.
- Anguera, M. T., Blanco-Villaseñor, A., Losada, J. L., Sánchez-Algarra, P., & Onwuegbuzie, A. J. (2018). Revisiting the difference between mixed methods and multimethods: Is it all in the name? *Quality & Quantity: International Journal of Methodology*, 52(6), 2757-2770. <https://doi.org/10.1007/s11135-018-0700-2>
- Baah-Boateng, W. (2013). Human capital development: the case of education as a vehicle for Africa's economic transformation. *Legon Journal of International Affairs and Diplomacy*, 7(1), 31-55. Retrieved May 20, 2018, from https://www.researchgate.net/publication/269402447_Human_Capital_Development_The_Case_of_Education_as_a_vehicle_for_Africa's_Economic_Transformation
- Bank, W. (2018). *World Development Report 2018: Learning to Realize Education's Promise*. Retrieved from <http://www.worldbank.org/en/publication/wdr2018>
- Barrett, A. M., Chawla-Duggan, R., Lowe, J., Nickel, J., & Ukpo, E. (2006). *The concept of quality education: a review of the 'international' literature on the concept of quality education*. Retrieved May 21, 2018, from www.edqual.org.
- Bauer, M., Damschroder, L., Hagedorn, H., Smith, J., & Kilbourne, A. (2015). An introduction to implementation science for the non-specialist. *BMC psychology*, 3(1), 32-32. <https://doi.org/10.1186/s40359-015-0089-9>
- Becker, K. D., & Domitrovich, C. E. (2011). The conceptualization, integration, and support of evidence-based interventions in the schools. *School Psychology Review*, 40(4), 582-589. Retrieved May 15, 2018, from www.edqual.org.https://www.researchgate.net/profile/Kimberly_Becker/publication/257102358_The_Conceptualization_Integration_and_Support_of_Evidence-Based_Interventions_in_the_Schools/links/55119afd0cf20bfdad4edeb7/The-Conceptualization-Integration-and-Support-of-Evidence-Based-Interventions-in-the-Schools.pdf
- Beidas, R. S., Mehta, T., Atkins, M., Solomon, B., & Merz, J. (2013). Dissemination and Implementation Science: Research Models and methods. In J.S. Comer & P.C.

- Kendall (Eds.), *Oxford library of psychology. The Oxford Handbook of Research Strategies for Clinical Psychology* (pp. 62-86). New York, NY, US: Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199793549.013.0005>
- Biesta, G. (2010). Pragmatism and the Philosophical Foundations of Mixed Methods Research. In A. Tashakkori & C. Teddlie (Eds.), *SAGE Handbook of Mixed Methods in Social & Behavioral Research* (2nd ed.). Thousand Oaks, CaliforniaCA: SAGE Publications, Inc. <https://dx.doi.org/10.4135/9781506335193>
- Biesta, G. (2010). Why ‘What Works’ Still Won’t Work: From Evidence-Based Education to Value-Based Education. *Studies in Philosophy and Education*, 29(5), 491-503. doi:10.1007/s11217-010-9191-x
- Bishop, D. C., Hansen, W. B., Albritton, J., Albritton, L., Strack, J., & Pankratz, M. M. (2014). Measuring Fidelity and Adaptation: Reliability of an Instrument for School-Based Prevention Programs. *Evaluation and the Health Professions*, 37(2), 231-257. <https://doi.org/10.1177/0163278713476882>
- Bouwer, C. (2004). Reading and Writing. In L. Ebersöhn & I. Eloff (Eds.), *Keys to educational psychology* (First ed., pp. 83-118). Cape Town: Juta and Company Ltd.
- Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, Jr., & K. Lüscher (Eds.), *Examining lives in context: perspectives on the ecology of human development* (1st ed., pp. 619-649). Washington, DC: American Psychological Association. <https://doi.org/10.1037/10176-018>
- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-Nurture Reconceptualized in Developmental Perspective: A Bioecological Model. *Psychological Review*, 101(4), 568. <http://dx.doi.org/10.1037/0033-295X.101.4.568>
- Bronfenbrenner, U., & Evans, G. W. (2000). Developmental Science in the 21st Century: Emerging Questions, Theoretical Models, Research Designs and Empirical Findings. *Social Development*, 9(1), 115-125. <http://dx.doi.org/10.1111/1467-9507.00114>

- Bronfenbrenner, U., & Morris, P. A. (2006). The Bioecological Model of Human Development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology* (pp. 793-828). Hoboken, NJ, US: John Wiley & Sons Inc.
- Bruner, J. L. (2012). Is Poverty Reduction Enough? Lessons from Bolsa Familia In Brazil. In A. Pitman, V. Masemann, & M. A. Pereyra (Eds.), *Learning and Doing Policy Analysis in Education: Examining Diverse Approaches to Increasing Educational Access*. Rotterdam, Netherlands: Sense Publishers.
- Bryman, A. (2006). Paradigm Peace and the Implications for Quality. *International Journal of Social Research Methodology*, 9(2), 111-126.
<https://doi.org/10.1080/13645570600595280>
- Bryman, A. (2016). *Social Research Methods* (International Edition. 5th ed.). New York, NY, US: Oxford University Press.
- Burch, P., & Heinrich, C. J. (2016). *Mixed Methods for Policy Research and Program Evaluation*. Thousand Oaks, CaliforniaCA: SAGE Publications.
- Cameron, R. (2011). Mixed Methods Research: The Five Ps Framework. *Electronic Journal of Business Research Methods*, 9(2). 96-108. Retrieved October, 04, 2018, from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.456.6853&rep=rep1&type=pdf>.
- Cane, J., O'Connor, D., & Michie, S. (2012). Validation of the theoretical domains framework for use in behaviour change and implementation research. *Implementation Science*, 7(1), 37. <https://doi.org/10.1186/1748-5908-7-37>
- Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation Science*, 2(1), 40.
<https://doi.org/10.1186/1748-5908-2-40>
- Castro, F. G., Kellison, J., Boyd, S., & Kopak, A. (2010). A Methodology for Conducting Integrative Mixed Methods Research and Data Analyses. *Journal of Mixed Methods Research*, 4(4), 342-360. <https://doi.org/10.1177/1558689810382916>

- Century, J., & Cassata, A. (2016). Implementation Research: Finding Common Ground on What, How, Why, Where, and Who. *Review of Research in Education*, 40(1), 169-215. <https://doi.org/10.3102/0091732x16665332>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (5th ed.). Florence, United States: Taylor & Francis Group.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). London: Routledge.
- Combs, J. P., & Onwuegbuzie, A. J. (2010). Describing and illustrating data analysis in mixed research. *International Journal of Education*, 2(2). <https://doi.org/10.5296/ije.v2i2.526>
- Cook, D. A., & Artino Jr, A. R. (2016). Motivation to learn: An overview of contemporary theories. *Medical education*, 50(10), 997-1014. <https://doi.org/10.1111/medu.13074>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles: SAGE Publications.
- Creswell, J. W. (2014). *Research design : qualitative, quantitative, and mixed methods approaches* (4th ed. International student ed.). Los Angeles: SAGE Publications.
- Croninger, R. M. V., Li, M., Murphy, P. K., & Cameron, C. (2018). Classroom Discussions: Building the Foundation for Productive Talk. In P. K. Murphy (Ed.), *Classroom Discussions in Education: Promoting Productive Talk about Text and Content*. New York: Routledge.
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*, 11(1), 100. <https://doi.org/10.1186/1471-2288-11-100>
- Damschroder, L. J., Aron, D. C., Keith, R. E., Kirsh, S. R., Alexander, J. A., & Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. *Implementation Science*, 4(1), 50. doi:10.1186/1748-5908-4-50
- DBE. (2008). *National reading strategy*. Retrieved from Pretoria:

- DBE. (2011). National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12: Government Printer Pretoria.
- DBE. (2014). *National Senior Certificate Examination: Diagnostic Report 2014*. Retrieved from Pretoria:
- DBE. (2015). *National Senior Certificate Examination: Diagnostic Report 2015*. Retrieved from Pretoria:
- de Jager, T. (2013). Guidelines to assist the implementation of differentiated learning activities in South African secondary schools. *International Journal of Inclusive Education*, 17(1), 80-94. <https://doi.org/10.1080/13603116.2011.580465>
- Dearing, J. W. (2009). Applying Diffusion of Innovation Theory to Intervention Development. *Research on Social Work Practice*, 19(5), 503-518. <https://doi.org/10.1177/1049731509335569>
- Dellinger, A. B., & Leech, N. L. (2007). Toward a unified validation framework in mixed methods research. *Journal of Mixed Methods Research*, 1(4), 309-332. <https://doi.org/10.1177/1558689807306147>
- Dempster, N., Konza, D., Robson, G., Gaffney, M., Lock, G., & McKennarney, K. (2012). *Principals as Literacy Leaders: Confident, Credible and Connected*. Retrieved May, 20, 2018, from <https://ro.ecu.edu.au/ecuworks2012/18/>
- Department of Basic Education. (2019). *Report on the 2018 National Senior Certificate Examination: Advancing the Potential Education*. Retrieved January, 01, 2019 from <https://www.education.gov.za/Portals/0/Documents/Reports>
- Department of Basic Education. (DBE). (2011). National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12: Government Printer Pretoria
- Department of Basic Education., (DBE) (2017). *The SACMEQ IV Project in South Africa: A Study of the Conditions of Schooling and the Quality of Education*. Retrieved May, 20, 2018, from http://www.sacmeq.org/sites/default/files/sacmeq/publications/sacmeq_iv_project_in_south_africa_report.pdf

- Department of Basic Education. (2014). (DBE) *National Senior Certificate Examination: Diagnostic Report 2014*. Retrieved May, 20, 2018, from <http://edulis.pgwc.gov.za/index.php/component/jdownloads/send/1370-reports/12055-2014-gr-12-nsc-diagnostic-report>
- Department of Basic Education. (DBE) (2008). *National reading strategy*. Retrieved April, 16, 2017, from <https://www.education.gov.za/LinkClick.aspx?fileticket=wjYeFLi8NC0%3D&tabid=334&portalid=0&mid=4104>
- Department of Basic Education. (DBE) (2005). *Report of the Ministerial Committee on Rural Education: A New Vision for Rural Schooling*. Retrieved June, 16, 2016, from https://www.researchgate.net/publication/44837392_Report_of_the_Ministerial_Committee_on_Rural_Education_A_new_vision_for_rural_schooling
- Department of Basic Education. (DBE) (2011a). *Curriculum and Assessment Policy Statement: Grades R-3*. Cape Town: Government Printing Works.
- Department of Basic Education. (DBE) (2011b). *Curriculum and Assessment Policy Statement: Senior Phase 7-9*. Cape Town: Government Printing Works.
- Domitrovich, C. E., Bradshaw, C. P., Greenberg, M. T., Embry, D., Poduska, J. M., & Ialongo, N. S. (2010). Integrated models of school-based prevention: Logic and theory. *Psychology in the Schools, 47*(1), 71-88. <https://doi.org/10.1002/pits.20452>
- Domitrovich, C. E., Bradshaw, C. P., Poduska, J. M., Hoagwood, K., Buckley, J. A., Olin, S., Ialongo, N. S. (2008). Maximizing the Implementation Quality of Evidence-Based Preventive Interventions in Schools: A Conceptual Framework. *Advances in school mental health promotion, 1*(3), 6-28. <https://doi.org/10.1080/1754730X.2008.9715730>
- Donald, D., Lazarus, S., & Lolwana, P. (2010). *Educational Psychology in Social Context*. Cape Town: Oxford University Press.
- Dowell, N. M., Graesser, A. C., & Cai, Z. (2016). Language and discourse analysis with Coh-Metrix: Applications from educational material to learning environments at scale. *Journal of Learning Analytics, 3*(3), 72-95. <https://doi.org/10.18608/jla.2016.33.5>

- Dreyer, L., Engelbrecht, P., & Swart, E. (2012). Making Learning Support Contextually Responsive. *Africa Education Review*, 9(2), 270-288. <https://doi-org.uplib.idm.oclc.org/10.1080/18146627.2012.722393>
- du Plessis, P. (2017). Challenges for rural school leaders in a developing context: A case study on leadership practices of effective rural principals. *Koers*, 82(3), 1-10. <https://dx.doi.org/10.19108/koers.82.3.2337>
- Duda, M. A., & Wilson, B. A. (2015). Using Implementation Science to Close the Policy to Practice Gap. *A Literate Nation White Paper*. San Francisco, CA. <https://doi.org/10.1177%2F1053815113502235>
- Dudley-Marling, C. (2011a). Researching in Classrooms: Getting beyond "What Works". *Learning Disability Quarterly*, 34(2), 141-149. <https://doi.org/10.1177/073194871103400204>
- Dudley-Marling, C. (2011b). Researching in classrooms: Getting beyond "what works". *Learning Disability Quarterly*, 34(2), 141-149. <https://doi.org/10.1177/073194871103400204>
- Dunst, C. J., Trivette, C. M., & Raab, M. (2013). An Implementation Science Framework for Conceptualizing and Operationalizing Fidelity in Early Childhood Intervention Studies. *Journal of Early Intervention*, 35(2), 85-101. <https://doi.org/10.1177%2F1053815113502235>
- Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American journal of community psychology*, 41(3-4), 327-350. <https://doi.org/10.1007/s10464-008-9165-0>
- Dyssegaard, C. B., Egelund, N., & Sommersel, N. B. (2017). *What enables or hinders the use of research-based knowledge in primary and lower secondary school – a systematic review and state of the field analysis*. Dansk Clearinghouse for Educational Research, DPU, Aarhus Universitet. Retrieved June, 17, 2016, from <https://www.forskningsdatabasen.dk/en/catalog/2372689367>

- Ebersöhn, L. (2015). Making sense of place in school-based intervention research. *Contemporary Educational Psychology, 40*(3), 121-130.
<https://doi.org/10.1016/j.cedpsych.2014.10.004>
- Ebersöhn, L. (2016). Enabling spaces in education research: an agenda for impactful, collective evidence to support all to be first among un-equals. *South African Journal of Education, 36*(4), 1-12. <http://dx.doi.org/10.15700/saje.v36n4a1390>
- Ebersöhn, L., & Loots, T. (2017). Teacher agency in challenging contexts as a consequence of social support and resource management. *International Journal of Educational Development, 53*, 80-91. <https://doi.org/10.1016/j.ijedudev.2016.11.005>
- Edujesuit. (2016). *Education for people and planet: Creating sustainable futures for all*. Retrieved July, 17, 2018, from <http://edujesuit.org/new-unesco-report-education-for-green-and-inclusive-growth/>
- Elias, M. J., & Theron, L. (2012). Linking purpose and ethics in thesis writing: South Africa illustrations of an international perspective. In J. G. Maree (Ed.), *Complete Your Thesis or Dissertation Successfully: Practical Guidelines* (pp. 145-161). Cape Town: Juta & Company Ltd.
- Engelbrecht, P., Nel, M., Smit, S., & Van Deventer, M. (2016). The idealism of education policies and the realities in schools: the implementation of inclusive education in South Africa. *International Journal of Inclusive Education, 20*(5), 520-535.
<https://www.tandfonline.com/doi/citedby/10.1080/13603116.2015.1095250?scroll=top&needAccess=true>
- Eun, B., & Lim, H. (2009). A Sociocultural View of Language Learning: The Importance of Meaning-Based Instruction. *TESL Canada Journal, 27*(1), 12-26.
<https://doi.org/10.18806/tesl.v27i1.1031>
- Evans, D. K., & Popova, A. (2016). What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Findings in Systematic Reviews. *The World Bank Research Observer, 31*(2), 242-270. <https://doi.org/10.1093/wbro/lkw004>

- Feilzer, M. Y. (2009). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*. <https://doi.org/10.1177/1558689809349691>
- Ferreira, R. (2012). Writing a Research Proposal. In J. G. Maree (Ed.), *Complete your Thesis or Dissertation Successfully: Practical Guidelines* (pp. 29-39). Cape Town: Juta & Company Ltd.
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving Integration in Mixed Methods Designs-Principles and Practices. *Health Services Research*, 48(6 Pt 2), 2134-2156. <https://doi.org/10.1111/1475-6773.12117>
- Fixsen, D. L., Naoom, S. F., Blase, K. A., & Friedman, R. M. (2005). *Implementation research: a synthesis of the literature*. Retrieved May. 20, 2018, from <https://www.popline.org/node/266329>
- Fleisch, B. (2008). *Primary education in crisis: Why South African schoolchildren underachieve in reading and mathematics*: Juta and Company Ltd.
- Flick, U. (2009). *An Introduction to Qualitative Research, 4th Ed.* London: SAGE Publications.
- Fraser, M. W., & Galinsky, M. J. (2010). Steps in intervention research: Designing and developing social programs. *Research on Social Work Practice*, 20(5), 459-466. <https://doi.org/10.1177/1049731509358424>
- Gee, J. P. (2015). The New Literacy Studies. In J. Rowsell & K. Pahl (Eds.), *The Routledge Handbook of Literacy Studies* (pp. 35-48). Abingdon: Routledge.
- Gilimani, M., Marevhula, K., & Schmidt, I. (2016). Trends and Determinants of Educational Attainment of South African Youth. In C. O. Odimegwu & J. Kekovole (Eds.), *Social Demography of South Africa: Advances and Emerging Issues*. New York: Routledge.
- Goense, P. B., Boendermaker, L., & van Yperen, T. (2016). Support systems for treatment integrity. *Research on Social Work Practice*, 26(1), 69-73. <https://doi.org/10.1177/1049731515579205>
- Google Maps (n.d). *University of Pretoria Main Entrance to Chief Jerry Nkosi Secondary School Maps* [Image]. Retrieved January, 19, 2019, from

<https://www.google.com/maps/dir/University+of+Pretoria+-+Hatfield+Campus+Main+Entrance,+Hatfield,+Pretoria/Badplaas,+A+Forever+Resort,+R38,+Carolina,+eManzana/Chief+Jerry+Nkosi+Secondary+School,+Ebuhleni>

- Graesser, A., McNamara, D., & Kulikowich, J. (2011). Coh-Metrix: Providing Multilevel Analyses of Text Characteristics. *Educational Researcher*, 40(5), 223-234. <https://doi.org/10.3102/0013189X11413260>
- Greene, J. (2015). Serious challenges require serious scholarship: Integrating implementation science into the scholarly discourse. *Contemporary Educational Psychology*, 40, 112-120. <https://doi.org/10.1016/j.cedpsych.2014.10.007>
- Greene, J., Caracelli, V. J., & Graham, W. F. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Designs. *Educational Evaluation and Policy Analysis*, 11(3), 255-274. <https://doi.org/10.2307/1163620>
- Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank Quarterly*, 82(4), 581-629. <https://doi.org/10.1111/j.0887-378x.2004.00325.x>
- Hall, G. (2011). *Exploring English Language Teaching: Language in Action*: Taylor & Francis.
- Han, S. S., & Weiss, B. (2005). Sustainability of Teacher Implementation of School-Based Mental Health Programs. *Journal of Abnormal Child Psychology: An official publication of the International Society for Research in Child and Adolescent Psychopathology*, 33(6), 665-679. <https://doi.org/10.1007/s10802-005-7646-2>
- Hargreaves, A., & Shirley, D. L. (2009). *The fourth way: The inspiring future for educational change*: Corwin Press.
- Harvey, G., & Kitson, A. (2015a). A model of facilitation for evidence-based practice. In G. Harvey & A. Kitson (Eds.), *Implementing evidence-based practice in healthcare: a facilitation guide*. New York: Routledge.
- Harvey, G., & Kitson, A. (2015b). PARIHS revisited from heuristic to integrated framework for the successful implementation of knowledge into practice. *Implementation Science*, 11(1), 33. <https://doi.org/10.1186/s13012-016-0398-2>

- Hedgcock, J., & Ferris, D. R. (2009). *Teaching Readers of English*. Florence, US: Routledge.
- Hillman, A. L. (2008). Globalization and Social Justice. *The Singapore Economic Review*, 53(2), 173-189. <https://doi.org/10.1142/S0217590808002896>
- Hipsky, S. (2011). *Differentiated Literacy and Language Arts Strategies for the Elementary Classroom*: Pearson.
- Hlalele, D. (2012). Social justice and rural education in South Africa. *Perspectives in Education*, 30(1), 111-118.
<https://www.ingentaconnect.com/content/sabinet/persed/2012/00000030/00000001/art00013>
- Hoadley, U., Christie, P., & Ward, C. L. (2009). Managing to learn: instructional leadership in South African secondary schools. *School Leadership & Management*, 29(4), 373-389. <https://doi.org/10.1080/13632430903152054>
- Holzberger, D., Philipp, A., & Kunter, M. (2013). How Teachers' Self-Efficacy is Related to Instructional Quality: A Longitudinal Analysis. *Journal of Educational Psychology*, 105(3), 774-786. <https://doi.org/10.1037/a0032198>
- Horner, R. H., Sugai, G., & Fixsen, D. L. (2017). Implementing Effective Educational Practices at Scales of Social Importance. *Clinical Child and Family Psychology Review*, 20(1), 25-35. <https://doi.org/10.1007/s10567-017-0224-7>
- Howie, S., Van Staden, S., Tshele, M., Dowse, C., & Zimmerman, L. (2012). *South African Children's Reading Literacy Achievement: PIRLS 2011 Summary Report*. Retrieved from <https://repository.up.ac.za/handle/2263/65996>
- Humphrey, N., Barlow, A., & Lendrum, A. (2018). Quality Matters: Implementation Moderates Student Outcomes in the PATHS Curriculum. *Prevention Science*, 19(2), 197-208. <https://doi.org/10.1007/s11121-017-0802-4>
- Humphrey, N., Lendrum, A., Ashworth, E., Frearson, K., Buck, R., & Kerr, K. (2016). *Implementation and process evaluation (IPE) for interventions in education settings: A synthesis of the literature*. Education Endowment Foundation, London. Retrieved February, 16, 2018, from

https://educationendowmentfoundation.org.uk/public/files/Evaluation/Setting_up_an_Evaluation/IPE_Guidance_Final.pdf

Images, G. (2018). Retrieved from

https://www.google.co.za/search?hl=en&tbm=isch&source=hp&biw=1366&bih=657&ei=7qyyW_qbAYacsAe5jqWIAw&q=Elukwatini+town&oq=Elukwatini+town&gs_l=img.3..0.2674.2674.0.4611.3.3.0.0.0.0.246.246.2-1.1.0....0...1ac.2.64.img..2.1.246.0...0.CyOh_oAyrXY#imgrc=fVYNB4ssZ9GdrM

Ivankova, N. V., Creswell, J. W., & Plano Clark, V. L. (2010). Foundations and Approaches to Mixed Methods Research. In K. Maree (Ed.), *First Steps in Research* (pp. 256-285). Pretoria: Van Schaik.

Jackson, K. R., Fixsen, D., & Ward, C. (2018). *Four Domains for Rapid School Improvement: An Implementation Framework*. Retrieved June, 21, 2018, from <https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Four%20Domains%20for%20Rapid%20School%20Improvement.pdf>

Johnson, E. (2008). Ecological Systems and Complexity Theory: Toward an Alternative Model of Accountability in Education. *Complicity: An International Journal of Complexity and Education*, 5(1), 1-10.

Johnson, R., & Onwuegbuzie, A. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14-26. doi:10.2307/3700093

Johnson, S., Pas, E., Loh, D., Debnam, K., & Bradshaw, C. (2017). High School Teachers' Openness to Adopting New Practices: The Role of Personal Resources and Organizational Climate. *School Mental Health*, 9(1), 16-27.
<https://doi.org/10.1007/s12310-016-9201-4>

Kitson, A., & Harvey, G. (2015). Getting started with facilitation. In G. Harvey & A. Kitson (Eds.), *Implementing evidence-based practice in healthcare: a facilitation guide*. New York: Routledge.

Kitson, A., Harvey, G., & McCormack, B. (1998). Enabling the implementation of evidence based practice: a conceptual framework. *BMJ Quality & Safety*, 7(3), 149-158.
<http://dx.doi.org/10.1136/qshc.7.3.149>

- Kubow, P. K. (2018). Schooling inequality in South Africa: Productive capacities and the epistemological divide. In A. W. Wiseman (Ed.), *Annual Review of Comparative and International Education 2017* (pp. 161-186). <https://doi.org/10.1108/S1479-367920180000034016>
- Larsen-Freeman, D. (2011). Key Concepts in Language Learning and Language Education. In J. Simpson (Ed.), *The Routledge Handbook of Applied Linguistic* (pp. 155-170). Abingdon: Routledge.
- Le Fanu, G. (2013). Reconceptualising inclusive education in international development. In L. Tikly & A. M. Barrett (Eds.), *Education Quality and Social Justice in the Global South : Challenges for Policy, Practice and Research Education, Poverty, and International Development Series* (Education, poverty, and international development series). New York: Routledge/Taylor & Francis. Retrieved from EBSCOhost <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=593627>
- Lehman, W. E. K., Greener, J. M., & Simpson, D. D. (2002). Assessing organizational readiness for change. *Journal of substance abuse treatment*, 22(4), 197-209. [https://doi.org/10.1016/S0740-5472\(02\)00233-7](https://doi.org/10.1016/S0740-5472(02)00233-7)
- Leithwood, K., & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: National College for School Leadership Nottingham.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management*, 28(1), 27-42. <https://doi.org/10.1080/13632430701800060>
- Lemmer, E., & Manyike, T. (2012). Far from the city lights: English reading performance of ESL learners in different types of rural primary school. *Per Linguam: a Journal of Language Learning= Per Linguam: Tydskrif vir Taalaanleer*, 28(1), 16-35. <https://doi.org/10.5785/28-1-117>
- Lochman, J. E., Powell, N. P., Boxmeyer, C. L., Qu, L., Sallee, M., Wells, K. C., & Windle, M. (2015). Counselor-Level Predictors of Sustained Use of an Indicated Preventive Intervention for Aggressive Children. *Prevention Science*, 16(8), 1075-1085. <https://doi.org/10.1007/s11121-014-0511-1>

- Maarman, G. J., & Lamont-Mbawuli, K. (2017). A review of challenges in South African education and possible ways to improve educational outcome as suggested by decades of research. *Africa Education Review*, 14(3-4), 263-289.
<https://doi.org/10.1080/18146627.2017.1321962>
- Mabasa, L. T. (2013). *A responsive evaluation approach in evaluating the safe schools and the child-friendly schools programmes in the Limpopo province*. (Doctoral dissertation, Stellenbosch University, Stellenbosch, South Africa). Retrieved from <http://hdl.handle.net/10019.1/80061>
- Maree, K., & Pietersen, J. (2007). The Quantitative Research Process. In K. Maree (Ed.), *First Steps in Research*. Pretoria: Van Schaik.
- Marishane, R. N. (2016). The right to basic education for all in South Africa: Implications for school principals. *Koers: Bulletin for Christian Scholarship = Koers: Bulletin vir Christelike Wetenskap*, 81(3), 1-8. <https://doi.org/10.19108/KOERS.82.3.2331>
- Martin, D. P., & Rimm-Kaufman, S. E. (2015). Do student self-efficacy and teacher-student interaction quality contribute to emotional and social engagement in fifth grade math? *Journal of School Psychology*, 53(5), 359-373.
<https://doi.org/10.1016/j.jsp.2015.07.001>
- McNamara, D. S., Graesser, A. C., McCarthy, P. M., & Cai, Z. (2014). *Automated Evaluation of Text and Discourse with Coh-Metrix*. <https://doi.org/10.1017/CBO9780511894664>
- Mertens, D. M. (2009). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*: SAGE Publications, Incorporated.
- Mercer, N. (2000). *Words and Mind: How We Use Words to Think Together*: London & New York: Routledge.
- Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, Culture and Social Interaction*, 1(1), 12-21. <https://doi.org/10.1016/j.lcsi.2012.03.001>

- Miranda, J. J., & Zaman, M. J. (2010). Exporting "failure": why research from rich countries may not benefit the developing world. *Revista de saúde pública*, 44(1), 185-189.
<https://doi.org/10.1590/S0034-89102010000100020>
- Mitchell, P. F. (2011). Evidence-based practice in real-world services for young people with complex needs: New opportunities suggested by recent implementation science. *Children and Youth Services Review*, 33(2), 207-216.
<https://doi.org/10.1016/j.chilyouth.2010.10.003>
- Mlachila, M., & Moeletsi, T. (2019). *Struggling to Make the Grade: A Review of the Causes and Consequences of the Weak Outcomes of South Africa's Education System*: International Monetary Fund. <https://doi.org/10.5089/9781498301374.001>
- Moloi, K. C. (2014). The complexity of dealing with change in the South African schooling system: 20 years into democracy. *African Identities*, 12(3-4), 264-282.
<https://doi.org/10.1080/14725843.2015.1009619>
- Monteiro, A. R. (2015). *The teaching profession: Present and future*. Cham: Springer.
- Moral, C., Martín-Romera, A., Martínez-Valdivia, E., & Olmo-Extremera, M. (2018). Successful secondary school principalship in disadvantaged contexts from a leadership for learning perspective. *School Leadership & Management*, 38(1), 32-52.
<https://doi.org/10.1080/13632434.2017.135161>
- Morgan, D. L. (2007). Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods. *Journal of Mixed Methods Research*, 1(1), 48-76. <https://doi.org/10.1177/2345678906292462>
- Mthembu, A. (2017, 3 June 2017). Sadtu and Nehawu strike continues in Ermelo. *The Highvelder*. Retrieved from <http://highvelder.co.za/50534/sadtu-nehawu-strike-continues-ermelo/>
- Mthethwa-Sommers, S. (2014). *Narratives of Social Justice Educators: Standing Firm*. New York, USA: Springer International Publishing.
- Mukhopadhyay, S. (2015). West is best? a post-colonial perspective on the implementation of inclusive education in Botswana. *KEDI Journal of Educational Policy*, 12(1), 19-3
Retrieved from <https://www.tandfonline.com/loi/tedp20>

- Murphy, P. K. (2015). Marking the way: School-based interventions that “work”. *Contemporary Educational Psychology*, 40, 1-4. Retrieved June 18, 2017, from <https://doi.org/10.1016/j.cedpsych.2014.10.003>
- Murphy, P. K., & Firetto, C. M. (2018). Quality Talk: A Blueprint for Productive Talk. In P. K. Murphy (Ed.), *Classroom Discussions in Education: Promoting Productive Talk about Text and Content* (pp. 129-168). New York: Routledge.
- Murphy, P. K., & Wei, L. (2018). Teacher and Student Roles. In P. K. Murphy (Ed.), *Classroom Discussions in Education: Promoting Productive Talk about Text and Content*. New York: Routledge.
- Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students’ high-level comprehension of text: A meta-analysis. *Journal of Educational Psychology* (101), 740-764. <http://dx.doi.org/10.1037/a0015576>
- Murtin, F. (2013). *Improving education quality in South Africa (1815-1973)*. Retrieved from <https://www.oecd-ilibrary.org/docserver/5k452klfn9ls-en.pdf?expires=1556721935&id=id&accname=guest&checksum=CB16BC0C0FC441445E4782BD9E5AF301>
- MyiLibrary <http://www.myilibrary.com?id=497075>.
- Nag, S., Chiat, S., Torgerson, C., & Snowling, M. J. (2014). *Literacy, foundation learning and assessment in developing countries: Final Report. Education Rigorous Literature Review*. Retrieved July, 22, 2017, from <https://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Literacy%202014%20Nag%20report.pdf?ver=2014-04-24-134404-340>
- Nastasi, B. K., & Schensul, S. L. (2005). Contributions of qualitative research to the validity of intervention research. *Journal of School Psychology*, 43(3), 177-195. <https://doi.org/10.1016/j.jsp.2005.04.003>
- Nel, M., & Theron, L. (2008). Critique of a Language Enrichment Programme for Grade 4 ESL Learners with Limited English Proficiency: a Pilot Study. *South African Journal*

of Education, 203-219.

<https://www.ajol.info/index.php/saje/article/viewFile/25154/4353>

- Nel, M., Nel, N., Engelbrecht, P., & Tlale, L. D. N. (2016). Teachers' perceptions of education support structures in the implementation of inclusive education in South Africa. *Koers: Bulletin for Christian Scholarship = Koers: Bulletin vir Christelike Wetenskap*, 81(3), 1-14. <http://dx.doi.org/10.19108/koers.81.3.2249>.
- Nel, N., & Nel, M. (2012). English Language. In N. Nel, M. Nel, & A. Hugo (Eds.), *Learner Support in a Diverse Classroom: a Guide for Foundation, Intermediate and Senior Phase Teachers of Language and Mathematics* (pp. 79-115). Pretoria: Van Schaik.
- NICHD. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Retrieved August, 20, 2016, from <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>
- Nieuwenhuis, F. J. (1997). Can research into the development of education in post-colonial Africa shape education policies in South Africa? *International Journal of Educational Development*, 17(2), 129-143. [https://doi.org/10.1016/S0738-0593\(96\)00035-1](https://doi.org/10.1016/S0738-0593(96)00035-1)
- Nieuwenhuis, J. (2010). Qualitative research designs and data gathering techniques. In K. Maree (Ed.), *First steps in research* (pp. 69-97). Pretoria: Van Schaik.
- Niglas, K. (2009). How the Novice Researcher can make Sense of Mixed Methods Designs. *International Journal of Multiple Research Approaches*, 3(1), 34-46. <https://doi.org/10.5172/mra.455.3.1.34>
- Nilsen, P. (2015). Making sense of implementation theories, models and frameworks. *Implementation Science*. 10(1), 53. <https://doi.org/10.1186/s13012-015-0242-0>
- O'Cathain, A. (2010). Assessing the quality of mixed methods research: Towards a comprehensive framework. *Handbook of mixed methods in social and behavioral research*, 531-555. <https://dx.doi.org/10.4135/9781506335193.n21>
- OECD. (2017). *PISA 2015: Results in focus*. Paris: OECD Publishing.

- Ofsted. (2003). *The initial training of further education teachers: A survey*. Retrieved August, 25, 2015, from <https://dera.ioe.ac.uk/311/1/The%20initial%20training%20of%20further%20education%20teachers.pdf>
- O'Meara, J. (2011). *RTI with Differentiated Instruction, Grades K–5: a Classroom Teacher's Guide*: SAGE Publications.
- Ogden, T., & Fixsen, D. L. (2014). Implementation science: A brief overview and a look ahead. *Zeitschrift für Psychologie*, 222(1)(4). doi:<https://doi.org/10.1027/2151-2604/a000160>
- Onwuengbuzie, A. J., & Leech, N. L. (2007). Validity and Qualitative Research: An Oxymoron. *Quality and Quantity*, 233-249. <https://doi.org/10.1007/s11135-006-9000-3>
- Ortega, A. (2011). Second Language Acquisition. In J. Simpson (Ed.), *The Routledge Handbook of Applied Linguistics* (pp. 171-184). Abingdon: Routledge.
- Pas, E. T., Waasdorp, T. E., & Bradshaw, C. P. (2015). Examining contextual influences on classroom-based implementation of positive behavior support strategies: Findings from a randomized controlled effectiveness trial. *Prevention Science*, 16(8), 1096-1106. <https://doi.org/10.1007/s11121-014-0492-0>
- Pather, S. (2007). Demystifying inclusion: implications for sustainable inclusive practice. *International Journal of Inclusive Education*, 11(5-6), 627-643. <https://doi.org/10.1080/13603110600790373>
- Pather, S., & Nxumalo, C. P. (2013). Challenging understandings of inclusive education policy development in Southern Africa through comparative reflection. *International Journal of Inclusive Education*, 17(4), 420-434. <https://doi.org/10.1080/13603116.2011.651821>
- Plano Clark, V. L., & Ivankova, N. V. (2016). *Mixed Methods Research: A Guide to the Field*. Thousand Oaks, CaliforniaCA. SAGE Publications. Retrieved from <http://dx.doi.org/10.4135/9781483398341>

- Plano Clark, V., & Ivankova, N. (2016). *Mixed methods research: A guide to the field*. Thousand Oaks, CA: SAGE Publications, Inc.
<https://dx.doi.org/10.4135/9781483398341>
- Pressley, M., Graham, S., & Harris, K. (2006). The state of educational intervention research as viewed through the lens of literacy intervention. *British Journal of Educational Psychology*, 76(1), 1-19. <https://doi.org/10.1348/000709905X66035>
- Pretorius, E. J., & Klapwijk, N. M. (2016). Reading comprehension in South African schools: Are teachers getting it, and getting it right? *Per Linguam: a Journal of Language Learning = Per Linguam: Tydskrif vir Taalaanleer*, 32(1), 1-20.
<https://doi.org/10.5785/32-1-627>
- Prinsloo, I. J. (2005). How safe are South African schools? *South African Journal of Education*, 25(1), 5-10. <https://doi.org/10.1080/02572117.2005.10587245>
- Proctor, E., Powell, B., & McMillen, J. (2013). Implementation strategies: recommendations for specifying and reporting. *Implementation Science*, 8(1), 139.
<https://doi.org/10.1186/1748-5908-8-139>
- Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., Griffey, R., Hensley, M. (2011). Outcomes for Implementation Research: Conceptual Distinctions, Measurement Challenges, and Research Agenda. *Administration and Policy in Mental Health*, 38(2), 65-76. <https://doi.org/10.1007/s10488-010-0319-7>
- Putney, L. G. (2010). Case Study. In N. Salkind (Ed.), *Encyclopedia of research design* (pp. 116–119). Thousand Oaks, CA: SAGE Publications, Inc. Retrieved from <https://doi.org/10.4135/9781412961288>
- Reichenpfader, U., Carlford, S., & Nilsen, P. (2015). Leadership in evidence-based practice: a systematic review. *Leadership in Health Services*, 28(4), 298-316.
<https://doi.org/10.1108/LHS-08-2014-0061>
- Reigeluth, C. M. (1994). Introduction: The Imperative for systematic change. In C. M. Reigeluth & R. J. Garfinkle (Eds.), *Systemic Change in Education*. New Jersey: Educational Technology Publications.

- Richards, J. C., Platt, J., Platt, H., & Candlin, C. N. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics* (Vol. 78): Longman London.
- Robinson, K. (2011). *Out of our minds: learning to be creative* (Fully revised and updated edition). West Sussex, United Kingdom: Capstone.
- Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory and Review*, 5(4), 243-258. <https://doi.org/10.1111/jftr.12022>
- Rosen, L. H., & Underwood, M. K. (2012). Observations. In N. J. Salkind (Ed.), *Encyclopedia of Research Design*. Thousand Oaks, CaliforniaCA: SAGE Publications
- Rule, P., & John, V. (2011). *Your Guide to Case Study Research*: Van Schaik.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68. <http://dx.doi.org/10.1037/0003-066X.55.1.68>
- Sailors, M., Hoffman, J. V., & Mathee, B. (2007). South African schools that promote literacy learning with students from low-income communities. *Reading research quarterly*, 42(3), 364-387. <https://doi.org/10.1598/RRQ.42.3.2>
- Sammons, P. (2010). The contribution of mixed methods to recent research on educational effectiveness. In A. Tashakkori & C. Teddlie (Eds.), *SAGE handbook of mixed methods in social & behavioral research* (2nd ed., pp. 697-724). Thousand Oaks, CaliforniaCA: SAGE Publications, Inc. <https://doi.org/10.4135/9781506335193.n27>.
- Satterfield, J. M. (2015). *Cognitive Behavioral Therapy: Techniques for Retraining Your Brain*. The Great Courses [Audiobook].
- Sayed, Y., & Ahmed, R. (2013). The 2014 Education Action Plan in South Africa: Does it advance the quality agenda? In L. Tikly & A. M. Barrett (Eds.), *Education Quality and Social Justice in the Global South: Challenges for policy, practice and research education, poverty, and international development series*; Education, poverty, and international development series. New York: Routledge/Taylor & Francis. Retrieved from EBSCOhost

[http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk
&AN=593627](http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=593627)

- Schoonenboom, J. (2016). The Multilevel Mixed Intact Group Analysis: A Mixed Method to Seek, Detect, Describe, and Explain Differences Among Intact Groups. *Journal of Mixed Methods Research, 10*(2), 129-146. <https://doi.org/10.1177/1558689814536283>
- Schoonenboom, J., & Johnson, R. (2017). How to Construct a Mixed Methods Research Design. *Kolner Zeitschrift Fur Soziologie Und Sozialpsychologie, 69*(Suppl 2), 107-131. <https://doi.org/10.1007/s11577-017-0454-1>
- Seabi, J. (2012). Research Designs and Data Collection Techniques. In J. G. Maree (Ed.), *Complete your Thesis or Dissertation Successfully: Practical Guidelines* (1st ed., pp. 81-95). Cape Town: Juta & Company Ltd.
- Seale, C. (1999). *The quality of qualitative research (Introducing qualitative methods)*. London: Sage Publications.
- Shea, C. M., Jacobs, S. R., Esserman, D. A., Bruce, K., & Weiner, B. J. (2014). Organizational readiness for implementing change: a psychometric assessment of a new measure. *Implementation Science, 9*(1), 7. <https://doi.org/10.1186/1748-5908-9-7>
- Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological reports, 114*(1), 68-77. <https://doi.org/10.2466/14.02.PR0.114k14w0>
- Soter, A. O., Wilkinson, I. A., Murphy, P. K., Rudge, L., Reninger, K., & Edwards, M. (2008). What the discourse tells us: Talk and indicators of high-level comprehension. *International Journal of Educational Research, 47*(6), 372-391. <https://doi.org/10.1016/j.ijer.2009.01.001>
- Spaulding, L. S. (2009). Best practices and interventions in Special Education: How do we know what works? *Faculty Publications and Presentations, 107*. Retrieved June, 20, 2015, from https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1124&context=educ_fac_pubs

- Spaull, N. (2013a). Poverty & privilege: Primary school inequality in South Africa. *International Journal of Educational Development*, 33(5), 436-447.
<https://doi.org/10.1016/j.ijedudev.2012.09.009>
- Spaull, N. (2013b). *South Africa's education crisis: The quality of education in South Africa 1994-2011*. Retrieved June, 20, 2015, from <http://www.section27.org.za/wp-content/uploads/2013/10/Spaull-2013-CDE-report-South-Africas-Education-Crisis.pdf>
- Staller, K. M. (2012). Qualitative Research. In N. J. Salkind (Ed.), *Encyclopedia of Research Design*. Thousand Oaks, CaliforniaCA: SAGE Publications.
- Statistics South Africa, (2015). *General Household Survey 2015*. Pretoria: Statistics South Africa.
- Statistics South Africa, (2017). *Educational Enrolment and Achievement, 2016*. Pretoria: Statistics South Africa. Retrieved February, 22, 2018, from [https://nationalgovernment.co.za/department_annual/203/2017-statistics-south-africa-\(stats-sa\)-annual-report.pdf](https://nationalgovernment.co.za/department_annual/203/2017-statistics-south-africa-(stats-sa)-annual-report.pdf)
- Stronge, J. H., Richard, H. B., & Catano, N. (2008). *Qualities of effective principals*. Alexandria: ASCD.
- Swart, E., & Pettipher, R. (2016). A framework for understanding inclusion. In E. Landsberg, D. Krüger, & E. Swart (Eds.), *Addressing barriers to learning: a South African perspective* (Third edition ed., pp. 3-27). Pretoria: Van Schaik.
- Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CaliforniaCA: SAGE Publications.
- Taylor, N. (2007). Equity, Efficiency and the Development of South African Schools. In T. Townsend & B. Avalos (Eds.), *International handbook of school effectiveness and improvement* (pp. 523-540). Dordrecht: Springer.
- Taylor, N. (2016). Thinking, language and learning in initial teacher education. *Perspectives in Education*, 34(1), 10-26. <https://doi.org/10.18820/2519593X/pie.v34i1.2>

- Teddle, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*: SAGE Publications.
- Tee, J., & Kazantzis, N. (2011). Collaborative empiricism in cognitive therapy: A definition and theory for the relationship construct. *Clinical Psychology: Science and Practice*, 18(1), 47-61. <https://doi.org/10.1111/j.1468-2850.2010.01234.x>
- Thorne, S. L., & Tasker, T. (2011). Sociocultural and cultural-historical theories of language development. In J. Simpson (Ed.), *The Routledge Handbook of Applied Linguistics* (pp. 487-500). Abingdon: Routledge.
- Tikly, L. (2011). A roadblock to social justice? An analysis and critique of the South African education Roadmap. *International Journal of Educational Development*, 31(1), 86-94. <https://doi.org/10.1016/j.ijedudev.2010.06.008>
- Tikly, L. (2015). What works, for whom, and in what circumstances? Towards a critical realist understanding of learning in international and comparative education. *International Journal of Educational Development*, 40, 237-249. <https://doi.org/10.1016/j.ijedudev.2014.11.008>
- Tikly, L., & Barrett, A. M. (2011). Social justice, capabilities and the quality of education in low income countries. *International Journal of Educational Development*, 31(1), 3-14. <http://dx.doi.org/10.1016/j.ijedudev.2010.06.001>
- Timmons, V., & Cairns, E. (2010). Case Study Research in Education. In A. J. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 1-10). Thousand Oaks, CaliforniaCA: SAGE Publications.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education*, 27(4), 751-761. <https://doi.org/10.1016/j.tate.2010.12.005>

- Tschannen-Moran, M., & McMaster, P. (2009). Sources of Self-Efficacy: Four Professional Development Formats and Their Relationship to Self-Efficacy and Implementation of a New Teaching Strategy. *The Elementary School Journal*, 110(2), 228-245.
<https://doi.org/10.1086/605771>
- Tsui, A. B. M. (2011). Classroom Discourse. In J. Simpson (Ed.), *The Routledge Handbook of Applied Linguistics* (First ed., pp. 274-286). London: Taylor & Francis Group.
- Tudge, J. R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1(4), 198-210. <https://doi.org/10.1111/j.1756-2589.2009.00026.x>
- Tudge, J. R. H., Payir, A., Merçon-Vargas, E., Cao, H., Liang, Y., Li, J., & O'Brien, L. (2016). Still Misused After All These Years? A Re-evaluation of the Uses of Bronfenbrenner's Bioecological Theory of Human Development. *Journal of Family Theory & Review*, 8(4), 427-445. <https://doi.org/10.1111/jftr.12165>
- UNESCO. (2016). *Education for people and planet: Creating sustainable futures for all*. Retrieved June, 25, 2017, from <https://unesdoc.unesco.org/ark:/48223/pf0000245752>
- UNESCO. (2017). *Reducing global poverty through universal primary and secondary education*. Retrieved May, 25, 2018, from <http://unesdoc.unesco.org/images/0025/002503/250392E.pdf>
- Van der Berg, S., Taylor, S., Gustafsson, M., Spaull, N., & Armstrong, P. (2011). Improving education quality in South Africa. *Report for the National Planning Commission*. Retrieved October, 16, 2016, from <https://resep.sun.ac.za/wp-content/uploads/2012/10/2011-Report-for-NPC.pdf>
- van Geel, M., Visscher, A. J., & Teunis, B. (2017). School characteristics influencing the implementation of a data-based decision making intervention. *School Effectiveness and School Improvement*, 28(3), 443-462.
<https://doi.org/10.1080/09243453.2017.1314972>
- Van Staden, S. (2010). *Reading Between the Lines: Contributory Factors that Affect Grade 5 Learners Reading Performance*. Unpublished Doctoral Dissertation. Pretoria: University of Pretoria.

- Wagner, D. A. (2011). What Happen to Literacy? Historical and Conceptual Perspectives on Literacy in UNESCO. *International Journal of Educational Development*, 319-323.
<https://doi.org/10.1016/j.ijedudev.2010.11.015>
- Wallace, P. (2010). Anonymity and Confidentiality. In A. J. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of case study research* (1-10). Thousand Oaks, CaliforniaCA: SAGE Publications.
- Walton, E. (2015). Global Concerns and Local Realities: The “Making Education Inclusive” Conference in Johannesburg. *Intervention in School and Clinic*, 50(3), 173-177.
<https://doi.org/10.1177%2F1053451214542039>
- Weiner, B. J. (2009). A theory of organizational readiness for change. *Implementation Science*, 4(1), 67. <https://doi.org/10.1186/1748-5908-4-67>
- Weiner, B. J., Belden, C. M., Bergmire, D. M., & Johnston, M. (2011). The meaning and measurement of implementation climate. *Implementation Science: IS*, 6, 78-78.
<https://doi:10.1186/1748-5908-6-78>
- Wilkinson, I. A. G., Soter, A. O., & Murphy, P. K. (2010). Developing a model of Quality Talk about literary text. In M. G. McKeown & K. L (Eds.), *Bringing reading research to life* (pp. 142-169). New York: Guilford Press.
- Wolery, M. (2011). Intervention Research: The Importance of Fidelity Measurement. *Topics in Early Childhood Special Education*, 31(3), 155-157.
<https://doi.org/10.1177/0271121411408621>
- Zajda, J. (2014). *Understanding the quality debate in education*. Paper presented at The Australian College of Educators National Conference, Adelaide, Australia. Retrieved October, 25, 2016, from
https://www.researchgate.net/publication/270583246_Understanding_the_quality_debate_in_education
- Zimmerman, L. (2018). Learning from the best: reading literacy development practices at a high-performing primary school. *Per Linguam, a Journal of Language Learning= Per Linguam: Tydskrif vir Taalaanleer*, 33(2), 36-50. <https://doi.org/10.5785/33-2-740>

Appendices

Appendix A: Classroom observations

| Observation Schedule: | | |
|---|-----------------|-----------------|
| Overall | Evidence | Comments |
| Date | | |
| Classroom Observed | | |
| What did the learners read from? | | |
| Did the learners each have their own text? | | |
| Assessment of learners understanding of text | | |
| How does the teacher support understanding of the text? | | |
| Name of Text being read | | |
| Resources | | |
| Interaction | | |
| Pre-discussion activity observe red | | |
| Who has interpretive authority? | | |
| Who controls the topic? | | |
| Who controls turns for speaking? | | |
| Who chooses the text? | | |
| When does reading occur | | |
| What type of discussion group is used? | | |
| What was the composition of the group? | | |
| Who leads the group? | | |
| Discussion focus | | |
| What was the post-discussion activity? | | |
| Language structure explanations | | |
| Explicit Instruction | | |
| Code switching | | |
| Across the curriculum | | |
| Type of questions used by teacher | | |
| Type of questions used by Learner | | |

Appendix B: Field notes and Reflective Journal

| Fieldnotes | | |
|------------|-----------|---|
| Control | Date | Notes |
| 1 | 18-Jul-15 | By students improving their marks they would have access to bursaries. Improving their communication skills in English would also help them to secure better work opportunities |
| 2 | 18-Jul-15 | felt supported by the school and their colleagues. The two teachers taking part in the implementation process had worked with each other for over seven years at the school and considered themselves as close friends (Appendix F1: Fieldnotes; Appendix E: HOD Interview). |
| 3 | 18-Jul-15 | The one teacher taught all the Grade 8 FAL classes, and the second teacher taught all the Grade 9 FAL classes in the school. The teachers were not from the area, and the Grade 8 teacher cannot speak SiSwati |
| 4 | 18-Jul-15 | We were all impressed with the enthusiasm and commitment of the teachers to make a change in the lives of theirs. There will need to be some adaptations made and it may not be practical to cover all the questions and response types of QT. |
| 5 | 06-Jun-16 | Provide Teacher with a tablet to record more observations and take continues photos of the learners' books. |
| 6 | 26-Jun-16 | As the teacher explained, there were grammar questions in the comprehension tests which they would discuss during the lesson. In addition, the teachers would also refer to previous lessons where similar grammar topics were explained. For example, during the narrative readings the Grade 8 teacher focused on grammar and the Grade 9 teacher spent time discussing the role of the writer |
| 7 | 26-Jun-16 | Lesson preparation was left to the last minute with photocopies of the relevant sections in the student's manual made just before the lesson started. |
| 8 | 26-Jun-16 | Despite the teachers' confirming that they followed the instructional program set out in the teacher manuals . Throughout the observations the teachers were never able to confirm the instructional content they were going to teach on observation days. Furthermore, lesson preparation was left to the last minute with photocopies of the relevant sections in the student's manual made just before the lesson started . |
| 9 | 26-Jun-16 | Timetable observations: No times, no breaks indicated, no detailed lesson plan structure. I have the feeling that lessons do not follow the CAPS guidelines. Specific week days do not deal with specific language components e.g. According to Teacher 1 Tuesday is the best day for observations as it is the least unsettled day of the week. Tuesday is not the day that she deals with literature. Also, she had no idea what she was going to cover on the observation dates. |
| 10 | 03-Mar-17 | We used the revised slides sent by Supervisor. We also used the Horse Heroes story and worked through the coding with the teachers. The role play was very effective, and we had an active discussion on the development of lesson plans. We visited one of the classroom and physically demonstrated Supervisor's suggested arrangement and the teachers believed that this could work well. The PD was fully interactive, and everyone was involved. |
| 11 | 11-Mar-17 | We used the revised slides sent by Karen. We also used the Horse Heroes story and worked through the coding with the teachers. The role play was very effective, and we had an active discussion on the development of lesson plans. We visited one of the classroom and physically demonstrated Karen's suggested arrangement and the teachers believed that this could work well. |

| Fieldnotes | | |
|------------|-----------|---|
| Control | Date | Notes |
| 12 | 05-May-17 | Although there was a lesson timetable available in the HOD's office, the lessons did not seem to start and end according to the timetable with students often working through to the next lesson to complete their comprehension tests during the lessons observed. |
| 13 | 05-May-17 | Today was casual day at the school but some learners come in their school clothes so as not to be teased by the other students especially if their clothes look cheap. |
| 14 | 05-May-17 | I struggled to understand the pronouncing of words from the text. . During my observations the students were mostly well behaved and made very little noise during the lessons despite the classes consisting of over 40 students and some older than 18. However, as I do not understand SiSwati I may have missed cues indicating the contrary from the students . |
| 15 | 05-May-17 | Not all the teacher were at school so the students did not have all the lessons. |
| 16 | 05-May-17 | Plenty of idle time with few lessons taking place. The classroom doors are closed but with no teachers teaching. |
| 17 | 05-May-17 | Students would be left on their own if a teacher was absent from school |
| 18 | 05-May-17 | In both Grades the students were often left alone in the classroom especially when the writing activity started. |
| 19 | 05-May-17 | In the lessons I observed, students would come in late and the pace of instruction was slow and repetitive. The transitioning from one activity to the next took particularly long, especially in the Grade 8 class, as the Teacher would not have the required resources ready for the students to start the next task . In both Grades the students were often left alone in the classroom especially when the writing activity started |
| 20 | 03-Jun-17 | The strike started a week before the June exams and some schools in the district were closed while in others the teachers only gave class till 10:00 when they left the school to join the strike. |
| 21 | 03-Jun-17 | Vocabulary instruction was limited and consisted mainly of the teacher or student reading out the definitions of the word in the column next to the text in the book |
| 22 | 03-Jun-17 | At the time of going to print on Tuesday, Luthuli said a meeting was scheduled with the employer to find resolutions. |
| 23 | 03-Jun-17 | Meetings between the unions and Department of Education continue, with the unions insisting the strike action will continue until all their demands are met. |
| 24 | 03-Jun-17 | No observations done, drove all the way and come back to Pta. |
| 25 | 03-Jun-17 | The strike comes as learners gear up to write the June examinations with Grade 12s starting next week. |
| 26 | 03-Jun-17 | Modelling was used the most by the teachers who corrected mispronounced by the students and then answered the difficult questions for them |
| 27 | 03-Jun-17 | While the teachers were absent the school management did not make any alternative instructional arrangements and students who attended school just sat in the classrooms on their own. |
| 28 | 04-Jun-17 | The latter strategy was used at the school. While the teachers were absent the school management did not make any alternative instructional arrangements and students who attended school just sat in the classrooms on their own. |

| Fieldnotes | | |
|------------|-----------|---|
| Control | Date | Notes |
| 29 | 15-Aug-17 | The same few students were asked to read the text out in the Grade 8 and 9 classes. The Grade 9 teacher seemed to make a point of asking as many students as she could in the lesson and alternated between asking a female and then male student” |
| 30 | 15-Aug-17 | The classrooms are very full with students sharing desks, books and stationery. |
| 31 | 15-Aug-17 | Brief |
| 32 | 15-Aug-17 | students were reluctant to communicate in class and often spoke very softly during group discussions |
| 33 | 15-Aug-17 | Teacher 2 always greets her class but walks out once the class start with the writing exercise. They are definitely not following the CAPS guidelines |
| 34 | 15-Aug-17 | Language learning - during the narrative readings the Grade 8 teacher focused on grammar and the Grade 9 teacher spent time discussing the role of the writer |
| 35 | 15-Aug-17 | Resources – Limited, no wall charts, dictionaries, books, learners work |
| 36 | 15-Aug-17 | Room design - Crowded, whole class instructions |
| 37 | 15-Aug-17 | Teacher 2 always makes a point of alternative between a boy and girl to answer the questions. Her classroom is always well organised and neat. She also always makes sure that there is one book between two students. |
| 38 | 15-Aug-17 | students were very interactive and eager to learn in the Grade 8 class. |
| 39 | 22-Aug-17 | The lesson would start with a pre discussion on the text, the same students would be selected to read sections of the story out to the class. In Grade 8 the teacher would then read the story again and the Grade 9 the teacher would ask specific students to read to the class again. Then they would go through the questions and then the students would answer the comprehension test. The Grade 8 teacher usually interacted with the same students and kept to the front of the class when teaching. The Grade 9 teacher tried to get other students to interact and made a point of specifically choosing a female and them male student. Open participation was not encouraged with teachers controlling and initiating the interactions with the students. When more than one learner responded, the teacher requested that they raise their hand first. Only the questions in the students’ reader were asked limiting opportunities for creativity and critical thinking |
| 40 | 29-Aug-17 | Again, there didn’t seem to be a lesson plan. Her instructions to the students were very directive. |
| 41 | 29-Aug-17 | In Teacher 1’s class the students seem very anxious and are struggling to differentiate between TQ and AQ. There were lots of interruptions during the lesson, with students coming in late and other students being call out. The teacher left the classroom often to talk on her cell phone so we had to take over the QT lesson. |
| 42 | 29-Aug-17 | The students find it difficult to speak and need to prepare by writing things down first before talking. The students are incredibly shy. Some students fell asleep in the classroom and the Teacher 1 did not seem to notice. |
| 43 | 29-Aug-17 | We explained the structure of the lesson to Teacher 1 but she did not seem to understand, as a result we had to take over the lesson especially as she would leave for long periods during the lesson. |
| 44 | 29-Aug-17 | Instruction time changes for observations were left to the teachers and seemed to happen only on the day that we arrived at the school. When the vice principal and HOD were at the school during observation days we were welcomed but never asked for feedback or information on the progress of the implementation process |

| Fieldnotes | | |
|------------|-----------|---|
| Control | Date | Notes |
| 45 | 29-Aug-17 | The researchers had to assist with the lesson presentation that took place on the 29th of August. This lesson had to be excluded from the data collection process as the teachers were supposed to present the lesson themselves. The Grade 9 teacher was not at school that day, and the Grade 8 teacher kept on leaving the class |
| 46 | 11-Sep-17 | Met vp with Supervisor, the matrices are preparing for their exams starting 24 Oct. He seemed very busy. |
| 47 | 12-Sep-17 | General- Students only take out their stationery and writing exercise books when they start writing, |
| 48 | 12-Sep-17 | The QT suggestions are aligned to what is recommended in the Teacher's manual only difference is that we have split it over 2 days |
| 49 | 01-Oct-17 | Students copied text directly from the story to answer questions and left questions that required a summary of the story out |
| 50 | 19-Mar-18 | In addition, on the 19 March 2018, I member checked the information collected with the Grade 8A and 9B teachers up to date which I documented in my fieldnotes. Together with my co-researchers the main findings of our studies were presented at the Professional Development Workshop held on 28 July 2018. This provided the participants and other members of staff from the school to comment on the findings and to reflect on their own perception of the implementation process which I recorded in the fieldnotes. The findings concurred with their perceptions and the value of implementing QTSA throughout the school was of value. |
| 51 | 22-Aug-18 | In the lessons I observed, students would come in late and the pace of instruction was slow and repetitive. The transitioning from one activity to the next took particularly long, especially in the Grade 8 class, as the Teacher would not have the required resources ready for the students to start the next task. In both Grades the students were often left alone in the classroom especially when the writing activity started |
| 52 | 28-Jul-19 | Students just do the basics questions to pass the tests and struggle with the questions that require long answers or essay type response. In addition, students struggled to elaborate on the facts because they don't how to think. Student find it difficult to retrieve individually but as a group they get it right. Motivate students to learn and not withdraw and leave school. Get students to crave learning. |
| 53 | 18-Jul-17 | Further evidence of the teachers and school management commitment to address literacy development was demonstrated by the number of participants at the PD workshop. In the 2015 PRA session only two teachers attended while 17 teachers were present in the 2018 workshop. The teachers and management of the school recognised the benefits of introducing the intervention not only in the English lessons but throughout the school . The participants of the PD workshop felt literacy development had to be addressed across all the grades and that the principles of QT for critical thinking be introduced in other subjects. With the continued support from the University the implementation of QT was seen as doable by the participants. |
| 54 | | Students get so scared that they will miss school rather than talk in the class |

Reflective Journal

July 2015

Teacher 1 from invigilating she noticed that learners only doing easy questions and not answering the questions that need an explanation or require thinking. She made an interesting comment that she wants to be to come to the school as some of the learners have never seen a white person. Very excited about the study, everyone is keen.

Feb-16

Finally!!! Had a meeting school to kick start the study. A few minutes after the meeting, Teacher 2 left the room. Eventually, it comes out that she had decided to withdraw from the study. Teacher 1 was still keen but wanted something in return to benefit her learners, e.g. career guidance training and bursaries for the learners. A potential career day was to take place in Aug with a session with teacher and a meeting with the learners.

Initially, the HOD did participate but eventually warmed a little acknowledge that he wanted something that would benefit learners. Teacher 1 seems very concerned about the future of the learners and the lack of motivation present already in Grade 8. She felt that the Grade 8s were not particularly committed to education and knew that they would be passed no matter what. I think Teacher 1 wants to be a position where she is seen as responsible for the success of her learners. She also wants ownership of the material things like camera, labels etc. The principal seems a bit overwhelmed and not sure how to handle the underlying politics within his school. He referred to the uniqueness of his school which made it challenging to handle. He seemed to experience some role confusion - leading the school vs keeping his teachers happy.

The principal can't deal with conflict. Vice Principal is eager to learn as sees the intervention as an opportunity for all the teachers to benefit. Teacher 1 can teach her colleagues what she learns during the research. Vice Principal 's comment was positive in that he saw merits in QT but sharing the knowledge would jeopardise the integrity of the results. HOD doesn't have much influence although the principal is trying to make him feel important in the whole process.

My feelings after the meeting were that the research is in jeopardy. With only one teacher there will not be enough data. How will the control group be determined and not be influenced? I had to convince them that the year program would not be disrupted, and extra work required from the teachers. The challenges that be needed to overcome: school politics, understanding the dynamics within the school, not creating expectations that cannot be meet AND providing services beyond the scope of the research.

June 2016

Perceived challenges from debriefing session. More teachers may be needed for the study. The data collection process of the learners' books and observations may be more problematic than anticipated. Very important was not to create unrealistic expectations, e.g. the career day. I need to change the way I communicate with them. I think they are overwhelmed by the formal emails. I must communicate in a more personal manner in emails and SMS messages to the principal and school. The principal has not yet had a meeting with the caregivers but confirmed it will be done by the next visit.

Drove straight to school from Pta to announce our arrival in school. The low number of learners in the school grounds ran warning bells that we would not be able to do observations. After meeting my fears were realised and the trip seemed a waste. Although the principal was aware that we were coming he seemed confused that about the date and admitted that the June review dates were not appropriate. He said he had communicated this. I did not receive the email. To save the situation we asked if we could meet with the teachers to do the biographical interviews and to photograph the learners' books. The principal agreed but seemed hesitant to commit to a time and the process. Having waited the whole afternoon for feedback from the principal, Sheila managed to get an SMS merely confirming our arrival time for the next day.

Vice-principal was in the meeting with the principal to help explain that there were a few problems. The new teacher did not want to take part as he saw his appointment at the school as a demotion. The other teachers did not want to be included as they had not been "identified" by the school to meet with us on Oct 2015. Photographing the learners' books was also out of the question as the books had all been taken home for exam preparation.

Aug 2016

The visit to the school was very positive. Felt welcomed and a bond developing between HOD Teacher 1 and researchers. They are all keen to see us before the end of the year, and the HOD wants to set up the meeting for finalising 2017 dates and process. More positive about the study.

Oct 2016

Feedback on observations went well. All seem keen to start with intervention next year.

3 March 2017

So glad Teacher 2 is joining the study. However, now we don't have baseline data of how she teaches. The principal has resigned only found out by chance.

11 March 2017

Saturday PD - The professional development went really well. The teachers were enthusiastic about the whole project. Unfortunately, the HOD who had planned to attend had to go to a funeral and could no longer participate in the training but would come passed after the funeral. He never arrived and did not let us know. With the resignation of the principal the relationship between the school and research team has changed. My personal perceptions are that the commitment to the implementation process has reduced. The vice-principal does not get involved and his absence at the school and training sessions confirms to me his lack of support to the implementation process

The PD was fully interactive, and everyone was involved. Dates for visiting the school confirmed.

April 2017

The major challenge we have now is that the teachers have stated that our classroom observations can only start after the Easter holidays. They are currently getting ready for tests/examinations. But they did say after that, we are free to observe every week from mid-April till end of May, and in June we'll see what can be done because then again they have to prepare for exams. We have to relook at the schedule.

May 2017

Teacher interviews went well. Teacher 2 is very caring and communicates easily about the learners. The support of the acting principal was no longer evident, e.g. specific arrangements like asking the bus river to weight a few minutes when the researchers were busy with the students. Joint meetings no longer taking place and the teachers seemed reluctant to confirm

Teacher 1 and 2 seem to be teaching as a favour for us. The students in Teacher 1 class may have been done the lesson before. It does not look new to them.

Teacher 1 doesn't want to commit to which class should be involved with QT and which one will be observed. There seems, so reluctance to select a group leader and do the grouping. They seem reluctant to make any decisions and want us to make a call.

The culture of the school and how things are done in the classroom indicated the implementation process had to flexible to accommodate the factors that influence instruction both inside and outside the classroom. Time deadlines had to more relaxed to accommodate the pace of instruction and extraneous factors such as strikes. Also, the informal way decisions were made suggested that the implementation process would probably be slow. The concerns

raised by the teachers were confirmed during my observations and while marking the writing exercise.

June 2017

With the resignation of the principal, the relationship between the school and research team. My personal perception was that the commitment to the implementation process had reduced. The vice-principal did not get involved, and his absence at the school and training sessions indicated a lack of support to the implementation process. No observations done, drove all the way and come back to Pta. Not much news coverage they are protesting over the more than 1 200 administration posts not filled.

The strike started a week before the June exams, and some schools in the district were closed while in others the teachers only gave class till 10:00 when they left the school to join the strike. One of demands was the re-establishment of the budget which was reduced to 0 per cent, with Mkhwanazi saying it affected the day-to-day running of the department. “Our employees cannot work if there is no money. We cannot operate in the offices, in the school offices and that affects the running of schools which will affect the learners,” said XXXXi.

Meetings between the unions and Department of Education continue, with the unions insisting the strike action will continue until all their demands are met.

Teacher 2 is a union representative - Interesting.

14 August 2017

Absolute chaos, classrooms not organised. Teacher 1 continually asked for assistance in developing a lesson plan. Teacher 1 & 2 can't tell us what story she will be discussing tomorrow. We will have to come the day before observation to make sure everything is set up in the morning.

Despite the teachers' confirming that they followed the instructional programme set out in the teacher manuals, throughout the observations the teachers were never able to confirm what lesson would be presented on the scheduled observation date. When we arrived at the school photocopies of the lesson had to be still made, and the teachers still had to coordinate changes in the lesson times with the other teachers

15 August 2017

As Teacher mentioned, there was little eye contact between teachers and students. The teachers agree to everything before we can but then don't do what we asked. Only one lesson was video-recorded the week before we came.

Teacher 2 not at school

They confirmed last week that we could come only to find out yesterday that Teacher 2 was not going to be at the school. Communication seems a problem.

Classes are ending early today for a farewell for a teacher, so we had to leave without giving the teachers feedback. Which is quite disappointing. This meant that R2 is going the present the agreed lesson to the students Teacher 2's students.

When the vice-principal and HOD were at the school during observation days, we were welcomed but never asked for feedback or information on the progress of the implementation process. We must just go ahead as usual.

11 September 2017

Starting all over again with equipment training and refresher training. Once things get going, everything is fine but to get them started is a struggle. Teachers told other researchers that the visit is disruptive and extra work but when they speak to me its not a problem.

The training went well. The training was more coordinated and structured. The supervisors are brilliant. A more direct approach may have been better from the start.

July 2018

Wow! Awesome day.

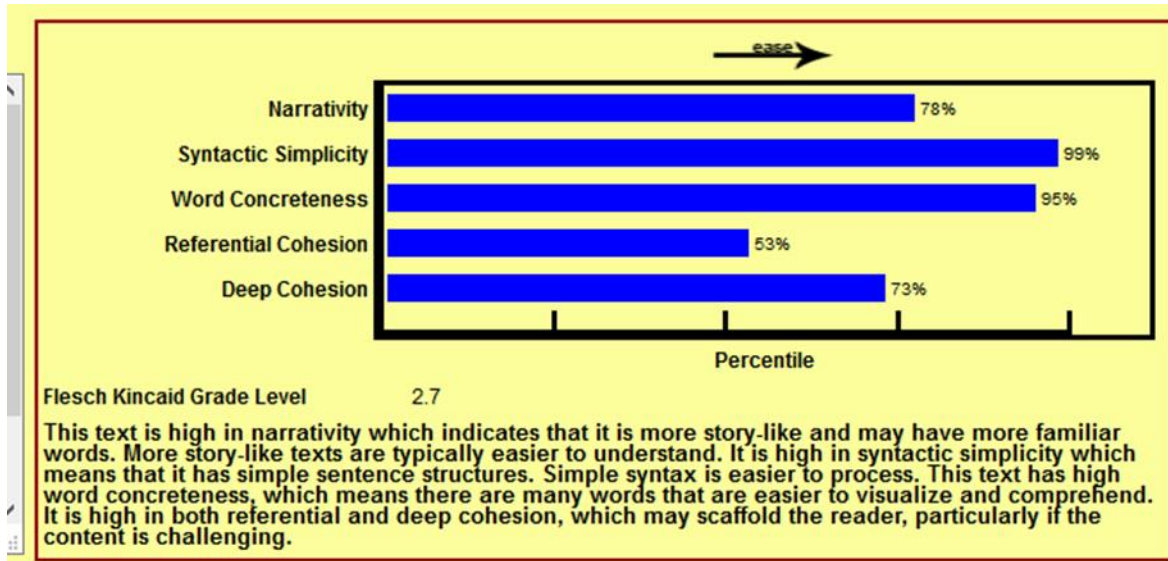
While marking the writing exercise, many of the students copied text directly from the story to answer questions and left questions that required a summary of the story out

Appendix C: Coh-metrix

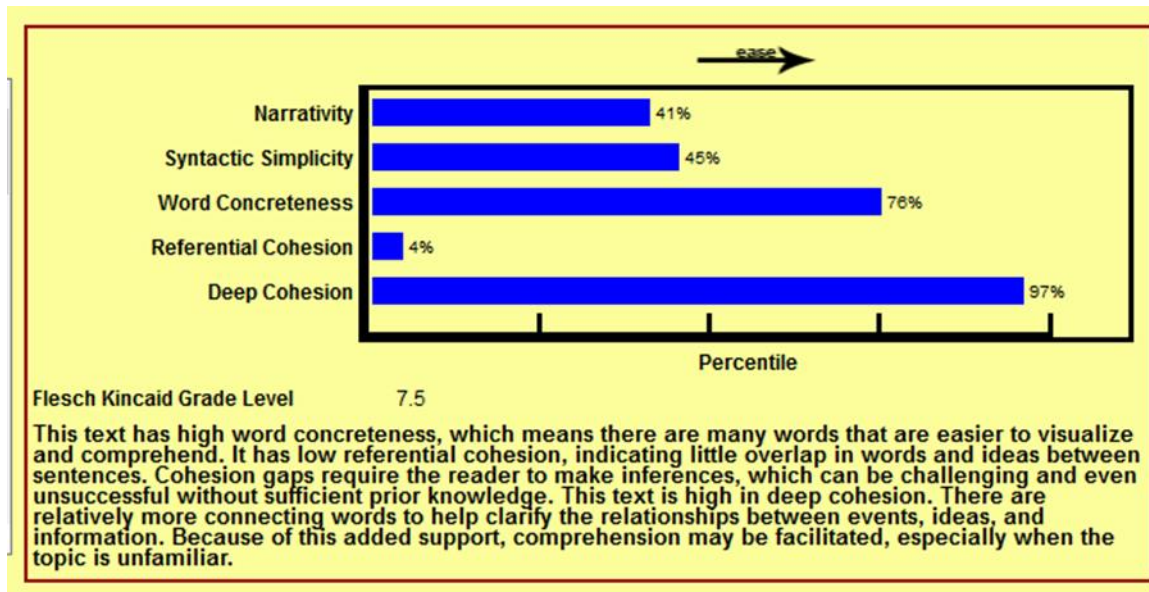
Coh-metrix Analysis Summary Table Grade 8

| Coh-metrix components | Comprehension Tests | | | |
|----------------------------|---------------------|------------|-----------|-------------|
| | The Door | Rhino | The Snare | Black Eagle |
| Narrativity | 78% | 41% | 87% | 83% |
| Deep Cohesion | 100% | 45% | 100% | 62% |
| Referential Cohesion | 96% | 76% | 63% | 89% |
| Syntactic Simplicity | 52% | 4% | 100% | 30% |
| Word Concreteness | 73% | 97% | 90% | 59% |
| Flesch Kincaid Grade Level | 2,7 | 7,5 | 1 | 3,8 |

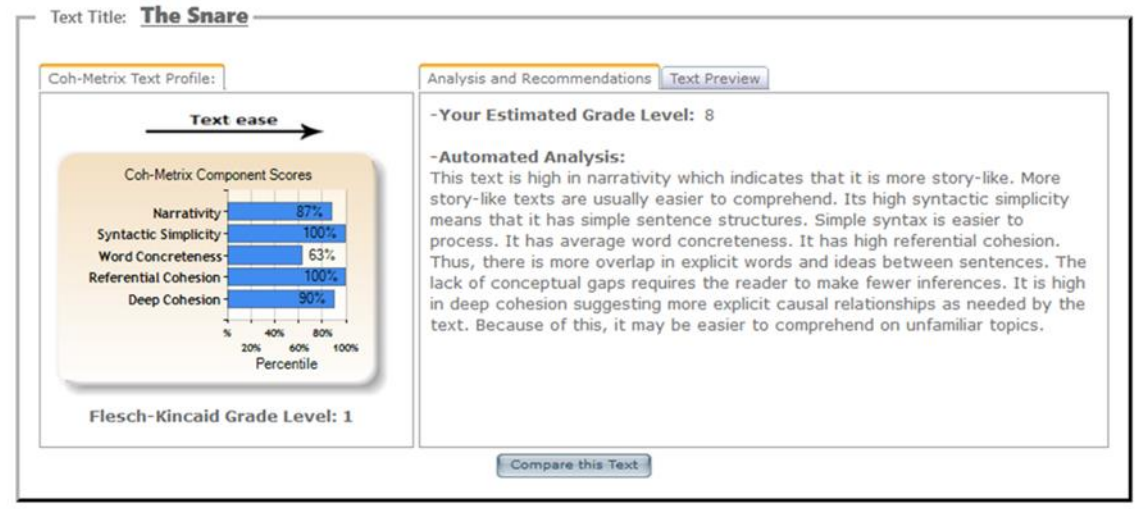
Coh-metrix Analysis: The Door



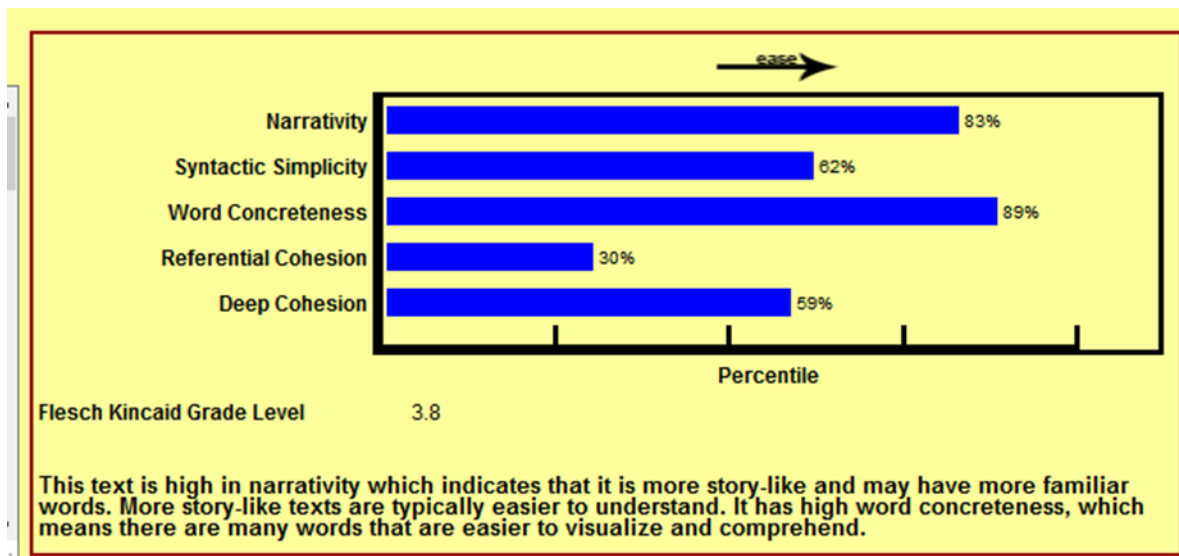
Coh-metrix Analysis: Rhino



Coh-metrix Analysis: The Snare



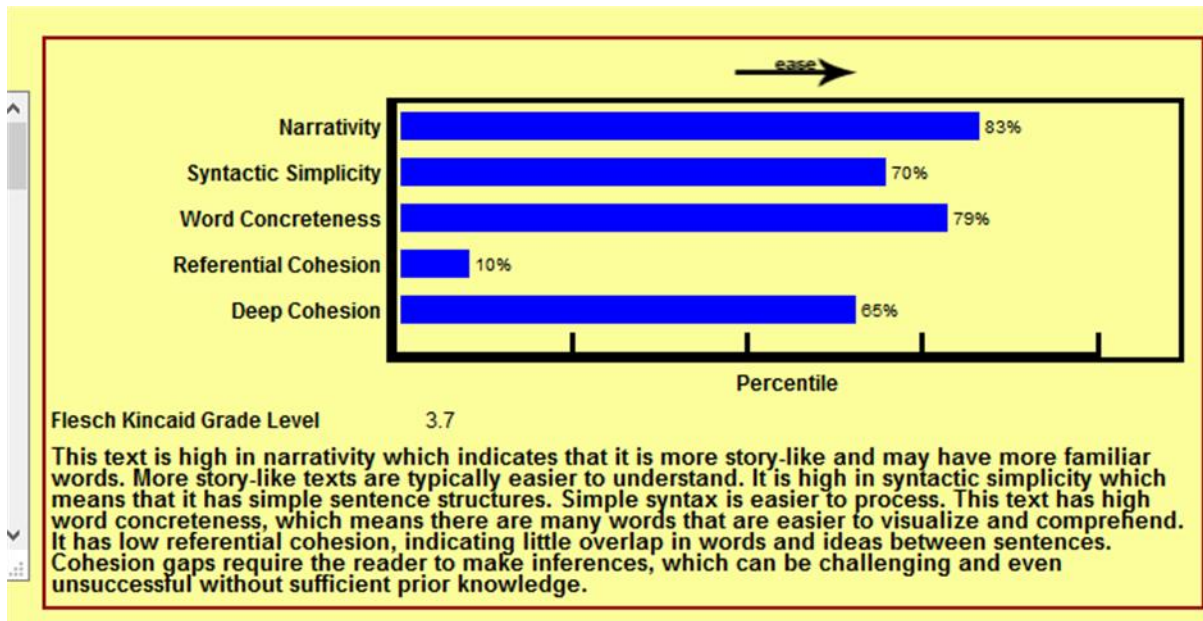
Coh-metrix Analysis: Black Eagle



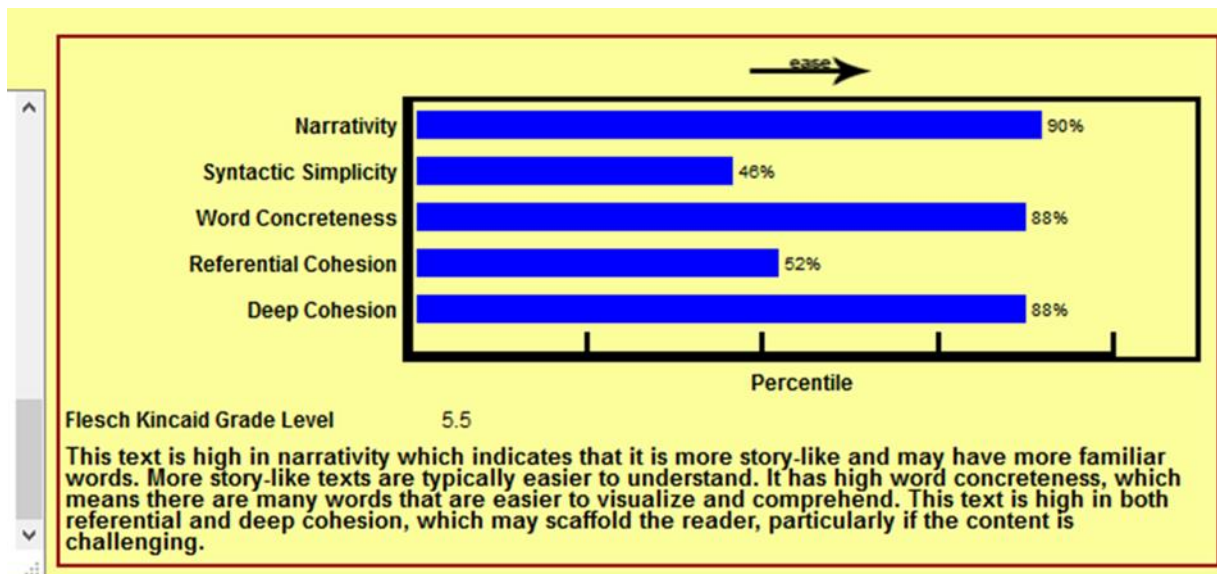
Coh-metrix Analysis Summary Table Grade 9

| Coh-metrix components | Comprehension Tests | | | |
|----------------------------|---------------------|---------------|------------|------------|
| | Seashore | Chp 17 Mossie | Fifteen | Red Kite |
| Narrativity | 83% | 90% | 80% | 87% |
| Deep Cohesion | 70% | 46% | 92% | 61% |
| Referential Cohesion | 79% | 88% | 37% | 69% |
| Syntactic Simplicity | 10% | 52% | 15% | 14% |
| Word Concreteness | 65% | 88% | 98% | 51% |
| Flesch Kincaid Grade Level | 3,7 | 5,5 | 1,2 | 3,9 |

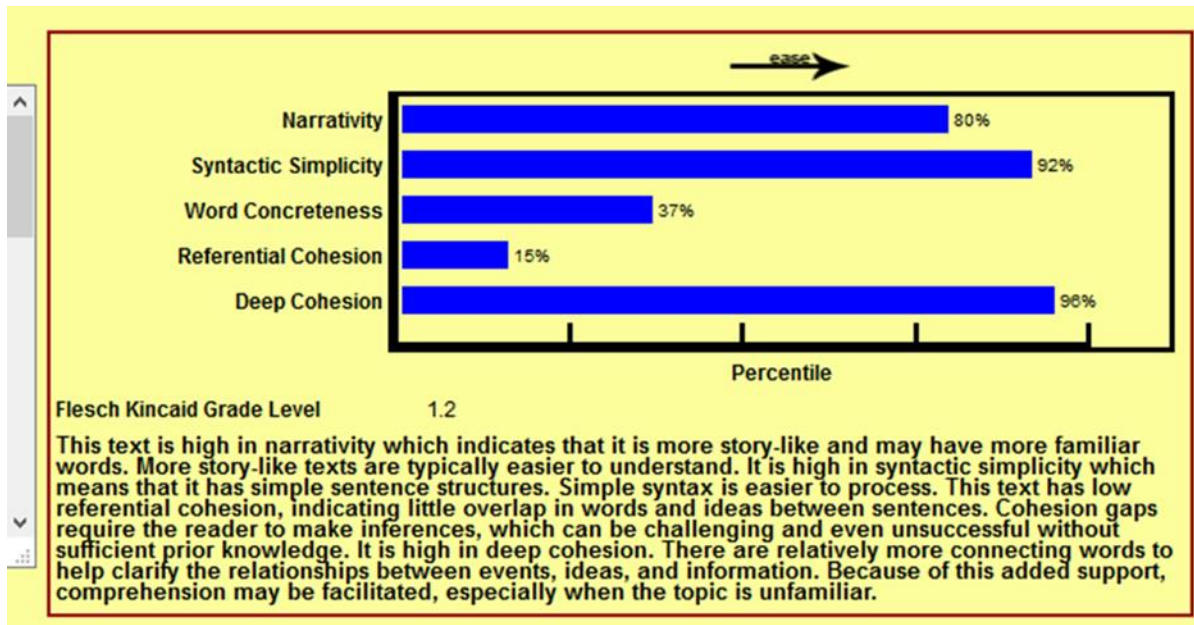
Coh-metrix Analysis: Seashore



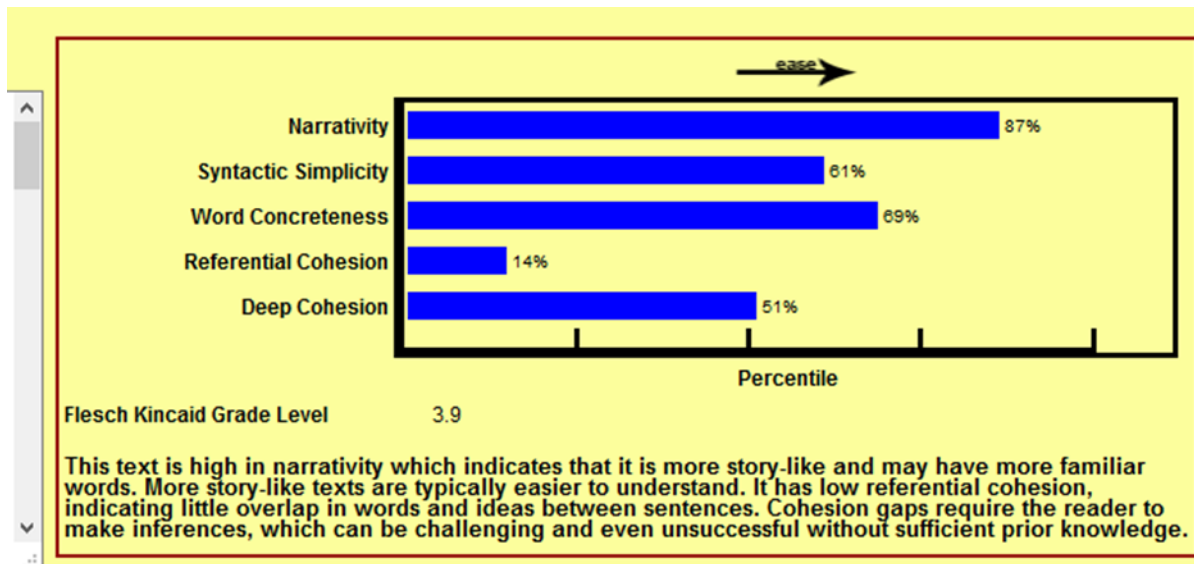
Coh-metrix Analysis: Chp 17 Mossie



Coh-metrix Analysis: Fifteen



Coh-metrix Analysis: Red Kite



Appendix D: Comprehension Test Results

Appendix D1: Comprehension Test Results Grade 8

| Marked Comprehension Tests: Grade 8 | |
|-------------------------------------|-------------|
| Date | Story |
| 05-May-17 | The Door |
| 15-Aug-17 | Rhino |
| 22-Aug-17 | The Snare |
| 13-Sep-17 | Black Eagle |

| The Door - 5 May 2018 | | | | | | | | | | |
|-----------------------|-----|----|----|----|----|----|----|----|-------|----|
| Student | Grp | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Total | % |
| 8A - 1 | 2 | 1 | 0 | 5 | 0 | 0 | 0 | 2 | 8 | 53 |
| 8A - 2 | 4 | 1 | 0 | 5 | 1 | 0 | 0 | 1 | 8 | 53 |
| 8A - 3 | 1 | 1 | 0 | 4 | 1 | 1 | 0 | 1 | 8 | 53 |
| 8A - 4 | 3 | 1 | 0 | 2 | 1 | 0 | 0 | 1 | 5 | 33 |
| 8A - 5 | 1 | 0 | 0 | 3 | 1 | 1 | 0 | 1 | 6 | 40 |
| 8A - 6 | 3 | 1 | 0 | 5 | 1 | 0 | 0 | 0 | 7 | 47 |
| 8A - 7 | 5 | 1 | 0 | 5 | 1 | 0 | 0 | 0 | 7 | 47 |
| 8A - 8 | 2 | 1 | 0 | 4 | 0 | 0 | 0 | 1 | 6 | 40 |
| 8A - 9 | 5 | 1 | 0 | 3 | 0 | 0 | 0 | 1 | 5 | 33 |
| 8A - 10 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 2 | 5 | 33 |
| 8A - 11 | 5 | 1 | 0 | 4 | 0 | 1 | 0 | 1 | 7 | 47 |
| 8A - 12 | 4 | 1 | 0 | 6 | 0 | 1 | 0 | 0 | 8 | 53 |
| 8A - 13 | 5 | 1 | 0 | 6 | 0 | 0 | 0 | 1 | 8 | 53 |
| 8A - 14 | 1 | 1 | 0 | 5 | 1 | 0 | 0 | 2 | 9 | 60 |
| 8A - 15 | 1 | - | - | - | - | - | - | - | - | - |
| 8A - 16 | 3 | 1 | 0 | 5 | 0 | 2 | 0 | 1 | 9 | 60 |
| 8A - 17 | 5 | 1 | 0 | 5 | 1 | 0 | 0 | 1 | 8 | 53 |
| 8A - 18 | 4 | 1 | 0 | 6 | 1 | 0 | 0 | 0 | 8 | 53 |
| 8A - 19 | 2 | 1 | 1 | 4 | 0 | 2 | 0 | 2 | 10 | 67 |
| 8A - 20 | 5 | 1 | 0 | 5 | 0 | 0 | 0 | 2 | 8 | 53 |
| 8A - 21 | 4 | 1 | 0 | 5 | 1 | 2 | 1 | 2 | 12 | 80 |
| 8A - 22 | 4 | 1 | 0 | 4 | 1 | 0 | 0 | 2 | 8 | 53 |
| 8A - 23 | 2 | 1 | 0 | 6 | 1 | 0 | 0 | 2 | 10 | 67 |
| 8A - 24 | 6 | 1 | 0 | 6 | 0 | 0 | 1 | 0 | 8 | 53 |
| 8A - 25 | 6 | 1 | 0 | 5 | 1 | 0 | 0 | 1 | 8 | 53 |
| 8A - 26 | 1 | 1 | 0 | 4 | 1 | 0 | 0 | 2 | 8 | 53 |
| 8A - 27 | 3 | 1 | 1 | 4 | 1 | 2 | 1 | 2 | 12 | 80 |
| 8A - 28 | 2 | 1 | 0 | 4 | 1 | 0 | 0 | 1 | 7 | 47 |
| 8A - 29 | 3 | - | - | - | - | - | - | - | - | 0 |
| 8A - 30 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 13 |
| 8A - 31 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 20 |
| 8A - 32 | 3 | 1 | 1 | 5 | 0 | 0 | 0 | 1 | 8 | 53 |
| 8A - 33 | 2 | 1 | 0 | 3 | 1 | 2 | 0 | 1 | 8 | 53 |
| 8A - 34 | 5 | - | - | - | - | - | - | - | - | 0 |
| 8A - 35 | 6 | 1 | 1 | 4 | 1 | 0 | 0 | 1 | 8 | 53 |
| 8A - 36 | 6 | 1 | 1 | 5 | 0 | 0 | 0 | 1 | 8 | 53 |
| 8A - 37 | 6 | 1 | 0 | 5 | 0 | 0 | 0 | 1 | 7 | 47 |
| 8A - 38 | 4 | 1 | 0 | 2 | 1 | 0 | 0 | 3 | 7 | 47 |
| 8A - 39 | 2 | 1 | 1 | 2 | 0 | 2 | 0 | 1 | 7 | 47 |
| 8A - 40 | 5 | 1 | 1 | 4 | 1 | 2 | 1 | 2 | 12 | 80 |
| 8A - 41 | 6 | 1 | 1 | 5 | 1 | 0 | 1 | 1 | 10 | 67 |
| 8A - 42 | 3 | 1 | 0 | 3 | 0 | 2 | 1 | 1 | 8 | 53 |
| 8A - 43 | 2 | 1 | 1 | 3 | 0 | 2 | 1 | 1 | 9 | 60 |
| 8A - 44 | 6 | 1 | 0 | 6 | 0 | 2 | 1 | 1 | 11 | 73 |
| 8A - 45 | 4 | 1 | 1 | 6 | 0 | 0 | 0 | 0 | 8 | 53 |

| Rhino - 15 Aug 2018 | | | | | | | | | | |
|---------------------|-----|----|----|----|----|----|----|----|-------|----|
| Student | Grp | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Total | % |
| 8A - 1 | 2 | 3 | 0 | 1 | 1 | 0 | 1 | 2 | 8 | 40 |
| 8A - 2 | 4 | 3 | 1 | 1 | 1 | 0 | 1 | 3 | 10 | 50 |
| 8A - 3 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 2 | 6 | 30 |
| 8A - 4 | 3 | 3 | 1 | 1 | 1 | 0 | 1 | 2 | 9 | 45 |
| 8A - 5 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 15 |
| 8A - 6 | 3 | - | - | - | - | - | - | - | - | 0 |
| 8A - 7 | 5 | 3 | 0 | 1 | 0 | 0 | 0 | 4 | 8 | 40 |
| 8A - 8 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 10 |
| 8A - 9 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 5 |
| 8A - 10 | 1 | 3 | 1 | 0 | 0 | 2 | 1 | 1 | 8 | 40 |
| 8A - 11 | 5 | 3 | 0 | 1 | 1 | 0 | 1 | 2 | 8 | 40 |
| 8A - 12 | 4 | 3 | 1 | 2 | 1 | 2 | 3 | 2 | 14 | 70 |
| 8A - 13 | 5 | 3 | 0 | 1 | 1 | 0 | 1 | 3 | 9 | 45 |
| 8A - 14 | 1 | 3 | 0 | 0 | 1 | 1 | 1 | 1 | 7 | 35 |
| 8A - 15 | 1 | 3 | 0 | 1 | 1 | 2 | 1 | 4 | 12 | 60 |
| 8A - 16 | 3 | - | - | - | - | - | - | - | - | 0 |
| 8A - 17 | 5 | 3 | 1 | 0 | 1 | 0 | 0 | 3 | 8 | 40 |
| 8A - 18 | 4 | 3 | 0 | 1 | 1 | 1 | 0 | 3 | 9 | 45 |
| 8A - 19 | 2 | 3 | 1 | 1 | 1 | 0 | 1 | 2 | 9 | 45 |
| 8A - 20 | 5 | 0 | 0 | 0 | 1 | 2 | 1 | 4 | 8 | 40 |
| 8A - 21 | 4 | 3 | 0 | 0 | 1 | 1 | 1 | 3 | 9 | 45 |
| 8A - 22 | 4 | 3 | 1 | 0 | 1 | 0 | 1 | 2 | 8 | 40 |
| 8A - 23 | 2 | 3 | 0 | 0 | 1 | 1 | 1 | 3 | 9 | 45 |
| 8A - 24 | 6 | 3 | 1 | 0 | 1 | 2 | 0 | 0 | 7 | 35 |
| 8A - 25 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 30 |
| 8A - 26 | 1 | 3 | 0 | 1 | 1 | 0 | 1 | 3 | 9 | 45 |
| 8A - 27 | 3 | 3 | 0 | 0 | 1 | 2 | 1 | 4 | 11 | 55 |
| 8A - 28 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 5 |
| 8A - 29 | 3 | - | - | - | - | - | - | - | - | - |
| 8A - 30 | 6 | 1 | 2 | 0 | 0 | 2 | 1 | 0 | 6 | 30 |
| 8A - 31 | 1 | 3 | 0 | 1 | 1 | 0 | 1 | 0 | 6 | 30 |
| 8A - 32 | 3 | - | - | - | - | - | - | - | - | - |
| 8A - 33 | 2 | 1 | 0 | 1 | 1 | 2 | 0 | 0 | 5 | 25 |
| 8A - 34 | 5 | 3 | 0 | 0 | 1 | 0 | 0 | 3 | 7 | 35 |
| 8A - 35 | 6 | 3 | 2 | 0 | 1 | 0 | 2 | 2 | 10 | 50 |
| 8A - 36 | 6 | - | - | - | - | - | - | - | - | - |
| 8A - 37 | 6 | 1 | 1 | 1 | 1 | 0 | 2 | 3 | 9 | 45 |
| 8A - 38 | 4 | 3 | 1 | 0 | 0 | 2 | 1 | 1 | 8 | 40 |
| 8A - 39 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 2 | 6 | 30 |
| 8A - 40 | 5 | 3 | 1 | 0 | 1 | 0 | 4 | 2 | 11 | 55 |
| 8A - 41 | 6 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 6 | 30 |
| 8A - 42 | 3 | - | - | - | - | - | - | - | - | - |
| 8A - 43 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 15 |
| 8A - 44 | 6 | 3 | 2 | 0 | 1 | 0 | 1 | 0 | 7 | 35 |
| 8A - 45 | 4 | 3 | 1 | 0 | 1 | 1 | 1 | 2 | 9 | 45 |

| The Snare Grade - 22 Aug 2018 | | | | | | | | | | | | |
|-------------------------------|-----|----|----|----|----|----|----|----|----|----|-------|----|
| Student | Grp | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Total | % |
| 8A - 1 | 2 | 1 | 1 | 1 | 1 | 0 | 2 | 0 | 0 | 2 | 8 | 53 |
| 8A - 2 | 4 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 47 |
| 8A - 3 | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 6 | 40 |
| 8A - 4 | 3 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 47 |
| 8A - 5 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 27 |
| 8A - 6 | 3 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 2 | 6 | 40 |
| 8A - 7 | 5 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 5 | 33 |
| 8A - 8 | 2 | 1 | 2 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 6 | 40 |
| 8A - 9 | 5 | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 5 | 33 |
| 8A - 10 | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 6 | 40 |
| 8A - 11 | 5 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 6 | 40 |
| 8A - 12 | 4 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 47 |
| 8A - 13 | 5 | 1 | 2 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 8 | 53 |
| 8A - 14 | 1 | 1 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 1 | 8 | 53 |
| 8A - 15 | 1 | 1 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 2 | 9 | 60 |
| 8A - 16 | 3 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 4 | 27 |
| 8A - 17 | 5 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 33 |
| 8A - 18 | 4 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 47 |
| 8A - 19 | 2 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 40 |
| 8A - 20 | 5 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 27 |
| 8A - 21 | 4 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 47 |
| 8A - 22 | 4 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 1 | 6 | 40 |
| 8A - 23 | 2 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 7 | 47 |
| 8A - 24 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 27 |
| 8A - 25 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 13 |
| 8A - 26 | 1 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 7 | 47 |
| 8A - 27 | 3 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 6 | 40 |
| 8A - 28 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 20 |
| 8A - 29 | 3 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 6 | 40 |
| 8A - 30 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 |
| 8A - 31 | 1 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 5 | 33 |
| 8A - 32 | 3 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 4 | 27 |
| 8A - 33 | 2 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 6 | 40 |
| 8A - 34 | 5 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 33 |
| 8A - 35 | 6 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 47 |
| 8A - 36 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 20 |
| 8A - 37 | 6 | - | - | - | - | - | - | - | - | - | - | 0 |
| 8A - 38 | 4 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 47 |
| 8A - 39 | 2 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 6 | 40 |
| 8A - 40 | 5 | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 6 | 40 |
| 8A - 41 | 6 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 1 | 6 | 40 |
| 8A - 42 | 3 | - | - | - | - | - | - | - | - | - | - | 0 |
| 8A - 43 | 2 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 40 |
| 8A - 44 | 6 | 1 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 7 | 47 |
| 8A - 45 | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 33 |

| Black Eagle - 13 Sept 2018 | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|----|
| Student | Grp | Q1a | Q1b | Q1c | Q1d | Q1e | Q1f | Q1g | Q1h | Q2a | Q2b | Q2c | Q2d | Total | % |
| 8A - 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 5 | 25 |
| 8A - 2 | 4 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 6 | 30 |
| 8A - 3 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 2 | 0 | 9 | 45 |
| 8A - 4 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 4 | 20 |
| 8A - 5 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 10 |
| 8A - 6 | 3 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 1 | 1 | 2 | 8 | 40 |
| 8A - 7 | 5 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 6 | 30 |
| 8A - 8 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 6 | 30 |
| 8A - 9 | 5 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 |
| 8A - 10 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 7 | 35 |
| 8A - 11 | 5 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 2 | 2 | 10 | 50 |
| 8A - 12 | 4 | 1 | 1 | 0 | 2 | 0 | 1 | 1 | 0 | 1 | 2 | 2 | 1 | 12 | 60 |
| 8A - 13 | 5 | 1 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 10 | 50 |
| 8A - 14 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 15 |
| 8A - 15 | 1 | 1 | 1 | 0 | 2 | 1 | 0 | 1 | 2 | 2 | 1 | 2 | 2 | 15 | 75 |
| 8A - 16 | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 |
| 8A - 17 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 5 | 25 |
| 8A - 18 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 10 |
| 8A - 19 | 2 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 8 | 40 |
| 8A - 20 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 |
| 8A - 21 | 4 | 1 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | 0 | 2 | 2 | 1 | 12 | 60 |
| 8A - 22 | 4 | 1 | 1 | 0 | 2 | 0 | 1 | 0 | 1 | 2 | 2 | 0 | 1 | 11 | 55 |
| 8A - 23 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 8 | 40 |
| 8A - 24 | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 7 | 35 |
| 8A - 25 | 6 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 6 | 30 |
| 8A - 26 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 15 |
| 8A - 27 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8A - 28 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 15 |
| 8A - 29 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 4 | 20 |
| 8A - 30 | 6 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 5 | 25 |
| 8A - 31 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 15 |
| 8A - 32 | 3 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 7 | 35 |
| 8A - 33 | 2 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 7 | 35 |
| 8A - 34 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 3 | 15 |
| 8A - 35 | 6 | 1 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 2 | 2 | 1 | 3 | 13 | 65 |
| 8A - 36 | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 2 | 8 | 40 |
| 8A - 37 | 6 | 1 | 1 | 1 | 2 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 2 | 12 | 60 |
| 8A - 38 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 6 | 30 |
| 8A - 39 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 15 |
| 8A - 40 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 2 | 1 | 7 | 35 |
| 8A - 41 | 6 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 6 | 30 |
| 8A - 42 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 4 | 20 |
| 8A - 43 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 4 | 20 |
| 8A - 44 | 6 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 10 | 50 |
| 8A - 45 | 4 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 7 | 35 |

Appendix D2: Comprehension Test Results Grade 9

| Marked Comprehension Tests: Grade 9 | |
|-------------------------------------|---------------|
| Date | Story |
| 05-May-17 | Seashore |
| 15-Aug-17 | Chp 17 Mossie |
| 22-Aug-17 | Fifteen |
| 13-Sep-17 | Red Kite |

| Seashore - 5 May 2018 | | | | | | | | | | | | | | |
|-----------------------|-----|----|----|----|----|----|----|----|-----|-----|-----|-----|-------|----|
| Student | Grp | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Total | % |
| 9B - 1 | 4 | 1 | 1 | 3 | 5 | 1 | 0 | 2 | 1 | 2 | 3 | 1 | 20 | 77 |
| 9B - 2 | 4 | 1 | 1 | 3 | 5 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 17 | 65 |
| 9B - 3 | 5 | 1 | 2 | 3 | 5 | 1 | 0 | 2 | 3 | 2 | 1 | 1 | 21 | 81 |
| 9B - 4 | 7 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 5 | 2 | 1 | 2 | 4 | 5 | 2 | 0 | 1 | 2 | 1 | 2 | 0 | 20 | 77 |
| 9B - 6 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 7 | 2 | 1 | 2 | 3 | 5 | 2 | 0 | | | | | | 13 | 50 |
| 9B - 8 | 5 | 1 | 2 | 4 | 1 | 1 | 0 | 2 | 1 | 2 | 2 | 2 | 18 | 69 |
| 9B - 9 | 4 | 1 | 1 | 3 | 5 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 17 | 65 |
| 9B - 10 | 1 | 1 | 2 | 4 | 4 | 1 | 0 | 1 | 1 | 2 | 0 | 2 | 18 | 69 |
| 9B - 11 | 7 | 1 | 2 | 4 | 3 | 1 | 0 | 2 | 1 | 2 | 3 | 1 | 20 | 77 |
| 9B - 12 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 13 | 1 | 1 | 1 | 4 | 4 | 1 | 0 | 1 | 1 | 2 | 2 | 2 | 19 | 73 |
| 9B - 14 | 1 | 1 | 2 | 3 | 5 | 1 | 0 | 2 | 1 | 2 | 3 | 2 | 22 | 85 |
| 9B - 15 | 6 | 1 | 1 | 4 | 5 | 1 | 0 | 1 | 1 | 2 | 3 | 2 | 21 | 81 |
| 9B - 16 | 7 | 1 | 2 | 1 | | 1 | 0 | | | | | | 5 | 19 |
| 9B - 17 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 18 | 1 | 1 | 2 | 4 | 4 | 1 | 0 | 2 | 1 | 2 | 3 | 1 | 21 | 81 |
| 9B - 19 | 7 | 1 | 2 | 3 | 3 | 2 | 0 | 2 | 1 | 2 | 2 | 2 | 20 | 77 |
| 9B - 20 | 5 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 21 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 22 | 6 | 1 | 2 | 4 | 5 | 1 | 0 | 1 | 1 | 2 | 3 | 2 | 22 | 85 |
| 9B - 23 | 5 | 1 | 1 | 4 | 5 | 1 | 0 | 2 | 0 | 1 | 2 | 2 | 19 | 73 |
| 9B - 24 | 7 | 1 | 2 | 4 | 5 | 1 | 0 | 2 | 1 | 2 | 2 | 2 | 22 | 85 |
| 9B - 25 | 6 | 1 | 1 | 3 | 5 | 2 | 0 | 2 | 1 | 2 | 3 | 2 | 22 | 85 |
| 9B - 26 | 4 | 1 | 1 | 3 | 3 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 14 | 54 |
| 9B - 27 | 7 | 1 | 1 | 4 | 2 | 1 | 0 | 2 | 2 | 0 | 2 | 2 | 17 | 65 |
| 9B - 28 | 7 | 1 | 2 | 1 | 0 | 1 | 0 | 2 | 1 | 2 | 0 | 2 | 12 | 46 |
| 9B - 29 | 2 | 1 | 1 | 4 | 4 | 1 | 0 | 2 | 1 | 2 | 1 | 2 | 19 | 73 |
| 9B - 30 | 3 | 1 | 2 | 2 | 1 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 11 | 42 |
| 9B - 31 | 5 | 1 | 2 | 4 | 6 | 1 | 0 | 2 | 1 | 2 | 3 | 2 | 24 | 92 |
| 9B - 32 | 6 | 1 | 1 | 3 | 5 | 1 | 0 | 2 | 1 | 2 | 1 | 2 | 19 | 73 |
| 9B - 33 | 3 | 1 | 2 | 4 | 5 | 2 | 0 | 2 | 1 | 2 | 3 | 1 | 23 | 88 |
| 9B - 34 | 3 | 1 | 2 | 2 | 0 | 1 | 0 | 1 | | | | | 7 | 27 |
| 9B - 35 | 7 | 1 | 2 | 3 | 4 | 1 | 0 | 0 | 3 | 1 | 3 | 2 | 20 | 77 |
| 9B - 36 | 6 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 37 | 1 | 1 | 1 | 2 | 3 | 2 | 0 | 1 | | | | | 10 | 38 |
| 9B - 38 | 4 | 1 | 2 | 4 | 4 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 18 | 69 |
| 9B - 39 | 1 | 1 | 2 | 4 | 4 | 1 | 0 | 2 | 1 | 2 | 3 | 1 | 21 | 81 |
| 9B - 40 | 3 | 1 | 1 | 3 | 6 | 2 | 0 | 2 | 1 | 2 | 3 | 2 | 23 | 88 |
| 9B - 41 | 4 | 1 | 2 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 2 | 1 | 11 | 42 |
| 9B - 42 | 5 | 1 | 1 | 4 | 4 | 1 | 0 | 1 | 1 | 2 | 1 | 2 | 18 | 69 |
| 9B - 43 | 5 | 1 | 1 | 2 | 1 | 1 | 0 | 2 | 1 | 2 | 1 | 2 | 14 | 54 |
| 9B - 44 | 6 | 1 | 2 | 4 | 5 | 1 | 0 | 1 | 1 | 2 | 3 | 2 | 22 | 85 |
| 9B - 45 | 2 | 1 | 2 | 3 | 5 | 2 | 0 | 2 | 1 | 2 | 2 | 2 | 22 | 85 |
| 9B - 46 | 2 | 1 | 2 | 3 | 0 | 1 | 0 | 2 | 1 | 2 | 2 | 2 | 16 | 62 |
| 9B - 47 | 1 | 1 | 2 | 3 | 5 | 1 | 0 | 2 | 1 | 2 | 3 | 2 | 22 | 85 |
| 9B - 48 | 3 | 1 | 1 | 3 | 3 | 2 | 0 | 2 | 1 | 2 | 3 | 2 | 20 | 77 |
| 9B - 49 | 2 | 1 | 1 | 3 | 3 | 1 | 0 | 2 | 1 | 2 | 3 | 2 | 19 | 73 |

| Mossie - 15 Aug 2018 | | | | | | | | | | | | | | | | |
|----------------------|-----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-------|----|
| Student | Grp | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9a | Q9b | Q9c | 10a | 10b | Total | % |
| 9B - 1 | 4 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 0 | 0 | 1 | 0 | - | 15 | 43 |
| 9B - 2 | 4 | 2 | 1 | 1 | 2 | 1 | 0 | 2 | 3 | 0 | 1 | 2 | 3 | 3 | 21 | 60 |
| 9B - 3 | 5 | 4 | 2 | 1 | 2 | 4 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 0 | 26 | 74 |
| 9B - 4 | 7 | 3 | 2 | 1 | 2 | 4 | 0 | 2 | 3 | 0 | 1 | 2 | 3 | - | 23 | 66 |
| 9B - 5 | 2 | 3 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 0 | 1 | 0 | 1 | - | 19 | 54 |
| 9B - 6 | 7 | 2 | 2 | 1 | 0 | 3 | 1 | 1 | 3 | 0 | 1 | 2 | 0 | - | 16 | 46 |
| 9B - 7 | 2 | 3 | 2 | 0 | 2 | 3 | 1 | 2 | 3 | 2 | 1 | 2 | 3 | - | 24 | 69 |
| 9B - 8 | 5 | 3 | 2 | 1 | 2 | 3 | 1 | 1 | 3 | 0 | 1 | 2 | 3 | 0 | 32 | 91 |
| 9B - 9 | 4 | 3 | 3 | 1 | 1 | 4 | 1 | 2 | 3 | 2 | 0 | 2 | 3 | - | 25 | 71 |
| 9B - 10 | 1 | 3 | 2 | 1 | 1 | 3 | 1 | 2 | 2 | 0 | 0 | 1 | 3 | 4 | 23 | 66 |
| 9B - 11 | 7 | 4 | 2 | 1 | 2 | 4 | 1 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 25 | 71 |
| 9B - 12 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 13 | 1 | 3 | 2 | 1 | 1 | 3 | 1 | 2 | 3 | 0 | 1 | 0 | 3 | 3 | 23 | 66 |
| 9B - 14 | 1 | 3 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | - | 23 | 66 |
| 9B - 15 | 6 | 4 | 1 | 1 | 1 | 3 | 1 | 2 | 3 | 2 | 1 | 3 | 3 | - | 25 | 71 |
| 9B - 16 | 7 | 3 | 2 | 1 | 2 | 4 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 17 | 49 |
| 9B - 17 | 4 | 2 | 1 | 1 | 2 | 0 | 0 | 2 | 3 | 0 | 1 | 0 | 3 | 2 | 17 | 49 |
| 9B - 18 | 1 | 3 | 3 | 1 | 2 | 4 | 1 | 3 | 3 | 0 | 1 | 2 | 3 | - | 26 | 74 |
| 9B - 19 | 7 | 3 | 2 | 1 | 2 | 4 | 1 | 3 | 3 | 2 | 1 | 2 | 3 | 6 | 33 | 94 |
| 9B - 20 | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 21 | 2 | 3 | 2 | 1 | 2 | 4 | 1 | 1 | 3 | 1 | 0 | 0 | 2 | - | 20 | 57 |
| 9B - 22 | 6 | 4 | 0 | 1 | 2 | 4 | 1 | 1 | 3 | 0 | 1 | 0 | 3 | - | 20 | 57 |
| 9B - 23 | 5 | 4 | 1 | 1 | 0 | 3 | 1 | 2 | 3 | 2 | 1 | 0 | 3 | 0 | 21 | 60 |
| 9B - 24 | 7 | 4 | 1 | 1 | 4 | 1 | 1 | 3 | 3 | 2 | 1 | 2 | 3 | 0 | 26 | 74 |
| 9B - 25 | 6 | 4 | 2 | 1 | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | - | 22 | 63 |
| 9B - 26 | 4 | 2 | 2 | 1 | 3 | 1 | 0 | 2 | 3 | 0 | 0 | 2 | 3 | 3 | 22 | 63 |
| 9B - 27 | 7 | 4 | 3 | 0 | 2 | 4 | 1 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 30 | 86 |
| 9B - 28 | 7 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 2 | - | 18 | 51 |
| 9B - 29 | 2 | 3 | 1 | 1 | 2 | 4 | 1 | 3 | 3 | 2 | 1 | 0 | 1 | - | 22 | 63 |
| 9B - 30 | 3 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 3 | | 1 | | | - | 16 | 46 |
| 9B - 31 | 5 | 4 | 2 | 1 | 2 | 4 | 1 | 1 | 3 | 2 | 0 | 2 | 3 | 6 | 31 | 89 |
| 9B - 32 | 6 | 3 | 2 | 1 | 2 | 4 | 2 | 3 | 2 | 2 | 1 | 0 | 0 | 0 | 22 | 63 |
| 9B - 33 | 3 | 3 | 2 | 1 | 2 | 4 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | - | 24 | 69 |
| 9B - 34 | 3 | 2 | 2 | 1 | 1 | 3 | 1 | 1 | 3 | 0 | 1 | 0 | 2 | - | 17 | 49 |
| 9B - 35 | 7 | 4 | 2 | 1 | 1 | 4 | 1 | 2 | 3 | 2 | 0 | 0 | 0 | - | 20 | 57 |
| 9B - 36 | 6 | 3 | 1 | 1 | 1 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 15 | 43 |
| 9B - 37 | 1 | 3 | 1 | 1 | 2 | 4 | 1 | 1 | 3 | 0 | 0 | 1 | 0 | 0 | 17 | 49 |
| 9B - 38 | 4 | 2 | 1 | 1 | 1 | 1 | 0 | 2 | 3 | 0 | 0 | 2 | 3 | 1 | 17 | 49 |
| 9B - 39 | 1 | 3 | 2 | 1 | 2 | 4 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 3 | 27 | 77 |
| 9B - 40 | 3 | 3 | 2 | 1 | 2 | 4 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 4 | 28 | 80 |
| 9B - 41 | 4 | 3 | 1 | 1 | 0 | 4 | 0 | 2 | 3 | 0 | 1 | 0 | 1 | - | 16 | 46 |
| 9B - 42 | 5 | 3 | 2 | 1 | 2 | 4 | 0 | 1 | 3 | 2 | 0 | 0 | 1 | | 19 | 54 |
| 9B - 43 | 5 | 3 | 1 | 1 | 2 | 4 | 1 | 3 | 3 | 2 | 1 | 2 | 3 | 6 | 32 | 91 |
| 9B - 44 | 6 | 3 | 1 | 1 | 2 | 4 | 1 | 0 | 3 | 0 | 1 | 2 | 3 | 3 | 24 | 69 |
| 9B - 45 | 2 | 3 | 2 | 1 | 2 | 4 | 1 | 2 | 3 | 2 | 1 | 0 | 2 | - | 23 | 66 |
| 9B - 46 | 2 | 3 | 2 | 1 | 2 | 4 | 1 | 2 | 3 | 0 | 0 | 1 | 2 | - | 21 | 60 |
| 9B - 47 | 1 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 0 | 1 | 0 | 1 | - | 18 | 51 |
| 9B - 48 | 3 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | - | 21 | 60 |
| 9B - 49 | 2 | 3 | 2 | 1 | 2 | 4 | 1 | 2 | 3 | 2 | 1 | 2 | 3 | - | 26 | 74 |

| Fifteen - 22 Aug 2018 | | | | | | | | | |
|-----------------------|-----|----|----|----|----|----|----|-------|-----|
| Student | Grp | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Total | % |
| 9B- 1 | 4 | 1 | 2 | 2 | 2 | 1 | 0 | 8 | 89 |
| 9B- 2 | 4 | 1 | 2 | 1 | 2 | 0 | 0 | 6 | 67 |
| 9B- 3 | 5 | 1 | 2 | 1 | 2 | 1 | 1 | 8 | 89 |
| 9B- 4 | 7 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 22 |
| 9B- 5 | 2 | 1 | 2 | 1 | 2 | 0 | 1 | 7 | 78 |
| 9B- 6 | 2 | - | - | - | - | - | - | - | 0 |
| 9B- 7 | 2 | 1 | 2 | 0 | 2 | 0 | 0 | 7 | 78 |
| 9B- 8 | 5 | 1 | 2 | 1 | 2 | 0 | 0 | 6 | 67 |
| 9B- 9 | 4 | 1 | 2 | 0 | 2 | 1 | 1 | 7 | 78 |
| 9B- 10 | 1 | 1 | 1 | 1 | 2 | 0 | 1 | 6 | 67 |
| 9B- 11 | 7 | 1 | 1 | 1 | 2 | 1 | 1 | 7 | 78 |
| 9B- 12 | 3 | 1 | 2 | 0 | 2 | 0 | 1 | 6 | 67 |
| 9B- 13 | 1 | 1 | 2 | 2 | 2 | 0 | 0 | 7 | 78 |
| 9B- 14 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 5 | 56 |
| 9B- 15 | 6 | 1 | 2 | 0 | 2 | 1 | 1 | 7 | 78 |
| 9B- 16 | 7 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 22 |
| 9B- 17 | 4 | 0 | 1 | 1 | 2 | 1 | 0 | 5 | 56 |
| 9B- 18 | 1 | 1 | 2 | 0 | 2 | 0 | 0 | 5 | 56 |
| 9B- 19 | 7 | 1 | 2 | 0 | 2 | 1 | 1 | 7 | 78 |
| 9B- 20 | 5 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 22 |
| 9B- 21 | 2 | 1 | 2 | 1 | 2 | 0 | 1 | 7 | 78 |
| 9B- 22 | 6 | 1 | 2 | 2 | 2 | 0 | 0 | 7 | 78 |
| 9B- 23 | 5 | 1 | 2 | 1 | 2 | 1 | 0 | 7 | 78 |
| 9B- 24 | 7 | 1 | 1 | 0 | 2 | 1 | 1 | 6 | 67 |
| 9B- 25 | 6 | 1 | 2 | 0 | 2 | 1 | 0 | 6 | 67 |
| 9B- 26 | 4 | 1 | 2 | 0 | 2 | 0 | 0 | 5 | 56 |
| 9B- 27 | 7 | 1 | 1 | 1 | 2 | 1 | 1 | 7 | 78 |
| 9B- 28 | 7 | 1 | 1 | 0 | 2 | 1 | 0 | 5 | 56 |
| 9B- 29 | 2 | 1 | 2 | 1 | 2 | 0 | 1 | 7 | 78 |
| 9B- 30 | 3 | 0 | 2 | 1 | 1 | 0 | 0 | 4 | 44 |
| 9B- 31 | 5 | 1 | 2 | 1 | 2 | 1 | 0 | 7 | 78 |
| 9B- 32 | 6 | 1 | 2 | 2 | 2 | 1 | 1 | 9 | 100 |
| 9B- 33 | 3 | 1 | 2 | 0 | 2 | 0 | 1 | 6 | 67 |
| 9B- 34 | 3 | 1 | 1 | 0 | 2 | 0 | 1 | 5 | 56 |
| 9B- 35 | 7 | - | - | - | - | - | - | - | 0 |
| 9B- 36 | 6 | 1 | 2 | 0 | 2 | 0 | 0 | 5 | 56 |
| 9B- 37 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 8 | 89 |
| 9B- 38 | 4 | - | - | - | - | - | - | - | 0 |
| 9B- 39 | 1 | 1 | 2 | 1 | 2 | 0 | 1 | 7 | 78 |
| 9B- 40 | 3 | 1 | 2 | 0 | 2 | 0 | 1 | 6 | 67 |
| 9B- 41 | 4 | 1 | 1 | 1 | 1 | 1 | 0 | 5 | 56 |
| 9B- 42 | 5 | 1 | 2 | 1 | 2 | 1 | 0 | 7 | 78 |
| 9B- 43 | 5 | 1 | 2 | 1 | 2 | 1 | 1 | 8 | 89 |
| 9B- 44 | 6 | 1 | 2 | 0 | 2 | 0 | 1 | 6 | 67 |
| 9B- 45 | 2 | 1 | 2 | 0 | 2 | 0 | 0 | 5 | 56 |
| 9B- 46 | 2 | 1 | 2 | 0 | 2 | 0 | 1 | 6 | 67 |
| 9B- 47 | 1 | 1 | 2 | 2 | 2 | 0 | 0 | 7 | 78 |
| 9B- 48 | 3 | 1 | 2 | 0 | 2 | 0 | 1 | 6 | 67 |
| 9B- 49 | 2 | 1 | 2 | 0 | 2 | 1 | 1 | 7 | 78 |

| Red Kite - 13 Sept 2018 | | | | | | | | | | | | |
|-------------------------|-----|----|----|-----|-----|-----|-----|----|----|----|-------|----|
| Student | Grp | Q2 | Q3 | Q4a | Q4b | Q4c | Q4d | Q5 | Q6 | Q7 | Total | % |
| 9B - 1 | 4 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 2 | 4 | 0 | 0 | 2 | 1 | 2 | 0 | | | | 5 | 31 |
| 9B - 3 | 5 | 0 | 0 | 2 | 1 | 1 | | | | | 4 | 25 |
| 9B - 4 | 7 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 5 | 2 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 6 | 2 | 1 | 0 | 2 | 1 | 2 | 2 | 2 | 2 | | 12 | 75 |
| 9B - 7 | 2 | 0 | 2 | 1 | 2 | | | 2 | 2 | | 9 | 56 |
| 9B - 8 | 5 | 1 | 0 | 2 | | | | | | | 3 | 19 |
| 9B - 9 | 4 | 2 | 1 | 2 | 1 | 2 | 2 | | | | 10 | 63 |
| 9B - 10 | 1 | 1 | 0 | 0 | 2 | | | 2 | 2 | 1 | 8 | 50 |
| 9B - 11 | 7 | 2 | 0 | 1 | 1 | 1 | | | | | 5 | 31 |
| 9B - 12 | 3 | 1 | 0 | | 1 | | | | | | 2 | 13 |
| 9B - 13 | 1 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 14 | 1 | 1 | 0 | 0 | 1 | 2 | 2 | 2 | | | 8 | 50 |
| 9B - 15 | 6 | 1 | 0 | 0 | 0 | 2 | 2 | 1 | 1 | 0 | 7 | 44 |
| 9B - 16 | 7 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 17 | 4 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 18 | 1 | 1 | 0 | 0 | 0 | 2 | 2 | 2 | 1 | 1 | 9 | 56 |
| 9B - 19 | 7 | 2 | 0 | 2 | 1 | 2 | 1 | 2 | | | 10 | 63 |
| 9B - 20 | 5 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 21 | 2 | 1 | 0 | 1 | 0 | | 1 | | | | 3 | 19 |
| 9B - 22 | 6 | 2 | 1 | | | | | | | | 3 | 19 |
| 9B - 23 | 5 | 1 | 0 | 1 | 1 | 1 | | | 2 | | 6 | 38 |
| 9B - 24 | 7 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | | | 12 | 75 |
| 9B - 25 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 13 |
| 9B - 26 | 4 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 27 | 7 | 2 | 0 | 2 | 1 | 2 | 2 | | 2 | | 11 | 69 |
| 9B - 28 | 7 | | 1 | 0 | | | | | | | 1 | 6 |
| 9B - 29 | 2 | 0 | 0 | 2 | | 2 | 2 | | | | 6 | 38 |
| 9B - 30 | 3 | 0 | 1 | 1 | 1 | | | 1 | | | 4 | 25 |
| 9B - 31 | 5 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 32 | 6 | 1 | 0 | 1 | | | | | 2 | | 4 | 25 |
| 9B - 33 | 3 | 1 | 0 | 0 | 1 | 1 | | | | | 3 | 19 |
| 9B - 34 | 3 | 1 | 0 | 2 | 1 | 2 | | | | | 6 | 38 |
| 9B - 35 | 7 | | 0 | 0 | 1 | 0 | 1 | | | | 2 | 13 |
| 9B - 36 | 6 | 1 | 0 | 0 | 1 | 1 | 1 | | | | 4 | 25 |
| 9B - 37 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 6 | 38 |
| 9B - 38 | 4 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 39 | 1 | 1 | 0 | 0 | 0 | 2 | 2 | 2 | 1 | 1 | 9 | 56 |
| 9B - 40 | 3 | 1 | 0 | 2 | 1 | 2 | | | | | 6 | 38 |
| 9B - 41 | 4 | 1 | 0 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 12 | 75 |
| 9B - 42 | 5 | 1 | 0 | 1 | 1 | 1 | | | | | 4 | 25 |
| 9B - 43 | 5 | 0 | 0 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 12 | 75 |
| 9B - 44 | 6 | 1 | 0 | 2 | | | 2 | | | | 5 | 31 |
| 9B - 45 | 2 | - | - | - | - | - | - | - | - | - | - | 0 |
| 9B - 46 | 2 | 0 | 0 | 2 | 1 | 2 | | 2 | 2 | | 9 | 56 |
| 9B - 47 | 1 | 1 | 0 | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 6 | 38 |
| 9B - 48 | 3 | 1 | 1 | 0 | 1 | 2 | | | | | 5 | 31 |
| 9B - 49 | 2 | 1 | 2 | 0 | 0 | 2 | 2 | 0 | | | 7 | 44 |

Appendix E: Semi-structured Interviews

Appendix E1: Semi-structured Interview Questions

1. Do the learners do any pre-reading at home?
2. Do learners do any reading that is not school reading?
3. Mentioned that there is a shortage of textbooks, how do you deal with this?
4. Which textbook is the main book you use?
5. How do you decide on the text you use?
6. What the main things that you try and cover in the lesson?
7. How do you choose who must read?
8. How do you choose who must answer a question?
9. When do the learners do writing exercises?
10. How do you mark the work?
11. What questions do you use?
12. How do you deal with grammar?
13. How do you deal with vocabulary?
14. Do the learners speak in SiSwati during the class?
15. Do you ever speak SiSwati in the English?
16. What are the ages of the learners in your Grade?
17. How do you discipline learners?
18. I saw that you try and include the girls and the boys, why is this?

| Interview: Grade 8 Teacher (T1) | | |
|---------------------------------|---------|--|
| Number | Speaker | Response |
| 1 | R1 | OK T1 let's see. So the questions I wanted to ask you is basically and I know maybe they've been repeated but if we can just go through it again. So this group hey, uhhh the learners, do they take any any of the books home to read or prepare anything like that at home reading wise? |
| 2 | T1 | Come again |
| 3 | R1 | The learners, do they take any of their books home to read or practice any reading? Generally? |
| 4 | T1 | Generally, as for now here in our school we don't have a a a what can I say library, in such a way that I wouldn't say they take books, they only use their books that they they are having to read at home |
| 5 | R1 | And these books they stay here hey? |
| 6 | T1 | They go with them, their own books, their own text books which I wouldn't say they take them home and read because the text books are not enough for them |
| 7 | R1 | OK. Do you have any any people in the class who you think get books somewhere else or read something else? Maybe the newspaper, magazines, anything like that? |
| 8 | T1 | No |
| 9 | R1 | OK. And then now the text books are are there's not enough text books so if you, how do you make sure that everybody gets something when they read in the classroom? |
| 10 | T1 | Its either you go the illegal way in such a way that you copy papers in order for them to have something. You have to copy papers but the challenge about that is that if ever the machine is not working for two, three weeks you find that this particular learners learners have don't have material to use |
| 11 | R1 | Then what do you do? |
| 12 | T1 | Eish. That is the problem. Why you have to read in your textbook. Sometimes you have to write on the board. You cannot write a story on the board. You have to read for them, then you write questions on the board |
| 13 | R1 | And umm. So you using the platinum book hey |
| 14 | T1 | Yes |
| 15 | R1 | And then the platinum is the small book that you're using |
| 16 | T1 | For sure ja. For stories yes mmmm |
| 17 | R1 | OK. And how do you decide when you doing to do a lesson how do you decide which story or poem are you going to use that day? |

| Number | Speaker | Response |
|--------|---------|---|
| 18 | T1 | Usually inside this particular text book there are poems and stories that are here although in in in this one there are no stories. According to poems there are other poems. Those are additional poems. Some of them are straight here in the lesson (indistinct) today we are doing this according to the Caps document. |
| 19 | R1 | So do you follow the Caps document? |
| 20 | T1 | Yes |
| 21 | R1 | so if Caps says today you must read this you read that? |
| 22 | T1 | Yes. Mmm |
| 23 | R1 | OK. And umm I noticed in the classroom you also asked the questions. So how how do you choose who must answer the questions? Do you just Uh mmm |
| 24 | T1 | Ja. We use the old way to say if ever you have the answer can you raise a hand, so learners raise their hands then you will pick to say this one that one. Although it is not a good idea because some of them they don't raise their hands and they have the answers and everything. Usually we ask learners to raise their hands |
| 25 | R1 | And if they don't raise their hands and they have the answers, what do you do? |
| 26 | T1 | Usually I end up saying what about you? What can you say? You end up maybe picking everyone. At the end, if ever all of them don't raise their hands, I usually start from the first group to say, first line, what about you, what about you? So they will start talking something |
| 27 | R1 | So you try and ask so that everybody answers a question? |
| 28 | T1 | Yes |
| 29 | R1 | And in the when you do the lesson do you always do a writing exercise after the story? |
| 30 | T1 | Yes |
| 31 | R1 | Always? |
| 32 | T1 | Yes, you must yes. They have to write in order for me to see if they've understood the story or the poem and stuff. |
| 33 | R1 | Then when do you mark the test or the comprehension stories? |
| 34 | T1 | I mark with them in class |
| 35 | R1 | OK. And if they don't understand any words or how do you deal with that? |
| 36 | T1 | If they don't understand some of the words? |
| 37 | R1 | Mmm |
| 38 | T1 | You will see if ever they don't understand some of the words, that is where you will go back and try like in in case of poems sometimes they they don't understand my figure of speech in such a way that we will go down back to say what are figure of speech because they end up not understanding parts of speech and figure of speech, so you go down again and try to explain to them |
| 39 | R1 | And how do you find out if they don't understand a word? |

| Number | Speaker | Response |
|--------|---------|--|
| 40 | T1 | How do you? |
| 41 | R1 | How do you know they don't understand a word? |
| 42 | T1 | You can see. If ever you ask the questions. Even if you you pick one by one you will see them silenced in such a way that they don't know the answers all of them |
| 43 | R1 | Sjoe hard |
| 44 | T1 | Yes |
| 45 | R1 | And when you umm so when you read the story do you also read the do you also teach them grammar or do you have a separate lesson for grammar? |
| 46 | T1 | I have separate separate lessons for grammar but everytime whenever you read grammar sometimes you will end up taking some of them because they are there. Let me give you an example in comprehension. Whenever they are reading comprehension comprehension, at the end of the comprehension test there are questions based on the comprehension then at the end there are questions, grammar questions based on the comprehension so at the end they interact all, where whether is is short story at the end grammar is there at the end of the short story |
| 47 | R1 | And you go through all of that with them? |
| 48 | T1 | Yes |
| 49 | R1 | Now I know its en English lesson but do you ever use SiSwati in the lesson to make them understand or to give them instructions? |
| 50 | T1 | That is a big problem because even SiSwati I don't understand it very well. We usually try to to to to communicate with them in English but you can see that some of them they they they they don't understand even English in such a way that sometimes we we we we we call SiSwati teachers to help us in those few learners who don't understand |
| 51 | R1 | And do teachers then come to the class and explain? |
| 52 | T1 | Ai. Outside is extra because let me give you an example of the school that we are having (indistinct) school is a inclusive school |
| 53 | R1 | Yes |
| 54 | T1 | Inclusive school in such a way that even those who are unable to read and write they are included there and when they go to our side here in grade 8 we don't have those particular material that they use to teach them and everything. In other words we we lack that particular knowledge to help them in such a way that after grade 5 they are able to go and do maths skills development and everything so we are having a big challenge in such a way that some of them they cannot understand English English in such a way that they understand only SiSwati. That is where we we we ask teachers to come and help them although the help is not that much because they cannot write some of them |

| Number | 1 | Response |
|--------|----|---|
| 55 | R1 | So how do they do their tests then? |
| 56 | T1 | The test? They don't write. They just look on the question paper. They take. Some of them if ever you give them the text book to say write Platinum, they will start here by M and everything. There are those in grade 8 for this year 8C. |
| 57 | R1 | And then, what do you do with them? |
| 58 | T1 | There is nothing. At the end of the day the department will take them to grade 9 some of them because of age quota |
| 59 | R1 | Now this problem with umm, the problem with not not passing them on marks and they just stay, your age group in your class, what is the age group more or less, the average age and the youngest and the oldest maybe in your class. Do you know? |
| 60 | T1 | In grade 8 sometimes they range from 13, 12 up to 21 |
| 61 | R1 | 21? |
| 62 | T1 | 13 to 21. Yes. I will check for this year but last year we have 12 to to ja, we had 21 |
| 63 | R1 | And what happens then, say say they 21 in like last year's class. Did they all go on to grade 9? |
| 64 | T1 | Yes |
| 65 | R1 | All of them? |
| 66 | T1 | Ja. All of them. They look on the age and take them to grade 9 |
| 67 | R1 | And did any of them leave the school? |
| 68 | T1 | Some of them? |
| 69 | R1 | Mmm? From your class last year? |
| 70 | T1 | Some of them they are still here |
| 71 | R1 | Did none of them leave? |
| 72 | T1 | Hai. None of them left |
| 73 | R1 | And if they grade, if they so big how, isn't it difficult to sort of manage the class? |
| 74 | T1 | Very difficult in such a way that you can see that it is if they are grown ups. Even if you talk to the younger learners you can see the way they they will beat them sometimes. They beat the younger learners in such as way that you will end up talking about discipline every day, unlike the younger ones 13 to 15. They end up abusing the other ones. |
| 75 | R1 | What do they do to them? Just |
| 76 | T1 | They beat them. They take pencils, they take pens and everything. Sometimes whenever they do things, if you come to class and ask to say who did this the learners will be afraid to tell you. Unlike if it is their age group. Then at the end some will come and come to say ma'am we are afraid to say so and so did this |
| 77 | R1 | Sjoe its difficult hey? |
| 78 | T1 | Ja very difficult |
| 79 | R1 | So do they stay in, like if they 21 do they stay in grade 8 and then go to grade 9? They don't, when do they leave the school? |

| Number | 1 | Response |
|--------|----|--|
| 80 | T1 | At their own time. Whenever they feel that maybe I have to leave school. Because some of them goes until grade 11. They will fail grade 11 even if they take them to grade 12. Grade 12 they won't pass |
| 81 | R1 | And they don't write the tests then or anything? |
| 82 | T1 | They write. They take a page and try to write. Even essays. If you give them essays they will write although you won't read it. You cannot read what they writing. You cannot. Its not SiSwati, its not English. You cannot read |
| 83 | R1 | Sjoe. Must be very diffiicult hey? |
| 84 | T1 | Very difficult. This year is worse in grade 8. Last year it was better, they were. But this year in grade 8 there is that one that one cannot read, that one cannot write. Just a word. Cannot copy a word the way it is. It changes and you can can no you can no longer read the the word |
| 85 | R1 | And if you speak to them to them? And and are they able to answer the question? |
| 86 | T1 | No, no |
| 87 | R1 | And do the learners in the classroom, do they speak SiSwati to each other when they try and explain stuff or talk to each other? Or do they, in the English class, or do they try and stick to English? |
| 88 | T1 | They try to speak in English, most of them. Although in some classes they group themselves in such a way that you will find that half of the class, half of the learners in that particular class they cannot write they cannot read and in that particular class you can see that those learners they are silence, they cannot say anything. Whether homework, no homework. Otherwise one will write the homework and give it to them. They copy. Even where they have copied you cannot read some of them. |
| 89 | R1 | Sjoe |
| 90 | T1 | And to those learners they don't come to school regularly because they are afraid. Sometimes whenever we write test they are not there. They don't come |
| 91 | R1 | And do you do the literature once a week that you do a story, a poem or how often do you do it? |
| 92 | | Ja. Usually I I I do it once a week on Wednesdays usually. I make sure that I read a poem. Even if I'm not in that particular poem I'll take the poem to them once a week I read, I I do literature. |
| 93 | R1 | OK. And then is there any issues with the fact that some are girls and some are boys and especially with the older boys? Uhmm do they do the boys bully the girls or do the girls aren't so. Can you see any differences between the girls and the boys |
| 94 | T1 | Hmm |
| 95 | R1 | Its not like the girls read better or answer more questions or anything like that? |

| Number | Speaker | Response |
|--------|---------|--|
| 96 | T1 | Ai. Depending. In other classes they are the same, in other classes girls dominate. Most of the classes girls dominate than boys |
| 97 | R1 | And then is there anything that you think that we need to know that will help us to understand what's happening here at the school better? |
| 98 | T1 | That you need to know is that eish the problem is not with the school because all the schools around here they are the same, the problem is with the department. The way they structure things in such a way that some of the things we cannot change them. I'm not saying that this particular learners must not come to school, no. What I'm trying to say is that this particular learners there there are some specifics that they can do but in school they are not coping some of them. So what can happen is that the department have to open maybe more skills schools in such a way that in each region there are skills schools. Those who who cannot do 123 they will go there and do maths skills (indistinct). That is the only way |
| 99 | R1 | And the classes are very big as well |
| 100 | T1 | Very big classes. More or less if you go to 10 here is better. If you go to 10 there are four classes and in each class plus or minus 58 to 60 |
| 101 | R1 | In the matric class? |
| 102 | T1 | In grade 10 |
| 103 | R1 | Ag grade 10 |
| 104 | T1 | Hmm |
| 105 | R1 | And is this the same in all the schools around here or is it just this school? |
| 106 | T1 | Most of the schools here. Here. We go to Highveld is the same. We go to (indistinct) unlike maybe (indistinct) because of the place and everything. In most of the schools the same |
| 107 | R1 | And why are the classes so full? |
| 108 | T1 | What can I say? Is because of the ratio, teacher number ratio |
| 109 | R1 | What is the teacher number ratio? |
| 110 | T1 | They are saying is 31 |
| 111 | R1 | 31? |
| 112 | T1 | They are saying one teacher is to 31 but in actual fact fact one teacher is plus or minus 45. They don't stick to one teacher is 31, 35 |
| 113 | R1 | OK. And anything else that that would help us with the study? |
| 114 | T1 | Hai. I think |
| 115 | R1 | You, you've been at the school here a long time already hey? |
| 116 | T1 | Ja for 10 years now |
| 117 | R1 | And you've been teaching English for |
| 118 | T1 | The past 10 years yes |
| 119 | R1 | Wow. Sjoe. And has it changed a lot over the 10 years |

| Number | 1 | Response |
|--------|----|---|
| 120 | T1 | Ja. There are so so so many things. What I'm trying trying to say that teaching's not a problem, the problem is the the way the department structures things. Whenever everyone comes to office each and everyone comes with his or her own method of making things at the end and it takes us time to change every time. After 4 years, 5 years, after elections the person who come to office come with his own things. At the end as a teacher I have to adapt to that. I have to go to CAPS I have to go to NCS every day. That is our problem. |
| 121 | R1 | And have you gone for training on CAPS and all that? Does the school send you? |
| 122 | T1 | Yes. Yes |
| 123 | R1 | Do they send you on any other training |
| 124 | T1 | No. No its not training. Training that you go after school for 30 minutes, you come they will take you for another one hour just like that |
| 125 | R1 | Who does the training then? |
| 126 | T1 | Usually the people from the department |
| 127 | R1 | Do they come here? |
| 128 | T1 | They they, ja, they come to a neutral venue and call you to that to teachers centre. We go there for an hour or two sometimes once a week you were doing that |
| 129 | R1 | And how often do they do it? |
| 130 | T1 | Hai. After a long time. Usually the department does not support teachers in such a way that they have to to to make a fully fledged training, no. They are complaining about budget and everything in such a way that they will only give you papers to say go and read go and read papers and everything. That is what they do |
| 131 | R1 | Sjoe. And most of the learners here don't pay for school fees hey? |
| 132 | T1 | They don't. It's a no fees school |
| 133 | R1 | Alright. I think I've answered everything. Anything else? |
| 134 | T1 | Hai no. |
| 135 | R1 | Do you like your job? |
| 136 | T1 | I like it very much. I like it |
| 137 | R1 | You're very passionate |
| 138 | T1 | I don't complain. I don't have a problem. |
| 139 | R1 | Did you always wanna be a teacher? Did you always wanna be a teacher? |
| 140 | T1 | No |
| 141 | R1 | What did you wanna be? |
| 142 | T1 | I wanted to be a psychologist |
| 143 | R1 | Really? |
| 144 | T1 | Hmm |
| 145 | R1 | That's why you care so much about everybody |

| Number | 1 | Response |
|--------|----|--|
| 146 | T1 | Hmm. And at the end after so many problems at home I have to to pass grade 12 and go to work as a domestic worker. I went back to school at the age of 25 to university |
| 147 | R1 | But that's brilliant. Well done T1. Hey? That's very good. Most people would have just given up |
| 148 | T1 | Hmm |
| 149 | R1 | Whew. Ok. I think that's it. |
| 150 | T1 | Thanks |
| 151 | R1 | (Indistinct) So we brought you some some of this and I brought you and T2 |
| 152 | T1 | Books |
| 153 | R1 | Yes. I brought you some books because you were so nice to us last week. You worked so hard with us last week. |
| 154 | T1 | Ah thanks. |
| 155 | R1 | So these are the books you can share. It's a multilingual dictionary |
| 156 | T1 | Alright |
| 157 | R1 | So if you open it up its got all the languages. See? English, and then its got the explanation in Afrikaans, so all the official languages. And this one here for those learners who struggle so much with reading its got some pictures |
| 158 | T1 | Ja and there at the workshop one (indistinct) this one's my publishers I don't remember the the the publishers the publisher, he told us that these learners who cannot sometimes do things let let let them buy dictionaries like this. They will be able to to understand some of the things |
| 159 | R1 | Oh is it? |
| 160 | T1 | Hmmm |
| 161 | R1 | So you've seen this before? |
| 162 | T1 | I I did not see it she only suggested that let's ask the school to buy it for them |
| 163 | R1 | Ah well there we go |
| 164 | T1 | Hmmm |
| 165 | R1 | See. So here there's a picture so it will show you the words in all the different languages |
| 166 | T1 | Hmmm. (Indistinct) |
| 167 | R1 | And you can now also learn SiSwati |
| 168 | T1 | Hmmm. Hau thanks a lot man. Thanks |
| 169 | R1 | This doesn't have the pictures so these are for the other children |
| 170 | T1 | Oh. But they are the same |
| 171 | R1 | I think it's the same. It might be a bit more words or I'm not sure |
| 172 | T1 | Hmmm. SiTsonga my languaTe. SiVenda. Thanks a lot Marisa. We will use them |
| 173 | R1 | Cos the learners don't all have dictionaries hey? |

| Number | 1 | Response |
|--------|----|---|
| 174 | T1 | They don't. We have tried a lot. But the problem is not that they don't have money. I I don't know the mindset of some of us as parents. I'm not saying those parents. Some of us as parents, they prefer to buy these learners smartphones. The phones that they have we don't have them. Expensive ones |
| 175 | R1 | They not allowed to bring the phones to school though hey? |
| 176 | T1 | Expensive phones, expensive clothes. They buy (indistinct). Ja December time instead of maybe buying them balancing in other words to say let me buy them this they they they they they prefer buying them maar takkies, expensive ones. Come Friday some of them you will see that this learner have weared something like. They they usually fight on Fridays to say I can buy you |
| 177 | R1 | Ok so they say the casual day its all about the casual day |
| 178 | T1 | Ja. They will say to you I can buy you meaning that they can buy you because you are wearing something ten, twenty, thirty. I can give you a hundred rand. I can buy you. What you are wearing I can give you the money now. They usually fight for that to say. He said I'm cheap |
| 179 | R1 | Really? |
| 180 | T1 | Hmmm |
| 181 | R1 | But I noticed on Friday some wore casual clothes and some didn't. So do they just choose who want |
| 182 | T1 | Ja. They choose. Some of them they will tell you I don't want to wear things of the same nature every day. I have only one maybe things that are put in such a way that I prefer wearing a uniform. I don't have any problem. Because they they (indistinct) to say today you have weared that particular takkie, next Friday, next Friday. Hmmm so is better for you to wear uniform |
| 183 | R1 | Ja and shame if some are poor then also then they don't |
| 184 | T1 | They don't wear hmmm. They don't. So is better for them not to wear uniform in such a way that they won't say hai you are cheap. No |
| 185 | R1 | Do they do that? |
| 186 | T1 | They do that and fight and to say I can buy you |
| 187 | R1 | Puts a lot of pressure on the parents hey? |
| 188 | T1 | Hmmm. Very very very very. Lot of pressure |
| 189 | R1 | And I know this is not the topic but but and teenage pregnancies? |
| 190 | T1 | Hau very high. As young as one we had in our classes last year she she she gave birth now. Last year she was twelve or thirteen. I think she is 13 or 14 now. She has a child in grade 9 now. T2's class |
| 191 | R1 | So she came back to school? |
| 192 | T1 | She came back. She came back now now now. She came back. She's back |
| 193 | R1 | How many kids have fallen pregnant here? |
| 194 | T1 | Every year? It depends. Some. In some years you will find that plus or minus 20. Hmmm. Especially in grade 10, 11 is worse |

| Number | 1 | Response |
|--------|----|---|
| 195 | R1 | Is it? |
| 196 | T1 | And in this particular area the problem is one. I was teaching in some classes because of shortage of teachers. You find that whenever you are talking to them about (indistinct) pregnancy you say to them if ever you are failing maybe to abstain why can't you go to the clinic they will tell you (indistinct) if ever you go to the clinic and you have contraceptives its not sweet. That's sexist (laughing) that is what they are saying ma'am. Ask ma'am T2. They will say to you so to say ai hey we cannot do that (indistinct) so I'm sure the mindset they are not afraid of HIV, they are not afraid of pregnancy and everything. That is why the rate of pregnancy teenage pregnancy, the rate of HIV is very worse |
| 197 | R1 | And do you know how old they are when they start having sex? |
| 198 | T1 | Ma? |
| 199 | R1 | How old are they when they start having sex? |
| 200 | T1 | Hai. At the age of 9, 10. Some of them. 10, 11. Hai, when they come here 12 they are grown ups. Because some of them get pregnant at grade 7, 6. We have cases like that when they come here they already have kids |
| 201 | R1 | So who looks after the children then? |
| 202 | T1 | Their Moms. But usually here, what they do if you if you have a a a (indistinct) a boy I have a girl and your boy be pregnant my child I will take the child and give it to them. That is what they do around here |
| 203 | R1 | Oh is it? |
| 204 | T1 | Hmmm |
| 205 | R1 | And if he says I'm not the father? |
| 206 | T1 | I don't know there. And it is easy for the child. Some of them we we nurse them from grade 8, the child the what the learner get the child in grade 8, in grade 10 another child, grade 12 another child. Three in 5, 6 years yes. Because the moment you take the child from the mother it is like I'm still I will still go out and have a boyfriend. Unlike if I have a child, if the child is sick, if the child have cough and everything I have to sit with my child. But if I don't have it I will go out and and look for friends, male and females |
| 207 | R1 | But if the class is also so you know if there's so many older boys in the class, it must be difficult. Do the girls don't feel scared? |

| Number | 1 | Response |
|--------|----|--|
| 208 | T1 | Hmm. Hai. What is happening. Now I had a problem with one one learner. The child is not did not did not come back after March. T2 knows the story. The learner was in grade 8 at the age she is 12 or 13 . Said there was a boy in grade 12. The boy is around 24. So I saw the boy. He is busy with the child and everything even after school so I called the child to say hai that particular boy is older than you and everything. So this particular child went to the boy and told the boy. The boy threatened me to say ma'am why did you say that. I said it is like my child. You are very, you are a grown up. You have your girlfriends and everything ja but this one you are exploiting. This particular child cannot say no. And the child is not back to school. Maybe she is pregnant now. She is not back in 8B |
| 209 | R1 | And do they know that its rape if its before 16 |
| 210 | T1 | Ja. I told him its statutory rape. But it it won't be like that because the child also want that |
| 211 | R1 | I suppose its prestigious if the older boy likes you hey? |
| 212 | T1 | Hmmm. Hmmm. |
| 213 | R1 | Sjoe |
| 214 | T1 | As you can see Marisa sometimes you cannot come to school, you cannot come to work. What is happening around this particular area |
| 215 | R1 | But there's so much development here. Everytime we come here there's new houses, new shops |
| 216 | T1 | But their mind, hai |
| 217 | R1 | But where where are they getting the money from? |
| 218 | T1 | I don't know. Oh oh there by the houses and everything? Some of them they are working. Most of the people here are working in mines around there |
| 219 | R1 | Ah |
| 220 | T1 | There are taxis taxis taking them to the mines and everything |
| 221 | R1 | cos when I was doing the research at Moswati and Steynsdorp and all that |
| 222 | T1 | Hmmm |
| 223 | R1 | They were saying there that most of the people they like they work on the farms you know, and they only work when they |
| 224 | T1 | Ja hmmm. Seasonal work |
| 225 | R1 | Ja. So they don't always have money. They have very little money |

| Number | 1 | Response |
|--------|----|--|
| 226 | T1 | But I hear, I remember one day ummm (indistinct) there was a learner who wrote some of the subjects. It was maths maths lit or english. So as in grade 12 its very strict in such a way that you have to go out and look for the child for you to write a report as a principal. He went there. He found the granny and the granny said. Oh oh Mr (indistinct) asked the granny to say where is so and so, the exam has resumed now they are writing. He said he went to see to see his a girlfriend. And Mr (indistinct) said where, but does he want to marry her. Do you want to marry her? She went there. She comes with money and everything. So it was like hau. As a grandmother can I say that? 'cos I don't want the child to go to school |
| 227 | R1 | Sjoe |
| 228 | T1 | Hmmm. If ever my child comes with KFC and everything I am happy for that. And some of them they are going with taxi drivers and everything and you know what who taxi drivers are and everything. The life they live |
| 229 | R1 | And do most of them when they finish matric do they stay here or do they go? |
| 230 | T1 | Most of the kids? |
| 231 | R1 | Hmmm |
| 232 | T1 | Most of the kids are roaming around |
| 233 | R1 | So they don't go to the cities to get work or study? |
| 234 | T1 | Some go but some are roaming around. Only those who are going to school coming to school. Then after that but but there are there are bursaries but they are not serious about anything these particular learners. There are bursaries and (indistinct) you know them? Bursaries in in universities you know them? But they are not serious. If you ask them to apply they will tell you kuti so and so passed grade 12 in 2012 they are still around here. Even myself I will join them outside |
| 235 | R1 | Its so sad hey? |
| 236 | T1 | Ja very sad. Very very sad. Very sad |
| 237 | R1 | cos they say also the HIV rate is going up again |
| 238 | T1 | Every day. Because you will see this particular taxi driver. Some of them we taught them here for the 10 years we are here. You will see this particular person. This person was sick. We are not judging the person. This person he was sick but today he is with Marisa, tomorrow with myself, tomorrow with T2. You can see what is going on. You can see |
| 239 | R1 | Joh |
| 240 | T1 | (Siswati) |
| 241 | R1 | T2 I brought these 2 dictionaries for you |
| 242 | T1 | (Siswati) |

| Number | 1 | Response |
|--------|----|---|
| 243 | R1 | A multi-lingual dictionary. This one has little pictures so they can see. Its in all the languages |
| 244 | T1 | Thank you very much |
| 245 | R1 | And this one here its just got all the words |
| 246 | T1 | The other one ena ma pictures the other one ena ma pictures |
| 247 | T1 | But they are the same? |
| 248 | R1 | I think so. This one just has more pictures in it |
| 249 | T1 | OK. Thank you very much. This is going to help us |
| 250 | T1 | Eh T2. At the workshop they told us in workshop. They told us in workshop one year 2012. When I said the CAPS workshop in grade 10. They told us to buy these dictionaries for learners |
| 251 | T1 | These ones? |
| 252 | T1 | Ja |
| 253 | T1 | Hmmm ja. Then it's a challenge |
| 254 | T1 | Venda , Tsongaan everything |
| 255 | R1 | I think its all all all the official languages |
| 256 | T1 | Ja all. I saw them |
| 257 | R1 | So you have it all here |
| 258 | T1 | But then like sies are we still going to the classes to include 5 and 4 because now its for 4 |
| 259 | R1 | Ah let me just |
| 260 | T1 | And you also have to see the group leaders |
| 261 | R1 | Ja. Ummm |
| 262 | T1 | I think we we can do the reading. When we finish with the reading we call the group leaders then |
| 263 | R1 | Ja |
| 264 | T1 | These ones we will record |
| 265 | T1 | Hmmm? |
| 266 | T1 | SiSwati. Recordings |
| 267 | T1 | SiSwati. Its 5. Now we 4 |
| 268 | T1 | SiSwati. Now we 4 (indistinct). If they don't mind. This week 1, next week 2 |

| Interview: Grade 9 Teacher (T2) - 8 May 2017 | | |
|--|----|--|
| Number | 1 | Response |
| 270 | T2 | OK thanks. Nice talking to you too |
| 271 | R2 | So these are just some of the general questions based on the things that we have been doing because now you are with a a new group of students this year so want to ask you around this questions again. So ummm in terms of preparation before school or the learners, do the learners ummm do any prereading at home? Do the learners do any reading at home?. Prereading for the class? |
| 272 | T2 | Yes they do at times. It depends on the lesson. Some of the lessons it needs them to do prereading. You prepare them first. You tell them go and read the story, we going to talk about it tomorrow and when they come back we discuss |
| 273 | R2 | OK so do you do they have the books that they take home to do the story to read the stories or do you ah make copies of those books for them or |
| 274 | T2 | In in literature we don't have the prescribed books in grade 9. We are using the textbook the prescribed textbook so all the literature its there in the book like short stories. The short stories are there. Poems, drama (indistinct). They are there in the in that prescribed textbook |
| 275 | R2 | Oh do they all have that to take home? |
| 276 | T2 | They yeh. They take the textbooks home yes with them. They have their own textbooks the learners |
| 277 | R2 | Do the learners ummm do any reading that's not their school related reading? That if you don't tell them to take the the textbooks home do they normally pick up books and say they just going to read books that are not their textbooks? |
| 278 | T2 | Uhh for now because we don't have the they used to do that but for now we don't have an active library, so what we do we encourage learners to read the articles from the magazines, from the newspapers. Sometimes its its its what its in the lesson. They supposed to read maybe an article from a magazine or from the newspaper |
| 279 | R2 | Its interesting that you say you encourage them to but do you do you have any idea of how many of them actually do? |
| 280 | T2 | Very few they do that but with with time when you talk to them they they they they by encouraging like talking to them you keep on reminding them that they have to keep on reading everytime magazines. Even some we also have support from the other teachers. Those who buy these papers everyday. They bring the the the material the the the newspapers, uhh magazines. So we do have support from other teachers |

| Number | 1 | Response |
|--------|----|--|
| 281 | R2 | The the other time we were speaking you mentioned that sometimes you have a shortage of textbooks. What do you do in those cases? |
| 282 | T2 | We do have a lot of shortages of short of textbooks in our school. Uhh sometimes uhh our principal and our head of departments they go and borrow these textbooks from other schools. Sometimes in other subjects we do and in other we don't get them. We make copies |
| 283 | R2 | OK |
| 284 | T2 | For those learners who don't have textbooks |
| 285 | R2 | OK. You just copy them? |
| 286 | T2 | For that term |
| 287 | R2 | For that term OK |
| 288 | T2 | We make copies for for the for the whole term then the next term we'll also do will make other copies |
| 289 | R2 | Hmm that's interesting. So which is which one is the main textbooks that you use now for grade 9? |
| 290 | T2 | For grade 9? Now the textbook that we are using its called ViaAfrica First Additional Language Grade 9 Learner's Book. Its that one that we using for 9 |
| 291 | R2 | ViaAfrica |
| 292 | T2 | Yes |
| 293 | R2 | How do you decide to use that? Is that like the a school decision, district or Department of Education? Who makes the decision of the textbooks that you use? |
| 294 | T2 | Actually it's a the Department of it's the teacher, it's the subject teacher and the Department of of Languages in school. We decide. They give us samples, then you choose. We look at the books then we check check which one maybe its good ah checking the the topics and what its the contact then we decide to say lets take this one. It seems to be good |
| 295 | R2 | Hmmm OK, So were you involved with the decision to use ViaAfrica or was it somebody that was that was teaching to say. You taught the same class last year? |
| 296 | T2 | No last year I was not teaching grade 9 |
| 297 | R2 | Oh OK yes. |
| 298 | T2 | I was teaching the other class. But even last year they were using. Even even year before last they were using. I'm the one who I was involved |
| 299 | R2 | In the decision to use |
| 300 | T2 | In the decision to use the ViaAfrica textbook |
| 301 | R2 | Oh that's cool. That's nice. So in terms of your lesson planning ummm what are the main things that you try to cover during the lesson? |
| 302 | T2 | In terms of the lesson plan? |

| Number | 1 | Response |
|--------|----|---|
| 303 | R2 | Hmm mmm. You know you have your literature now. What aspect do you want to like in every lesson you want to make sure you cover this and that. What are those (indistinct) |
| 304 | T2 | OK it also depends on the on the lesson that you have prepared for that day. |
| 305 | R2 | Hmm mmm. |
| 306 | | Like for instance maybe if we talking about reading and viewing. According to the lesson plan you have to make sure that in your lesson plan you indicate that the lesson of the day its under reading and viewing. So its eh a lesson plan it expects you to you have to make the learner you have to the learner has to read in class. And the learner has to use also her listening skills |
| 307 | R2 | Hmm mmm |
| 308 | T2 | And the learner also has to understand his. The learner has to read with understanding and also follow the read the reading strategies in class. You have to make sure that you follow all those reading strategies if the lesson its on reading |
| 309 | R2 | Oh ok. So in terms of the lesson now so who decides like which story to read. Like if you have a class this week now who decides what which which of the stories you you are going to read in a particular class. How do you choose a story? Are you the one that decides that and then if you are the one deciding that because its your class, how do you what's (indistinct) pick the story A and not story B or C for any particular lesson |
| 310 | T2 | OK the way out textbooks are planned like I'm having one as you can see, we have term 1. In term 1 we have unit one, two, three, four, five. |
| 311 | R2 | Hmm mmm |
| 312 | T2 | So if you can check here this is for unit 1, term 1, week one, two. So the objectives you have to in term 1 you have to cover all these objectives. Listening and speaking, reading and viewing, writing and presenting. Language structure and (indistinct) |
| 313 | R2 | Hmm mmm |
| 314 | T2 | So under all these objectives you'd find that there is in literature we have maybe a novel, there is a poem, there is drama |
| 315 | R2 | OK |
| 316 | T2 | Yes like for as an example here read a literature text. Here it's a youth novel. |
| 317 | R2 | Hmm |
| 318 | T2 | Term 2 you might find that it's a short story |
| 319 | R2 | OK |
| 320 | T2 | Or drama. Even in the first. Even on even on the same like same term you can even have two short stories and or three poems. |
| 321 | R2 | So its already like set? You ja |

| Number | 1 | Response |
|--------|----|--|
| 322 | T2 | So ja. What its its you follow the the CAPS (indistinct) you have to follow what's in the textbooks. It covers everything |
| 323 | R2 | Hmmm. Interesting |
| 324 | T2 | Its planned with the the CAPS textbooks |
| 325 | R2 | Hmmm. And this is already for for first english first additional language? |
| 326 | T2 | Yes |
| 327 | R2 | OK. But in the class how do you determine who answers questions? How do you choose like in your class now who determines. You have your lesson. You have everything that's planned out. You have your objectives. But then you come to your the teaching itself |
| 328 | T2 | To the learners? |
| 329 | R2 | Yes. How do you determine OK I'm going to call this one or that? |
| 330 | T2 | Oh in class in class I'm teaching? |
| 331 | R2 | Hmm mmm |
| 332 | T2 | I expect each and every learner to talk. I encourage each and every learner to participate, to be part of the lesson. To take part. If its reading all the learners has to read. If it's a group discussion I expect each and every learner to to to talk. Those who are not who don't want. There are learners who don't who are very shy but they are smart. You have to encourage them also to be part of the lesson to talk. Because sometimes you'd find that there's a learner who is very vocal, who can speak, but when that learner writes maybe she's, the the learner is not that smart. But we encourage each and every learner to be part of the lesson |
| 333 | R2 | OK I'll come back to that (indistinct) that you mentioned now. But I know that in a class of say 45 and 50 |
| 334 | T2 | Hmmm |
| 335 | R2 | How do you, how easy do you find it to make it all inclusive? I mean what's the what's your experience of the class size in terms of getting them to talk? |
| 336 | T2 | Hmmm. Its its its very difficult especially when you have a large number of of learners in class. We do try but its its very hard. We do try to make all the learners to to to speak. Especially when they're in groups it makes it easy to be able to encourage each and every learner to to to speak or to be part of the learner lesson to take part. To participate I mean to say |
| 337 | R2 | Hmmm yes. So those who don't participate what do you think the primary reason is for them not participating? Why do you think? |
| 338 | T2 | Some of them its because ummm. Some its because they shy. Some of them its because maybe they don't understand what we are talking about on that day. Some of them are just like that |
| 339 | R2 | Hmmm mmm Some of them (Indistinct) |
| 340 | T2 | Slow learners too. Yes |

| Number | 1 | Response |
|--------|----|---|
| 341 | R2 | OK. I know. Previously you talked about writing |
| 342 | T2 | Hmmm mmm |
| 343 | R2 | When do you know in a average lesson when do they do the writing exercises? When do the learners write? Is it before? Do you give them to take home or during the lesson, after the lesson? When do you ask them to do |
| 344 | T2 | They normally write almost every day but depending on the lesson on the lesson. Sometimes if a lesson it's too long you give them homework but we normally give them classworks every day. Each and every day after teaching we give them some classwork |
| 345 | R2 | You (Indistinct) |
| 346 | T2 | But if sometimes the lesson is too long you give them homework, they will write it at home. You just explain the homework they will take |
| 347 | R2 | (Indistinct) but the class (indistinct) how many minutes do you do you require them to to write? Like if what percentage of the class time do you? Is it 10 minutes that and do they finish? Is it 15 minutes |
| 348 | T2 | Ja. Sometimes we give them 10 minutes. Sometimes we have a one hour period. Other days we have fifty minutes period. So we normally give them 10 to 15 minutes to write an activity. If they they are not finished within that time then they will write it at home. Sometimes they get more time to to write. Maybe if the lesson its short then they have more time to write they can write and finish during that period |
| 349 | R2 | How do you now mark all those things? |
| 350 | T2 | Come again? |
| 351 | R2 | The the what strategies do you use because I know different, there are different ways of getting depending on the the nature of the assignment? |
| 352 | T2 | Hmmm? |
| 353 | R2 | There are different ways of just getting those things marked |
| 354 | T2 | Oh to to mark the lessons? |
| 355 | R2 | Hmmm |
| 356 | T2 | At some in in most of the time we mark this activities together with the with the learners in class |
| 357 | R2 | Oh ok ja. Hmm mmm |
| 358 | T2 | Except for activites like if its an essay we cannot allow the learners to mark for themselves. And letters and diary entries. Yes |
| 359 | R2 | And does that work well? It it it makes it easier for |
| 360 | T2 | Yes it makes it easier for for the learners when you mark with them in class because you even correct them when we do corrections together in class. Ja it makes it easier |

| Number | 1 | Response |
|--------|----|--|
| 361 | R2 | And the kind of questions that you ask for the classwork. Is it the ones in the books or do you make up questions or or are there after each of those stories are there questions or do you have to think of questions yourself or what? How does that work? |
| 362 | T2 | Ahh sometimes we you it it depends on on on the lesson. But in most cases we use the the questions that are in the book |
| 363 | R2 | OK |
| 364 | T2 | Sometimes you might find that the questions that are there in the book are not enough then you add these questions. Or sometimes if it's a its it's a lesson like for example its on listen and discuss, learners are supposed to listen to a text. Or sometimes like this one learners are supposed to to to listen to a radio advert or listen to a text that is in the teacher's textbook. Sometimes you can even create your own but the same lesson and you have to create your own. Maybe find an article from other textbooks or from the magazines or from the newspaper article |
| 365 | R2 | Hmm OK. So but in terms of their language umm how do you deal with the grammar. How do you assess their grammar (indistinct) language, literature. How do you what is your own assessment of where they are in terms of grammar? |
| 366 | T2 | In terms of speaking? |
| 367 | R2 | Yes |
| 368 | T2 | The learners |
| 369 | R2 | Yes |
| 370 | T2 | We do have a speaking lessons in their given topics. Maybe each and every learner is supposed to to to to talk in class maybe alone to present. Give them a topic, go home, prepare. They come back the following day, then a learner has to present in front of all the other learners |
| 371 | R2 | OK. Will you OK you you are the one also that teaches them grammar |
| 372 | T2 | Yes |
| 373 | R2 | And their vocabulary and all that. How do you how do you deal with vocabulary? How do you teach. I mean how do you handle that? Vocabulary? |
| 374 | T2 | Their vocab to improve on their vocabulary? |
| 375 | | No. In terms of your your lesson now you know. Is there. Is is language lesson I know you have the aspect of you have the grammar, vocabulary. So how do you, what strategies do you use to teach vocabulary |
| 376 | T2 | Hmmm. Like maybe for example maybe maybe I'm not getting you well. If maybe you talking in terms of grammar. Let's say for instance on that day I'm talking about the parts of speech. |
| 377 | R2 | OK |

| Number | 1 | Response |
|--------|----|--|
| 378 | T2 | We talking about the verbs, we talking about the nouns, we talking about the adverbs. Then you'll go to class. We'll present a lessons, ask the learners if they understand what nouns are. You ask them if you check how much knowledge do they have on the parts of speech. Then you teach them what a noun that that a noun is a naming word. Give examples after you have you have taught them. Give examples of nouns that you know. They will give construct sentences |
| 379 | R2 | OK |
| 380 | T2 | You ask learners to contstruct their own sentences. To write them down and also from those sentences to identify a noun to check if they understand |
| 381 | R2 | They understand. |
| 382 | T2 | Ja |
| 383 | R2 | What about the vocabulary? What how do you deal with that? |
| 384 | T2 | With the |
| 385 | R2 | That's that's the grammar now vocabulary. Do they have set grades or is it prescribed in the book how you must deal deal with vocabulary, teach vocabulary |
| 386 | T2 | Yeh some of the some of the lessons under vocabulary are also here in the book |
| 387 | R2 | OK |
| 388 | T2 | Yes |
| 389 | R2 | So so do they have dictionaries that they use for that or or do you just ask them to write the new words or do they just say if they have difficult words that they don't know? |
| 390 | T2 | Most of our learners do not have dictionaries. They we do encourage them to have but there are very few who have dictionaries. Ja we even it also. Maybe what is affecting that is also the area, ja |
| 391 | R2 | What do you mean by the area? |
| 392 | T2 | I mean |
| 393 | R2 | They are coming from far? |
| 394 | T2 | Their their backgrounds |
| 395 | R2 | OK OK |
| 396 | T2 | Ja their backgrounds. Some of the parents they cannot afford to buy them dictionaries. Sometimes we do encourage them like the highest learner for or when they write a test or for the whole term you buy the learner a dictionary. But we do encourage them to write, to have dictionaries and also to write all the difficult words at the back of their classwork books |
| 397 | R2 | OK |

| Number | 1 | Response |
|--------|----|---|
| 398 | T2 | Ja to write. I encourage them. I normally encourage them to write all the difficult words. Each and every time when they read when you come across a difficult word or the word that you do not understand you write it down. When they get dictionaries when they get a chance to get a dictionary you look at it and (indistinct) |
| 399 | R2 | OK so they have like a list at the back of their |
| 400 | T2 | Yes |
| 401 | R2 | So when the dictionary becomes available they will now check for the meaning of those |
| 402 | T2 | Of the words yes |
| 403 | R2 | Of the words. OK |
| 404 | T2 | That's how we do it. |
| 405 | R2 | Do the learners speak SiSwati in in class or Zulu or any other language? |
| 406 | T2 | In do you mean during English period |
| 407 | R2 | Or any other period |
| 408 | T2 | They do have a SiSwati period |
| 409 | R2 | No not I mean eh eh OK let's say English period during English? |
| 410 | T2 | Sometimes they do but its not allowed. We tell the learner to retell what he's saying in what what the learner said to to to (indistinct) English yes |
| 411 | R2 | Oh say for instance in maths class now. Would they use SiSwati? |
| 412 | T2 | No they not allowed. They only language of teaching its English |
| 413 | R2 | And they have to stick to that? |
| 414 | T2 | Yes |
| 415 | R2 | Or what about outside the class |
| 416 | T2 | Outside the class they do, we hear them. But what is being encouraged at our school to say the the language of teaching and communicating, its English. Its strictly English |
| 417 | R2 | Hmm mmm |
| 418 | T2 | But sometimes you |
| 419 | R2 | What about you are the teacher. Do you sometimes umm maybe to to to say something or explain or maybe when you are telling somebody to sit down or do you do you sometimes |
| 420 | T2 | What is expected of us as teachers is to talk to these learners in English. To strictly stick in English |
| 421 | R2 | English |
| 422 | T2 | In whatever. Whether its break, you are sending the learners to the shops, get water for you, you have to stick to English. But sometimes |
| 423 | R2 | I know ja |
| 424 | T2 | We do use vernicular |
| 425 | R2 | What what is the age range of. I know I asked you this the other day of of the learners in your class? Your grade 9 class now? What would |
| 426 | T2 | The age? |

| Number | 1 | Response |
|--------|----|---|
| 427 | R2 | Yes. What would be the youngest learner and the the oldest learner in that class now? In grade 9 |
| 428 | T2 | In grade 9 the youngest learner would be 14 or 13, 13 who's turning 14 |
| 429 | R2 | OK |
| 430 | T2 | 13 years |
| 431 | R2 | Hmmm |
| 432 | T2 | Turning 14 this year. Maybe the oldest age would be hey sometimes 20, 21 |
| 433 | R2 | 20, 21 in grade 9 |
| 434 | T2 | Ja |
| 435 | R2 | Hmmm. Do you have difficulty with discipline for the older learners in grade 9 now |
| 436 | T2 | Ah not not really. Cases in grade 9 are are very rare for but we do have at times but very rare. Discipline, exercising discipline its very rare of cases that are of learners. You can find maybe one in grade 8 or 2 maybe in grade 9 |
| 437 | R2 | And that if anything happens now do you now just do you discipline them yourself or do you do you refer them to maybe the HOD or the principal or deputy? How does it work? |
| 438 | T2 | We discipline them ourselves as subject teachers and as class teachers. Then if the learner is not changing the behaviour or the attitude that he has towards learning or maybe troubling you in class then you have to take the matter to. Let's say I'm I'm just a subject teacher, I'm not the class teacher of the class that I'm teaching on that day and I'm experiecning programmes with the learner with a certain learner then I have to discipline the learner myself. But I can see if the learner is still getting out of hand I have to refer the learner to the class teacher. Then if still as a subject teacher and the class teacher we can't solve the problem, we are not getting any solution and the situation its not changing then we have to take the learner to the grade head. We do have a a grade heads like the seniors who are heading maybe the whole of grade 8, the whole of grade 9, then you have to take that learner to from the grade head. If still no solution they will take the learner to the principal's office |
| 439 | R2 | Do you find that like in the English class now, some learners don't want to participate? I mean like boys on boys? Is it boys or girls? So just because it's the English class. Do you find that because of the subject some don't participate while perhaps you suspect they may participate in other subjects? |
| 440 | T2 | Yes. The last time. Ja we do have those learners like the first time I had two boys in 9A who didn't want to participate in reading at all |
| 441 | R2 | In reading? |

| Number | 1 | Response |
|--------|----|--|
| 442 | T2 | In reading. Then I had to take those learners to to the head of department in languages then he ask the boy but the problem it was because the learner was afraid of other learners that they will laugh at him |
| 443 | R2 | Hmmm OK |
| 444 | T2 | Then they had that problem. Then lucky enough on the the same week wherein we doing reading you guys arrived I remember. Then one of the boys they they came here |
| 445 | R2 | Ja he said he didn't want to read |
| 446 | T2 | Yes they read. Then after that the following day then those boys they asked me to read in class |
| 447 | R2 | Hmmm. So if like if I'm looking at it now from your you're a language teacher in grade 9 in (indistinct) what is the biggest problem that you have that to help you get your job done. Like what is the main challenge that you feel ooh if only this wasn't there this I would have ah really been able to do this more |
| 448 | T2 | You have the problem there most challenge that we have is our learners they don't have dictionaries and another thing is ummm the the the classes, our classes are. We've got more learners in in one class. They are overcrowded |
| 449 | R2 | (Indistinct) resources. OK |
| 450 | T2 | And the resources. There is a shortage of of of resources. That is the challenge that we have |
| 451 | R2 | And what. And what is the one thing that you love most about teaching in grade 9 (indistinct) |
| 452 | T2 | What I love most? |
| 453 | R2 | Hmmm mmm |
| 454 | T2 | I enjoy to be in my classes with the learners ummm especially when we do speaking wherein the learners are supposed to do their presentation. Yes I enjoy doing that a lot with the learners |
| 455 | R2 | OK. Oh that's fantastic. Thank you very much. I don't know if you have any other thing that you think you want you want to say that I haven't asked you can also tell me. I mean like |
| 456 | T2 | OK. Let me check |
| 457 | R2 | Let me even think. This group of learners that you have now you have been with them since January |
| 458 | T2 | Yes |
| 459 | R2 | How do they compare with last year's group. The group that are in grade 10 now? |
| 460 | T2 | The group. Oh last year I was not teaching. With. Last year last year I was teaching grade 10 |
| 461 | R2 | Grade 10? OK OK |
| 462 | T2 | Yes. But the group that I have it seems to be very good comparing to the group that I had last year |

| Number | 1 | Response |
|--------|----|---|
| 463 | R2 | OK |
| 464 | T2 | Ja. Ja they are very active especially grade um 9 B and C. They are very active |
| 465 | R2 | Oh that's nice. That's very nice. Thank you very much |
| 466 | T2 | It's a pleasure |
| 467 | R2 | If I think of any other thing I will still ask. Thank you |

Appendix F: Structured Interview

Appendix F1: Structured Interview Questions

1. Tell me the story of being a learner-leader in Quality Talk.
2. How are the Quality Talk discussions different than what you experience in other classes?
4. What made Quality Talk easy?
5. What made Quality Talk difficult?
6. What did you like about Quality Talk?
7. How would you like to improve Quality Talk?

| Interviews: Grade 8 | | |
|---------------------|---------|--|
| Control | Speaker | Response |
| 1 | R1 | Good morning |
| 2 | 8A -15 | Some of them, when I tell them that this is wrong some respect me that. okay this is wrong, okay then they ask how am I going to get it right? cos I want to ask the question and so I tell them that okay put this and this and this to make a perfect sentence cos I love perfect sentences |
| 3 | R1 | How are you? |
| 4 | 8A - 20 | It make it, It make difficult for me because at first the group members did not respect me. |
| 5 | R1 | am ok, am Sipikelelo Mugari, I hope you now know . I am a student at the university of Pretoria and the University of Pretoria will be conducting a quality talk project for South Africa's rural schools and we are coming here at Chief Jerry school ah because of this project ah I will be interviewing you but you are still comfortable to say whether or not you want to continue with this interview and also you are also free to say whether or not you won't want me to record this because I want to record our conversation so, ah may I know if I may continue with this interview with you? |
| 6 | 8A - 23 | Sigh... okay, being a leader in quality talk I assist my members about how share ideas, to be not scared if they answer questions , answer questions if they ask them and don't be scared to share ideas with others and we, I tell them to respect others opinion |
| 7 | R1 | And can I record it? |
| 8 | 8A - 23 | And I tell them not disrespect others. |
| 9 | R1 | Yes, ok. Today is the 14th of September 2017, isn't that so? And you are coming from which class by the way? |
| 10 | 8A - 23 | Is that in the quality talk class we share the ideas, but in other subjects we don't answer questions, we just be shy, we disrespect members, we disrespect the teachers, we are not listening but in the quality talk we discuss as members and respect others, share ideas on the staff |
| 11 | R1 | Okay, that's your code number? |
| 12 | 8A - 23 | Because I was scared now am not scared. If they ask me something, I tell them if they say I must explain, I explain and they respect my opinions. |
| 13 | R1 | Thank you so much, eh I have a few questions for you as a learner leader. Can you tell me your story as a learner leader in quality talk? |
| 14 | 8A - 23 | SiSwati translation(now we respect each other, we don't laugh at each other when answering questions and again when we are asked questions we answer them) |
| 15 | R1 | Thank you so much, you are saying it can help you in my many things, do you want to tell me exactly what things it helps you in? |

| Control | Speaker | Response |
|---------|---------|---|
| 16 | 8A - 35 | Is that we are helped by teachers and you as a quality talk members and the other members can respect us as in the group and they and some of the members in a group teaches us how to treat people and some of, some of the people in the group can speak to us while maybe someone can have better knowledge that we never thought he/she will not be having. |
| 17 | R1 | thank you, great. So you can actually see the difference here where you are saying the others who couldn't speak because of this small groups they can also now be speaking? |
| 18 | 8A - 35 | Yes, it can be cos some other people are shy to talk but they are trying others can't provide their... their voices to speak louder, they are just shy to talk and when you are giving them the recorder they just feel like we are discriminating them. Others, others can't even respect us as leaders but we are trying to make them respect us we.... |
| 19 | R1 | ah great, I will move on to the second question. How are this quality talk discussions different from your experience of the other classes? |
| 20 | 8A - 35 | I would continue with the quality talk and be the leader and them understand why we need to talk or not, don't be shy when we talking cos we are the people, we need to have the love to talk about and what I love about quality talk is that we as a group we talk and discuss the questions that we don't understand and the other thing is that when we are talking in a class nobody like, nobody disrespects me. We're all respecting each other. |
| 21 | R1 | Ok, you are.. Eh.. having quality talk discussions in this quality talk project when you compare with how you learn in the other classes is there any difference? Or it's just the same? |
| 22 | 8A - 42 | What made quality talk to be easy for me is that my group members listen to me and they respect me. |
| 23 | R1 | Okay, so you can actually notice that difference? |
| 24 | 8A - 42 | They do not do anything silly they always respect, put some questions, answer, they do not make noise, listening to me. |
| 25 | R1 | Ah, great. I want to know from you, what made quality talk easy for you? |
| 26 | 8A - 12 | Good morning |
| 27 | R1 | ok, so you are continuously appreciating this working together as a group? |
| 28 | 8A - 12 | Am fine |

| Control | Speaker | Response |
|---------|---------|--|
| 29 | R1 | Ah, so at least if people are in smaller groups I can see from what you are saying there is quite a difference as opposed to working with the whole class. |
| 30 | 8A -12 | Yes Mam, you may continue? |
| 31 | R1 | Okay, but what made quality talk difficult for you? |
| 32 | 8A -12 | Yes? |
| 33 | R1 | Ooh I see, so how do you cope with this situation? |
| 34 | 8A -12 | Am coming from Grade 8A, am number 12? |
| 35 | R1 | Ah great, so you are using the rules to remind them whenever you see that they are no longer being serious? |
| 36 | R1 | laughing |
| 37 | 8A -12 | Yes |
| 38 | R1 | That's great, ah lets go to the 4th question, what do you like about this project? |
| 39 | 8A -12 | As a group leader in quality talk my duty is to encourage the group members to speak and be serious about quality talk. It is a very nice project and it can help us in my things so it is such a wonderful project. |
| 40 | R1 | Mhm, mhm, okay, okay your language for example, what else? |
| 41 | 8A -12 | Yes, it helps the other learners who are scared of speaking but as we are working as a group they can speak and they are not afraid to speak anything and it can help us to improve English language. |
| 42 | R1 | Okay, okay |
| 43 | 8A -12 | yes |
| 44 | R1 | Okay, thank you very much, if you were to improve quality talk how would you improve it? |
| 45 | 8A -12 | mhmm, can you please repeat the question? I didn't understand it. |
| 46 | R1 | yes, you mean as an individual? |
| 47 | 8A -12 | yes, there is a difference cos when we are studying like not in pairs some learners are scared to speak but as we are working as a group they can speak, yes. |
| 48 | R1 | Okay, what about the whole thing about the discussions that you will be conducting , is there anything you that you think you could actually do to improve quality talk? |
| 49 | 8A -12 | Yes |
| 50 | R1 | Ah great, so I can see from what you are saying that you would want people to ask more questions? |
| 51 | 8A -12 | Working as a group is such a wonderful thing many people can do better if they are working as group so it is easy for us to do this quality talk. |
| 52 | R1 | So that they can argue about ideas. It has been nice being with you. Thank you very much. |
| 53 | 8A -12 | yes |
| 54 | R1 | Okay |
| 55 | | |

| Control | Speaker | Response |
|---------|---------|--|
| 56 | R3 | I am going to help Sipikelelo, do some interviews for her and what we want to do is I am going to ask you a couple of questions and but before I ask you the questions I want to make sure that you're doing this on your own free will, okay? So If you don't want to be part of the interview then you must just say, that's fine and I will give you a form to fill in to say you don't want to be part of the interview and if you wanna be part of the interview and then that you also agree that we can record the interview, is that okay? |
| 57 | 8A -12 | Yes Mam |
| 58 | R3 | So I can interview you? |
| 59 | 8A -12 | Mhmm, sometimes my group members are not taking this quality talk serious they are losing their behaviour sometimes they like laughing so it has been difficult for us cos we are serious about this and some are serious and some are not so its making it to be difficult for us. |
| 60 | R3 | Perfect. So, I want you to think carefully of this questions and remember that there is no right or wrong answer, okay. What are the questions. And then.. But before we start I want you to tell me your name, your grade and you remember your number? |
| 61 | 8A -12 | I read them the rules and am so glad that after reading the rules for them they are trying to change their behaviour? |
| 62 | R3 | cool |
| 63 | 8A -12 | Yes, yes Mam. |
| 64 | R3 | Let's go. |
| 65 | 8A -12 | It is such a wonderful project, it makes to improve our language and it helps us in many things Mam. |
| 66 | R3 | Very nice and today's date? |
| 67 | 8A -12 | Mhmm it helps the other learners to speak because they are not being afraid if they are working as a group. |
| 68 | R3 | Perfect, okay. So, can you tell me the story of being a leader learner in quality talk? |
| 69 | 8A -12 | yes |
| 70 | R3 | laughing |
| 71 | 8A -12 | I will be serious and ... who, laughing.... |
| 72 | R3 | Okay, I just wanna understand, when you say open, can you explain to me what you mean by open? that made you more open? |
| 73 | 8A -12 | yes |
| 74 | R3 | So, has it made it very easy for you to share information? Not just to know the information, are you able to better share now? |
| 75 | 8A -12 | Asking questions is improving our quality talk. They are asking questions a lot and that's very good and we are working as a good team so if they are asking questions and arguing about the ideas it is being very nice. |
| 76 | R3 | Is it? And do you think by sharing it's helped you in any way? |
| 77 | 8A -12 | Yes |

| Control | Speaker | Response |
|---------|---------|--|
| 78 | R3 | Did you learn anything from the other learners? |
| 79 | 8A -12 | Thank you. |
| 80 | R3 | When you share? |
| 81 | 8A -15 | yes |
| 82 | R3 | Okay, all right. How are quality talk discussions different from what you experience in other classes? |
| 83 | 8A -15 | Yes. |
| 84 | R3 | The discussions? So how is what you do in quality, the discussions in quality talk class in your English class quality talk different from What you do in other classes? The discussions, just how you talk about the text or stuff in your class? |
| 85 | 8A -15 | Yes |
| 86 | R3 | Okay |
| 87 | 8A -15 | Yes |
| 88 | R3 | And in your other classes what other subject do you take, like life orientation, SiSwati, what are the discussions like there, are there any discussions? |
| 89 | 8A -15 | (Clearing throat) My name is Minnehaha, surname Misti, I am a team leader for group 1 my batch number is number 15. |
| 90 | R3 | So, is it only in the quality talk class that you do discussions? That you talk about the text? |
| 91 | 8A -15 | Today's date is 14 September 2017 |
| 92 | R3 | Okay, and what made quality talk easy for you? |
| 93 | 8A -15 | Being a learner-leader in quality made me become open before I never knew how to be open to other people cos I was not given to share information with others, it helped me to learn more about English, it also helped me to be a leader and lead and do the right things to other people. Quality talk helped me to.. ooh but firstly it helped me not to be shy cos I was very shy but now I am less shy (laughing) |
| 94 | R3 | Very nice, and what was difficult for you to do quality talk? |
| 95 | 8A -15 | but (laughing) then it was very fun doing quality talk most good thing was that I was a learner-leader leading others showing them what's right, doing the best I could. |
| 96 | R3 | Mhmmm? |
| 97 | 8A -15 | It made me more open, now I could think of more ideas to share them with my group members before, I was , I am a very clever leaner(indistinct) but I didn't know how to share information with others. When somebody asked me a question I don't know how to explain it but I know the answer but I don't know how to explain it. Quality talk made me feel very open cos I Know I can she information with others tell them what to do and what not do and that's all. |
| 98 | R3 | (Laughing...) why do you think that? |
| 99 | 8A -15 | Yes Mam. |

| Control | Speaker | Response |
|---------|---------|--|
| 100 | R3 | Why do you think they wanna write it first? |
| 101 | 8 -15 | it helped me cos, it helped in other way cos and it helped other learners cos they were all afraid of me I didn't .. Like they were afraid cos I didn't share the information with them that I have and they didn't know how to share the information that they know, to give it to me cos I can't say am perfect, I know everything but now I can tell them, they also assist me, that's all. |
| 102 | R3 | Is he afraid to talk..., sorry is he afraid to talk English? |
| 103 | 8 -15 | Yes Mam |
| 104 | R3 | So they would talk in SiSwati not in English, is that what you are saying? |
| 105 | 8 -15 | What I learnt is they are also not that dump cos some other learners when you ask them a question they feel a little bit shy so and I will be like okay what you have to do is this and this and this so the learner now must me that no XXXX here and here it wasn't supposed to go like this it goes like this and now I see that this learners a clever learner but she's shy to show people that she or he is clever |
| 106 | R3 | okay, do they ever.., do they write questions in SiSwati first? |
| 107 | 8 -15 | Quality talk questions? |
| 108 | R3 | Do you think that helped her? |
| 109 | 8 -15 | Like I said, it helps me to be open, it helps me and I believe that 2 is better than one. I always do my work alone, in English classes we have to be a group, talk ,discuss something but I didn't want to discuss anything. |
| 110 | R3 | Do you think that helped her that you read it for her and translated it for her? |
| 111 | 8 -15 | Yes |
| 112 | R3 | Okay, good. |
| 113 | R3 | What do you like about quality talk? |
| 114 | 8 -15 | No, I don't discuss with anyone. |
| 115 | | Both laughing.... |
| 116 | R3 | If you had to tell us., give us advise because you have now done this for a few weeks and all that, if you had to give us advise what do you think we can do to improve it? |
| 117 | 8 -15 | Yes Mam . |
| 118 | R3 | Mmm, and this is a very important question okay, you can think aa little bit about it. |

| Control | Speaker | Response |
|---------|---------|--|
| 119 | 8 -15 | Quality talk make a lot of things easy for me, I now can read and understand the text, ask questions there's a lot but quality talk made easy things for me, for me to like I said for me to able to share information, it really helped me cos before people said that I am selfish, I didn't, I never knew like when they asked a question and I know the answer and or I can say that I understand like I was afraid to tell somebody that oh this and this and this is correct and but ahh I felt like they will say yheee you are wrong and something like that, that's why but now I know that there is no right answer you have to discuss, a learner must share his views and I share his views, mix them together and see what comes out. |
| 120 | R3 | That's a good point, maybe rotate the group leaders? |
| 121 | 8 -15 | What was difficult, it's only one thing... |
| 122 | R3 | Okay |
| 123 | 8 -15 | To make them talk |
| 124 | R3 | Are they nasty to you? |
| 125 | 8 -15 | They are shy, I always see them, it's like that person knows what to say but you, she wants to write it first and read out. |
| 126 | R3 | laughing..... |
| 127 | 8 -15 | Maybe I can say that he is afraid to talk... English |
| 128 | R3 | So what do you tell her? |
| 129 | 8 -15 | Yes Mam |
| 130 | R3 | Anything else that we can do, to make it better? |
| 131 | 8 -15 | Yes, then I have to translate in English and read it out for them |
| 132 | R3 | Mhmm? |
| 133 | 8 -15 | Yes, there's only one member who told me her question in SiSwati then I had to translate it into English then I written it down and gave it to her. |
| 134 | R3 | Can you explain what you mean by more hours, tell me? |
| 135 | 8 -15 | Mam? |
| 136 | R3 | So they way we did it the last 2 weeks where we did the text., the text the one week and you prepared the questions and the next time you did the discussions. Did that work better than doing it all, all in the one session? |
| 137 | 8 -15 | Yes Mam, cos now she knows how to translate her words into English. |
| 138 | R3 | Do you still want more time to talk? |
| 139 | 8 -15 | What I like about quality talk is that (sigh...) most of the time is spend my mind., I spend the time my mind., my mind is always open I can think different things , then tell them, tell my group members, guide them, I like being a team leader. |
| 140 | R3 | When you say more time to talk , do you want more time to talk in that lesson or do you want more talk time, more often ? |
| 141 | 8 -15 | To improve it? |
| 142 | R3 | In one week, each week you must have it, how do you mean it? |

| Control | Speaker | Response |
|------------|---------|---|
| 143 | 8 -15 | What you can do to improve it is that some like there's a girl in my, that's my group member he always wants to be a group leader so I thought that if you could add more group leaders but I didn't know if that was going to be possible. |
| 144 | R3 | okay, did it help to prepare the questions the day before? |
| 145 | 8 -15 | Yes |
| 146 | R3 | You drew up the questions then the next day you did the talk? Did that help? |
| 147 | 8 -15 | And I thought that you should tell... cos when I say to somebody okay, now you, talk something, say something they will just go like any now I know everything like I am... they will say silly things about me, so... |
| 148 | R3 | Very good, okay. Anything else? |
| 149 | 8 -15 | Then so when I told this girl that, the one who wants to be a team leader when I tell., them she always looks at me in silly ways she thinks that hayi I know everything. |
| 150 151 | R3 | Okay, Perfect. Thanks very much |
| 152 | R1 | My name is XXXXX, I am with the University of Pretoria and the University of Pretoria is going to be conducting this quality talk project with your school, XXXXX here right? And this is the reason you have been seeing us here. I have a consent form with me here, I will be conducting this interview with you and I just wanted to know if you would be comfortable ahh... for us to continue with the interview, if you are not comfortable you are free to say so and you also should know that any information that we discuss here is just for my research it's not going to be made public ahh.. with your name to say so and so said, it's just for my research and also I will be recording, will you be comfortable for me to continue interviewing you as well as record this interview? |
| 153 | 8 -15 | I just keep quite, there's nothing I can do. |
| 154 | R1 | You will be comfortable? |
| 155 | 8 -15 | To make quality talk better? |
| 156 | R1 | It's okay so I will go ahead with asking the questions, the few questions.... It's just about 5 questions that I have for you here. Can you tell me your story of being a learner leader in this quality talk project? |
| 157 | 8 -15 | Put more hours cos some of the learners must know how to think a very long time. |
| 158 | R1 | Great, ah I, I really appreciate the work you have been doing with your group you were saying ahh it was difficult to begin with what exactly made it difficult to begin with? |

| Control | Speaker | Response |
|---------|---------|--|
| 159 | 8A -15 | When you come in our classes usually your classes sometimes are short, read the text, ask questions that, you're done, maybe I will like it if we read the text, ask questions and you ask us questions and have a lot of fun and so other learners to know how to think a very long time. |
| 160 | R1 | Okay, okay sometimes people laugh when people give wrong answers? Is that so? Okay. Now, thank you so much I also want to know ahh.. how this quality talk discussions are different from your experience with what happens in the other classes? |
| 161 | 8A -15 | Yes, that really worked better. |
| 162 | R1 | you are mentioning that in quality talk everybody gets knowledge, how do they get this knowledge? |
| 163 | 8A -15 | Yes, |
| 164 | R1 | Okay, and you are saying everybody, everybody, can you exactly say how everyone gets involved in quality talk? |
| 165 | 8A -15 | In our discussions? |
| 166 | R1 | Okay, okay, okay, how did you manage to do that as a group mem..., as a learner leader? |
| 167 | 8A -15 | No, I mean it even if you came once a week it doesn't matter but I would like it if a class, every classes that we attend for quality talk the time of it is a little longer. |
| 168 | R1 | Okay |
| 169 | 8A -15 | The day before ? |
| 170 | R1 | Oh, that is great. ahh.. I would want to just find out what made quality talk easy for you and what made it difficult? so eh... start with what made it difficult for you? |
| 171 | 8A -15 | Yes, that did help cos just like I said some don't want to talk they just want to write it first and that things and they read it first down what they written and I gave then the recorder to ask the question, some... (indistinct) it was difficult for them to answer so I said to them okay if she asks a question, write your answer down then I will give you the recorder and say your answer aloud. |
| 172 | R1 | Okay, okay you mean they didn't respect you? |
| 173 | 8A -15 | No, Mam |
| 174 | R1 | Okay, so that made it difficult for you? |
| 175 | 8A - 20 | Yes |
| 176 | R1 | Okay and what made it easy for you? |
| 177 | 8A - 20 | Yes |
| 178 | R1 | Okay |
| 179 | 8A - 20 | It was quite hard but at all the time I told my members that you are not going to get hard questions, you are just going to answer them and you are, you are not always the right answers must be taken, everybody will get a chance to speak. |

| Control | Speaker | Response |
|---------|---------|--|
| 180 | R1 | Okay and this actually helped you as you were discussing with your group members? |
| 181 | 8 - 20 | I was scared that we was not to speak wrong answers so others could laugh at me at sometime. |
| 182 | R1 | Anything else that you would want to share with me on how this made, this quality talk made it easy for you? |
| 183 | 8 - 20 | You,... everybody gets knowledge and other classes not get knowledge like us, as grade 8. |
| 184 | R1 | Thank you so much and the fourth question is, what do you like most about quality talk? |
| 185 | 8 - 20 | Because everybody gets to learn, gets to learn what quality talk is about and the questions that quality talk asked us. |
| 186 | R1 | Okay great and so you take that as an opportunity to share with your colleagues without arguing with them as individuals but arguing with ideas. |
| 187 | 8 - 20 | If one person asks a question, everybody must answer it |
| 188 | R1 | Thank you very much ahh how would you improve quality talk? |
| 189 | 8 - 20 | I told everyone that it's not always the right answer that occurs in the question. |
| 190 | R1 | So you would actually want to have all the others also included instead of just a few? |
| 191 | 8 - 20 | Yes |
| 192 | R1 | Thank you very much, by the way your name and class? |
| 193 | 8 - 20 | Yes |
| 194 | R1 | 8, ehhh, thank you so much ahh it has been a pleasure talking you, thank you so much. |
| 195 | 8 - 20 | Yes |
| 196 | R1 | And I will be talking to the others as well, thank you. |
| 197 | | |
| 198 | R3 | So, eh we have asked for an interview about quality talk but first am gonna ask you, if you don't feel comfortable being interviewed you can say you don't want to be interviewed okay, so you don't have to be interviewed if you don't want to be interviewed. |
| 199 | 8 - 20 | We read stories with an understanding and we, we were asked test questions and effective questions. |
| 200 | R3 | Are you okay to be interviewed? |
| 201 | 8 - 20 | Yes |
| 202 | R3 | And then, the other thing is that do you mind if we video record the interview? |
| 203 | 8 - 20 | Yes |
| 204 | R3 | you.... you don't mind, we can record it? |
| 205 | 8 - 20 | Yes, it made, it increase me by using my vocabulary and dictionaries so that I can find words that are difficult for me to say. |

| Control | Speaker | Response |
|---------|---------|---|
| 206 | R3 | Okay, all right, what I want you to do to tell me, the other kids practiced yesterday to tell me the date, your name, your grade and do you remember your batch number ? |
| 207 | 8 - 20 | I like most,... what I like most about quality talk is that we do not argue with people but the opinions of the people. |
| 208 | R3 | okay |
| 209 | 8 - 20 | Yes |
| 210 | R3 | mhnmm |
| 211 | 8 - 20 | I can improve quality talk by telling others to take part in it and take it as a good result of improving our understanding. |
| 212 | R3 | all right, so what we want to do is, am gonna ask you 5 questions and the 1st one is ,tell me the story of being a learner leader in quality talk? When you are ready you can tell me. |
| 213 | 8 - 20 | Yes |
| 214 | R3 | Tell me the story of being learner leader in quality talk. |
| 215 | 8 - 20 | My name is XXXX my surname is Ndlovu, my class is 8. |
| 216 | R3 | Anything else? |
| 217 | 8 - 20 | Yes |
| 218 | R3 | If you look., how are quality talk discussions different than what you experience in other classes? |
| 219 | 8 - 23 | Okay |
| 220 | R3 | So if you look at quality talk class, you know where they talk about the text, that happens in English now if you look at your SiSwati, life orientation, those other classes hey the discussion there, what's.. what's different between how you talk in those classes and how you talk in English quality talk now? |
| 221 | 8 - 23 | Yes |
| 222 | R3 | Can you please just explain to me what you mean by disrespect? |
| 223 | 8 - 23 | Yes |
| 224 | R3 | It's fine, don't worry.... |
| 225 | 8 - 23 | Yes, you can |
| 226 | R3 | Is it when you kind of like, do I understand it if you say that you don't listen to the teachers? |
| 227 | 8 - 23 | Eh |
| 228 | R3 | Is that what you mean? I just wanna make sure we understand each other. |
| 229 | R3 | What made quality talk easy for you? |
| 230 | 8 - 23 | today's date? |
| 231 | R3 | Okay, so was it easy for you, to talk to people? |
| 232 | 8 - 23 | today is the 4th of September and Grade 8, code number is 23 my name is XXXXXXXX |
| 233 | R3 | okay.... |
| 234 | 8 - 23 | Can you please repeat the..... |

| Control | Speaker | Response |
|---------|---------|--|
| 235 | R3 | And when they laugh at you? you said sometimes they laugh at you when you talk , what do you do now? |
| 236 | 8 - 23 | Is that there must be quality talk. |
| 237 | R3 | So what was, what did you find really easy to do , that you could do very well when you did the quality talk discussions? |
| 238 | R3 | was there something easy for you? |
| 239 | 8 - 23 | Is when you... |
| 240 | R3 | What do you like about quality talk? |
| 241 | 8 - 23 | It's when you... talk with someone and just talk, eish ... |
| 242 | R3 | You can say it in SiSwati, talk in SiSwati. I'll get somebody to translate. Tell me in SiSwati |
| 243 | | (both laughing) |
| 244 | 8 - 23 | Yes, you don't listen to the teachers, you talk new, talk.. |
| 245 | R3 | Is that it? (laughing) okay, how would you improve quality talk, if there's anything you can think of that you could tell us that would make quality talk better for you as a learner leader or someone in the classroom? What would you tell us? that I think you can do this, this, this |
| 246 | 8 - 23 | It's just now we know how to answer questions, we are not scared for people that they will laugh at us and we share ideas. |
| 247 | R3 | You think so? |
| 248 | 8 - 23 | No, |
| 249 | R3 | Will it help you? |
| 250 | 8 - 23 | I don't care, I say they must keep laughing but I will, I will not not be angry with them. |
| 251 | R3 | Why? |
| 252 | R3 | Because in other subjects we're struggling and if there was a quality talk in other subjects we will be better. |
| 253 | R3 | okay.... |
| 254 | 8 - 23 | Yes, is that now I know how to answer questions and not be scared of what people will say if I answer this questions and how will they act, how will they react about me, I don't care now what they will say. |
| 255 | R3 | And the way the quality talk works with the team leader reading the rules and all that, do you think, Is there anything we can change there to make it better? |
| 256 | L15 | No |
| 257 | R3 | The way the process works now is fine? |
| 258 | 8 - 23 | Is that we share ideas, we talk and not laughing at each other listening.. We listen with.. about ... others opinion, and we... we... |
| 259 | R3 | Okay, perfect. Anything else you need to tell us about quality talk? |
| 260 | R3 | What was your favourite thing about it? |
| 261 | 8 - 23 | We must have a quality talk to all the subjects. |
| 262 | R3 | (indistinct) you were very nervous |
| 263 | 8 - 23 | Yes |

| Control | Speaker | Response |
|---------|---------|---|
| 265 | 8A - 23 | Yes |
| 266 | R3 | What do your team think? |
| 267 | 8A - 23 | And things will be better for us. |
| 268 | R3 | Does your whole team talk? |
| 269 | 8A - 23 | Yes, it's fine. |
| 270 | R3 | All of them? |
| 271 | 8A - 23 | We listen to stories, share ideas , yha |
| 272 | R3 | That's good, okay. Thank you, anything else? |
| 273 | 8A - 23 | sigh,,, I was, very nervous |
| 274 | R3 | (laughing) Okay, thank you . |
| 275 | | |
| 276 | R1 | Good morning |
| 277 | 8A - 23 | Is that, I thought that they will laugh at me saying that the thing that am doing is stupid, all the stuff. |
| 278 | R1 | How are you this morning? |
| 279 | 8A - 23 | They say the quality talk is good,because now we share ideas they are not scared to answer questions, they say something if they are wrong we correct it we don't laught at them |
| 280 | R1 | You are fine? How has been hone? |
| 281 | 8A - 23 | Yes |
| 282 | R1 | How has been home? |
| 283 | 8A - 23 | All of them |
| 284 | R1 | Okay, uhmm.. Am Siphikelelo Mugari, am coming from the University of Pretoria. I think you have been seeing us around here. It's because of this quality talk project that is being conducted in rural south African schools and that is why we have been coming here to Chief Jerry High School. I would like to interview you this morning but if you are comfortable. Let me know whether you would like us to continue with this interview and if you are not comfortable then you can let me know so that we cannot continue with the interview. |
| 285 | 8A - 23 | Nothing |
| 286 | R1 | Thank you so much, and also I am going to be recording, is that okay with you? Can I record? |
| 287 | 8A - 35 | Morning Mam |
| 288 | R1 | Okay, thank you so much, uhmm, you are? Your name and your grade? |
| 289 | 8A - 35 | Am fine |
| 290 | R1 | Okay, thank you so much and the date is the 14th of September 2017, is that okay? |
| 291 | 8A - 35 | Mam? |
| 292 | R1 | All right, uhmm, I have this question for you uhmm Nosipho can you tell me a story as a learner leader uhmm in this quality talk? |
| 293 | 8A - 35 | Am happy to be home |
| 294 | R1 | Okay, okay I can see |

| Control | Speaker | Response |
|---------|---------|---|
| 295 | R1 | what exactly makes you happy to be a leader? |
| 296 | 8A - 35 | I am comfortable Mam |
| 297 | R1 | Ahhh, that's great, that's good uhmm... when you compare what happens in your other classes is there a difference? |
| 298 | 8A - 35 | Yes |
| 299 | R1 | Okay? |
| 300 | 8A - 35 | I am Nosipho Shina and I am in Grade 8A at Chief Jerry High School |
| 301 | R1 | Okay, Okay that's great. So you can actually see this as an opportunity that is being created to help those who are less able to speak up so that they can at least speak up in smaller groups? Great. And may I ask, what made quality talk easy for you? |
| 302 | 8A - 35 | Yes |
| 303 | R1 | Okay, thank you and then you are mentioning that this teaches you how to treat other people, how exactly does quality talk do this? |
| 304 | 8A - 35 | As a leader it's nice to be learner leader cos we care about the members in a group and happy about being a learner leader. |
| 305 | R1 | Thank you very much because I can see from the way you are talking that you really appreciate how those rules that have been said about the quality talk can help you as you lead your members. May I know, could there be anything else that made quality talk difficult for you? |
| 306 | 8A - 35 | Is that it teaches us, it teaches us about other people that we may be patient for them and let them talk not be shy for them to talk to us. |
| 307 | R1 | Okay, thank you so much, how have you been dealing with these problems that you have just mentioned? |
| 308 | 8A - 35 | Yes, it is Mam. |
| 309 | R1 | Thank you so much and this has helped, huh? |
| 310 | 8A - 35 | Because we, when we talk as a quality talk we are free sometimes other people can't speak for some reasons because they are shy of some people maybe in the class but we as quality talk we can make them and not be shy for us, for them to talk to us. |
| 311 | R1 | Okay, thank you. Then the last question what is it that you like most about the quality talk? |
| 312 | 8A - 35 | When we ask questions there are some rules in the group that told us that one person at a time and so we don't need to raise hands, we don't argue about other people's ideas, we argue, oohh.. We don't argue with the people we argue about ideas so what teaches me is that when someone is talking answer don't discriminate or laugh at him we need to have this patient and love for him/her to talk to us as we are a group member..., quality leaders |
| 313 | R1 | Uhhmm, ... so you are saying you actually talk to your group members and then share then you share the solutions to the problems you are having. |

| Control | Speaker | Response |
|---------|---------|---|
| 314 | 8A - 35 | uhmmmm, me as a group leader I have deal, I have dealt with this problems I've told them the group rules or the quality rules and read for them, read for them that we don't need to do something bad or what. |
| 315 | R1 | I have saved the last questions, I am sorry, we still have just one more to say if you were going to improve how would you do that? How would you improve quality talk? |
| 316 | 8A - 35 | Yes |
| 317 | R1 | If you were going to improve quality talk discussions how would you improve them? |
| 318 | 8A - 35 | What I like most about quality talk is that when we talk to the people, to our group members we can understand them and how they feel about this talk, we ask them how discussions went and they told us that and others can speak where it went wrong is that some questions are difficult and we can't answer them so the solution of that we need to do this and that as a group it's like am a group member too as a leader, yes that's what I like about it. |
| 319 | R1 | Okay, thank you very much, it has been nice talking to you, oh thank you and good day |
| 320 | | |
| 321 | R1 | Good morning |
| 322 | 8A - 35 | Yes |
| 323 | R3 | How are you? |
| 324 | 8A - 35 | Mam? |
| 325 | R3 | How is home? |
| 326 | 8A - 42 | Morning |
| 327 | R3 | Home is great |
| 328 | 8A - 42 | Am fine? |
| 329 | R1 | Yes |
| 330 | 8A - 42 | Ahh it's great. |
| 331 | 8A - 42 | Home is great? ah |
| 332 | R1 | Ooh, may I know if you are comfortable to continue with the interview? |
| 333 | 8A - 42 | This morning I will be interviewing you, am commg from university of Pretoria, Siphekelelo Mugari, we are conducting this quality talk... ahh project in South African rural schools just to make sure learners develop thinking skills and improve their comprehensive skills as well. And this morning I would like to interview you as a learner leader but you are comfortable if you are not, you are comfortable to say if you do not want us to continue with the interview and also since i will be recording if you dont want us to record the interview you can say so. Is that okay? |
| 334 | R1 | Can I record? |
| 335 | 8A - 42 | Yes |

| Control | Speaker | Response |
|---------|---------|--|
| 336 | | Okay, thank you so much. Uhhh and from this conversation whatever we are going to discuss here is just for my research study is not something that will be written with your name somewhere is just for my research study so no one will need to know who this one i was speaking to is, is that okay? |
| 337 | 8A - 42 | Yes |
| 338 | 8A - 42 | Yes |
| 339 | 8A - 42 | Yes |
| 340 | R1 | Okay and you are from grade? |
| 341 | R | My first question for you is,..., oh by the way today is the 14th of september, is that all right? |
| 342 | R1 | 8A and your code number? |
| 343 | 8A - 42 | Yes |
| 344 | R1 | 42, thank you. My first question for you is, would you like to tell us your story as a learner leader in the quality talk project? |
| 345 | 8A - 42 | 8A |
| 346 | R1 | Okay, that's great. And ahh I just want to know, how has it been like being a learner leader? |
| 347 | 8A - 42 | 42 |
| 348 | R1 | oh, that's great ahh.. and during all those quality talk discussions which you are conducting in the quality talk uhhh.. classes if you would compare them with how you learn in the other classes is there is any difference? |
| 349 | 8A - 42 | My responsibility in the quality talk leader is to make the others to know how to ask questions and answer some questions and to make others to do not argue with people and not shout at other people if the answer is wrong. |
| 350 | R1 | They really are helping. Okay and how does this help? You are talking about people arguing with uhhh... ideas and not with people, how does this help? |
| 351 | 8A - 42 | It is good because now I am enjoying how to question, answer all the things. |
| 352 | R1 | Ohh, so it helps, so when people ask questions and then people get to know from the answers that are(indistinct) people being in as the group? |
| 353 | 8A - 42 | Yes there is a difference in some other lessons people argue with,... people argue each other but in quality talk we do not argue, we argue with questions and people thinking about that. |
| 354 | R1 | Thank you very much,ahh.. I just also want to know what made quality talk to be easy for you? |
| 355 | 8A - 42 | It helps people to gain more knowledge. |
| 356 | R1 | Oh, they do? what do you mean when you say they respect you? |
| 357 | 8A - 42 | Yes |
| 358 | R1 | Okay, do they also listen to each other when they are talking? |

| Control | Speaker | Response |
|---------|---------|--|
| 359 | 8 - 42 | yes, they listen to each other |
| 360 | R1 | ahh, that's great. I also would like to know what made quality talk difficult for you? |
| 361 | 8 - 42 | What made quality talk to be difficult to me is that I didn't know about quality talk, I didn't know what to say, what to do and I didn't think that it's gonna be easy like this. |
| 362 | R1 | Really? So when you just heard about it and then you said what is this? This can actually be difficult for me.. |
| 363 | R1 | Ahh, thank you so much and I also would want to know what you liked most about quality talk? |
| 364 | 8 - 42 | What I liked most about quality talk is that it will make me to know how to be a leader and make me know how to rule people in life. |
| 365 | R1 | (laughing) so you are actually getting this experience to say in future how can you lead other people ahhh... is there anything else that you also liked most from this quality talk? |
| 366 | 8 - 42 | What I other liked from this quality talk is that people are happy and they are now getting more knowledge. |
| 367 | R1 | Okay, how do they get this knowledge from quality talk? |
| 368 | 8 - 42 | They get this knowledge by answering answers even if it's wrong or right, we understand each other. |
| 369 | R1 | Okay, ahhh that great, that's very good. f quality talk were to improve what would you improve it? Are there certain things that you think should,... that you could do to improve quality talk? |
| 370 | 8 - 42 | I will say that in a group there must be two leaders or more and they must,.. The learners must be in a large number. |
| 371 | R3 | You want them to be in a large number and then you want also two leaders , how will this help you? |
| 372 | 8 - 42 | It will help me if am concentrating for this one, the other leaders will be concentrating to the other. |
| 373 | R1 | Okay I see, I see that's a great idea, thank you very much, thank you . |
| 374 | 8 - 42 | Okay |

| Interviews: Grade 9 | | |
|---------------------|---------|--|
| Control | Speaker | Response |
| 1 | R1 | Thank you so much, I have just 5 questions for you here, the 1st question I,s can you tell me your story of being a learner leader in the quality talk discussions? |
| 2 | 9 - 1 | Can please you repeat the question? |
| 3 | 9 - 1 | In quality talk we can discuss about the answers that they are giving to us until we all understand but where there is no quality talk someone might answer the question that they have ask asked and other wont understand what is happening what does that mean, yes and so on |
| 4 | 9 - 1 | yes, it is because ehhe other subjects I was we not talking sometimes they were asking, they were answering the questioned that they were but I was not understanding, yes but in quality talk I understand everything |
| 5 | 9 - 1 | Because, because when someone is answering the question that they have asked all of us as a groups we discuss that answer and see what does that mean |
| 6 | R1 | And you can ask questions? |
| 7 | 9 - 1 | what I appreciate most is that quality talk it make everyone to understand, make everyone to enjoy and not be bored and to get used to some, with some other learners and asking questions and so on |
| 8 | R1 | 9 10, thank you very much. Okay, just 5 questions for you here can you tell me the story, your story of being a learner leader in the quality talk discussions? Your experience so far of what has been happening as a learner leader? |
| 9 | 9 - 10 | I like to, I like to be involved to this quality talk because now I know to make people talk when you read a story or novels you'll just think fast before the question comes and it's good to be in this quality talk so I enjoy it. |
| 10 | R1 | Oh you mean in other classes where there is no quality talk they may be shy to ask questions? to discuss maybe? |
| 11 | 9 - 10 | 9 we talk, as us, as a group leaders we, but the other people when you say ask questions or answer they just laugh but when.., now when we ask them they just answer, it's good. |
| 12 | 9 - 10 | Yes, Let's say am interviewed, I want a job when they ask me the questions I just, I just think the question before they finish. |
| 13 | R1 | So you are saying quality talk what exactly makes you think very fast? So that a least we see why you say its easy, what is it that happens in the quality talk that makes it easy? is it that you are asking each other questions as learners together? is that you can share freely? |
| 14 | 9 - 10 | I was scared cos maybe they will ask us difficult questions but when the time goes, yes to be in the quality talk is not difficult. |

| Control | Speaker | Response |
|---------|---------|---|
| 15 | 9 - 10 | Yes to be proud to say maybe even if I ask them a difficult answer but she or he will say I can answer this question you must have confidence even if your answer is wrong but me as a group, team leader I will say no I don't agree but I think this and that and that. |
| 16 | R1 | XXXXX there are just a few questions here about quality talk that I may want us to talk about, the first one being can you tell me the story of your being a learner leader in the quality talk discussions? |
| 17 | 9 - 19 | It is different because we.. in quality talk we ask certain questions and the other way that we used to learn is just, we read the story and read the question, go back to the story that's the way we used to understand the story so with quality talk we go deeper, relate the story with the outside world and yha that's it. |
| 18 | R1 | Okay, thank you very much. I heard you say we ask different types of questions, which are those ones? |
| 19 | 9 - 19 | Ahh, the test questions, affective questions, and the authentic questions and the (indistinct) question. |
| 20 | R1 | Okay, all right. All right and how do these questions help? How do they help? |
| 21 | 9 - 19 | Okay, what made quality talk easy for me is uhmmm because in the group uhhh we share ideas, discuss and it made it easy for me because okay fine it was a difficult way at first I thought it was difficult at first but now it is easy because you have taught me how to do this and its quite easy and the questions are so easy and everything is just quite easy in the quality talk. |
| 22 | 9 - 19 | Uhhh it was not exactly the quality talk but it was managing the group and getting everyone to talk it was quite difficult for me because it was the first time and now am all right with it and I didn't exactly know the question I need, I need to ask and yha,,, |
| 23 | R1 | Okay, okay but I think as time went on you actually realised that is not you alone who will be asking the questions, but the other learners will also be asking and then you are sharing responses and talking about the responses? |
| 24 | 9 - 19 | What I like is because as the group members we bring together the ideas to get to understand more about the text and be able to answer questions, the comprehension questions. |
| 25 | 9 - 19 | Yes, it helps because in the group we ask questions that may sometimes appear in the comprehension questions and that helped very much because we even relate the story with the outside world and in the comprehension question, they also ask those. |
| 26 | R1 | Okay , uhmmm I have just a few questions and perhaps before I can ask the few questions may I know your name? |
| 27 | R1 | Okay, I have a few questions here, just about 5 questions the first one being can you tell me your story as a learner leader in the quality talk discussions? |

| Control | Speaker | Response |
|---------|---------|--|
| 28 | L 40 | Uhhmm our classes where we've had a quality talk it is more active and everybody is speaking but the other classes if they ask you, you ask them question what they have read about today in the story they won't tell you but if you ask our class they tell you more. |
| 29 | L 40 | uhhhm there's many things that I like when we are doing this quality talk discussions like asking affective questions relating to our life experiences..uhmm talking, saying what you think, that there is no answer wrong or right everybody is right and that we must not argue to people, we must argue to the conversation we are talking about. |
| 30 | L 40 | Am happy that affective question experiences us, ask us about have we ever had experiences like this, people can say that they give reasons for their answer, they give proof, they tell us, that is what is I like in quality talk. |
| 31 | R1 | Number 43 thank you very much, I have a few questions for you, actually they are just 5 questions. Would you like to tell me a story of you being a learner leader in the quality talk discussions? |
| 32 | L 43 | Ehhh, in social science we are using the quality talk but in another strategy it's like our teacher is our group leader and we are the member she makes us talk about the.. maybe we have read the source, she will summarise the source and ask some questions about the source. |
| 33 | L 43 | Is us as learners because we ask some questions and we answer ourselves. |
| 34 | R1 | Okay and how does that help to have you uhmm and your learner colleagues talking to each other, discussing, asking each other questions and sharing ideas, how does it help? |
| 35 | L 43 | The new ideas, the new ideas ad the other questions, the authentic questions, attic questions, test questions and the effective questions. |
| 36 | L 43 | Because the time, when I was not knowing that we had a quality talk I didn't know that we had a test question and an authentic question |
| 37 | L 43 | But now I know what I need to do if.. maybe my teacher asks a question |
| 38 | L 43 | I need to explore the question |
| 39 | R1 | Number 44, thank you very much. I have ehhh this 5 questions for you here the first one being can you tell me the story of your being a learner leader in the quality talk? |
| 40 | L 44 | What made quality talk easy for me is that ehhh is the, the way we communicate with the group members they listen to me and they, they listen to the other people's ideas and opinions and we argued about the questions not the people. |
| 41 | L 44 | There, some of the group members they didn't want to answer the questions that I asked and I didn't...I continued asking questions and then they answered me . |

| Control | Speaker | Response |
|---------|---------|--|
| 42 | R1 | Thank you very much, so I have a few questions for you here that I kindly ask you to answer for example I would like to....I would like to know the story of you being a learner leader in the quality talk project? |
| 43 | L 47 | yes, its my, its my group they made some things so easy cos they were answering the questions , asking other questions where they don't understand they were asking and where I don't understand I was asking them, so I like that. |
| 44 | R1 | So when you were sharing, the other learners asking questions and as the other learners responded, that made life easier for you? Is that what you are saying? |
| 45 | L 47 | Ehh is when the learners find difficulties to answer the questions or ask cos when they are so nervous they can't even talk so you must make them feel comfortable first and tell them what to do so that was so difficult for me. |
| 46 | R1 | Okay, ohh you find it difficult when the other learners are finding it difficult to ask questions? to respond? |
| 47 | L 47 | I tell them to calm down and then we start asking questions, I start cos maybe they are confused what to do so I start asking a question and the other one answers then they find it so easy just to continue with me. |
| 48 | R1 | Well done, I appreciate when you talk about calming down because sometimes you are just afraid and if somebody helps you to say this is okay you calm down and then you listen like you are saying you first of all ask the question yourself and the others can do it. That's great, well done. Ahhh when we look at quality talk discussions what do you like most about them? |
| 49 | L 47 | We are asking questions about our lives like the authentic questions and test questions and affective questions. |
| 50 | R1 | Thank you, so these are also affective questions for an example that help you to link your feelings and experiences, is that so? |
| 51 | L 47 | Helping others who are in need of something like asking questions, finding it difficult cos in other classes there are children that are so quite they can't even ask or answer cos they are afraid others will laugh at them so in quality talk no one is laughing at you if you are saying an uncorrect answer no one will say something they will just correct you. |
| 52 | R1 | Thank you very much, so I have a few questions for you here that I kindly ask you to answer for example I would like to....I would like to know the story of you being a learner leader in the quality talk project? |
| 53 | L 47 | yes, it's my, it's my group they made some things so easy cos they were answering the questions, asking other questions where they don't understand they were asking and where I don't understand I was asking them, so I like that. |

| Control | Speaker | Response |
|---------|---------|--|
| 54 | R1 | So when you were sharing, the other learners asking questions and as the other learners responded, that made life easier for you? Is that what you are saying? |
| 55 | L 47 | Ehh is when the learners find difficulties to answer the questions or ask cos when they are so nervous, they can't even talk so you must make them feel comfortable first and tell them what to do so that was so difficult for me. |
| 56 | R1 | Okay, ohh you find it difficult when the other learners are finding it difficult to ask questions? to respond? |
| 57 | L 47 | I tell them to calm down and then we start asking questions, I start cos maybe they are confused what to do so I start asking a question and the other one answers then they find it so easy just to continue with me. |
| 58 | R1 | Well done, I appreciate when you talk about calming down because sometimes you are just afraid and if somebody helps you to say this is okay you calm down and then you listen like you are saying you first of all ask the question yourself and the others can do it. That's great, well done. Ahhh when we look at quality talk discussions what do you like most about them? |
| 59 | L 47 | We are asking questions about our lives like the authentic questions and test questions and affective questions. |
| 60 | R1 | Thank you, so these are also affective questions for an example that help you to link your feelings and experiences, is that so? |
| 61 | L 47 | Helping others who are in need of something like asking questions, finding it difficult cos in other classes there are children that are so quite they can't even ask or answer cos they are afraid others will laugh at them so in quality talk no one is laughing at you if you are saying an incorrect answer no one will say something they will just correct you. |
| 62 | R1 | Good Afternoon |
| 63 | 9 - 1 | Afternoon |
| 64 | R1 | And how is the school? |
| 65 | 9 - 1 | School is very, very good. |
| 66 | R1 | Is very, very good, great to hear. Am XXXXX from University of Pretoria and we are here at XXXXXX for the quality talk project which is a project that is made for adaption for in uhmmm South African rural Secondary Schools to help learners develop critical thinking so that they can better understand the text when they are reading them. This afternoon I wish to conduct interviews with you I don't know if you are comfortable for us to... uhmmm for me to continue with this interview with you, can I continue? |
| 67 | 9 - 1 | You can continue. |

| Control | Speaker | Response |
|---------|---------|---|
| 68 | R1 | Ohh, thank you. I also wish to record what we will be talking , can I go ahead and record? |
| 69 | 9 - 1 | Yes, you can go ahead |
| 70 | R1 | Thank you I wish to tell you that this information that we will be discussing here it just meant for my research it's not going to be used anywhere else where I can actually identify the information with you to say this what someone at XXXX, no its just for my research |
| 71 | 9 - 1 | Eh |
| 72 | R1 | Uhhh can you tell me your story or your experiences as a learner leader in the quality talk discussions? |
| 73 | 9 - 1 | For me ?as a team leader? |
| 74 | R1 | Yes |
| 75 | 9 - 1 | I had to help others |
| 76 | R1 | I mean how was it like to be learner leader leading those discussions? |
| 77 | 9 - 1 | it was good, because as also me I was also learning it was good to help other children to undemand and to know, yes |
| 78 | R1 | Okay, aahh that's great, so this actually became a opportunity for both you and the other learners.. |
| 79 | 9 - 1 | Yes, |
| 80 | R1 | to learn . |
| 81 | 9 - 1 | Yes , yes |
| 82 | R1 | That's great, when you compare what happens in the quality talk discussion and what happens in other classes where there is no quality talk is there any difference? |
| 83 | 9 - 1 | Yes, there is a difference |
| 84 | R1 | Okay, can you share with me the difference? |
| 85 | R1 | Oh, so its really different from what you are saying |
| 86 | 9 - 1 | Yes |
| 87 | R1 | Okay, aah may I know when you were conducting these quality talk discussions what made the quality talk easy for you? |
| 88 | 9 - 1 | Quality talk is for helping, helping to understand to improve, to improve our understanding, yes and for get used for talking and not be silence. yes |
| 89 | R1 | So, is there anything that you saw in quality talk that helped you to make that process easy? |
| 90 | R1 | Okay, what makes you understand everything is quality talk? (laughing) |
| 91 | 9 - 1 | Yes |
| 92 | R1 | about the idea that someone is bringing up |
| 93 | 9 - 1 | Yes, yes |
| 94 | R1 | Ah, great, can you share with me what made quality talk difficult for you? |
| 95 | 9 - 1 | (laughing) ehh quality talk? |

| Control | Speaker | Response |
|---------|---------|--|
| 96 | R1 | Yes, when we look at you as a learner leader what makes quality talk difficult for you? |
| 97 | 9 - 1 | Eh quality, as? |
| 98 | R1 | As learner leader who was leading the other learners , is there anything that made it difficult for you to conduct the quality? |
| 99 | 9 - 1 | No |
| 100 | R1 | Okay, |
| 101 | 9 - 1 | There is nothing difficult |
| 102 | R1 | Okay, it was quite easy? |
| 103 | 9 - 1 | Yes it was quite easy. |
| 104 | R3 | Okay, you didn't have problem with other learners who could not participate, something like that? |
| 105 | 9 - 1 | Yes, no |
| 106 | R3 | Thank you very much, what is it that you appreciate most about the quality talk? |
| 107 | R1 | Okay, thank you very much if I would ask ,is there anything that you would do to improve discussions in quality talk? |
| 108 | 9 - 1 | yes |
| 109 | R1 | What would you do? |
| 110 | 9 - 1 | As a, as a team leader? |
| 111 | R1 | Yes |
| 112 | 9 - 1 | I would like for always to in classes, in every subject to stay as a group to help others sharing who don't understand what is happening yes, to make them understand and also to feel that they are in classes (indistinct) |
| 113 | R1 | Okay great. So, you actually want to see this quality talk being used in all the other subjects? |
| 114 | 9 - 1 | In all subjects, yes |
| 115 | R1 | Thank you very much, |
| 116 | 9 - 1 | yes, thanks |
| 117 | R3 | thank you, its my pleasure to be with you this afternoon thank you and good day |
| 118 | | |
| 119 | 9 - 10 | Afternoon |
| 120 | R1 | ehh... how are you? |
| 121 | 9 - 10 | Am fine |
| 122 | R1 | And how is school? |
| 123 | 9 - 10 | It is good. |
| 124 | R1 | It's good |
| 125 | 9 - 10 | Yes |
| 126 | R1 | I can see, My name is XXXXX, from University of Pretoria and we are here for the quality talk project at your school XXXXXXXX. |
| 127 | 9 - 10 | Yes |

| Control | Speaker | Response |
|---------|---------|--|
| 128 | R1 | Yes this project is a program that is called quality talk South Africa which is meant to help students develop critical thinking when they are reading texts to help them understand better and am conducting this research here and I would wish to talk to you in an interview you, I don't know if you are comfortable for me to continue with this interview with you? |
| 129 | 9 - 10 | I am comfortable |
| 130 | R1 | I will also be recording what we will be talking about, t ahh can you allow me to continue with the record? |
| 131 | 9 - 10 | Yes, you can continue. |
| 132 | R1 | Ahhh thank you so much, whatever we are going to discuss here is just for my research it's not going to be used anywhere and no one will ever know that it was you who said this, whatever we are going to discuss here. |
| 133 | 9 - 10 | Yes |
| 134 | R1 | Is that okay? |
| 135 | 9 - 10 | Yes |
| 136 | R1 | Today is the 14 of September 2017 and you are in grade? |
| 137 | 9 - 10 | 9 B |
| 138 | R1 | 9 B and your code number by the way is? |
| 139 | 9 - 10 | 9, 10. |
| 140 | R1 | You are enjoying it? |
| 141 | 9 - 10 | Yes |
| 142 | R1 | Thank you very much, when you compare the quality talk discussions and what happens in the other classes where you are not having quality talk, is there a difference? |
| 143 | 9 - 10 | No, |
| 144 | R1 | There's no difference? |
| 145 | 9 - 10 | No, there is no difference |
| 146 | R1 | What happens uhmmm, can you tell me what will be happening in the other classes where we don't use the quality talk discussions? |
| 147 | 9 - 10 | Maybe they will not concentrate because us, 9 we concentrate and now it's a long, it's long time since we started the quality talk maybe them they will be shy, scared. |
| 148 | R1 | Okay |
| 149 | 9 - 10 | Yes |
| 150 | 9 - 10 | Yes, yes |
| 151 | R1 | And like what you are doing at 9? |
| 152 | 9 - 10 | Yes |
| 153 | R1 | Ooh, you are saying at 9 you can now talk, can you say more about that? (laughing) |
| 154 | R1 | Uhhh |
| 155 | 9 - 10 | Yes |
| 156 | R1 | So this quality talk discussion has been helping you so much, ahhh ? |

| Control | Speaker | Response |
|---------|---------|---|
| 157 | 9 - 10 | Yes |
| 158 | R1 | Ahhh great. Uhhmm you know you haven't been doing quality talk all alone |
| 159 | 9 - 10 | Yes |
| 160 | R1 | May I know what made quality talk easy for you, what made it easy for you? What made it easy for you? |
| 161 | 9 - 10 | Quality talk is made... |
| 162 | R1 | What made it easy? |
| 163 | 9 - 10 | to me? |
| 164 | R3 | I mean if you look at doing certain things, when you look at them you say ahhh this is difficult but huh this one, I think I can do it |
| 165 | 9 - 10 | Yes |
| 166 | R3 | Yha, there are certain things that make you say I can do this and now with quality talk I can say you are saying you are enjoying, you can do this, I want to know what made it easy for you to start making discussions in quality talk? |
| 167 | R1 | Okay |
| 168 | 9 - 10 | yes, its easy quality talk is easy, it's not difficult |
| 169 | R1 | Okay, it makes you think? |
| 170 | 9 - 10 | Yes, it makes me think very fast. |
| 171 | R1 | Okay, okay |
| 172 | 9 - 10 | Yes |
| 173 | 9 - 10 | Yes, we discuss, it is easy because when we read a story we then discuss with my group, yes it's easy, it's not difficult. |
| 174 | R1 | It's not difficult? |
| 175 | 9 - 10 | Yes |
| 176 | R3 | Ahhh, this is the first time that you just got into quality talk, right? |
| 177 | 9 - 10 | Yes, it's the first time. |
| 178 | R1 | Aahh, what is it that made it difficult to begin with when you were just starting quality talk? |
| 179 | R1 | So you are saying it was only difficult to begin with but right now is not difficult? |
| 180 | 9 - 10 | Yes, yes |
| 181 | R1 | What is it that you like most about the quality talk discussions? What is it that you like most? |
| 182 | 9 - 10 | I like, what I like most because... |
| 183 | R1 | About quality talk discussions? |
| 184 | 9 - 10 | Is now, now I know how to make the people to talk, or I know to make the person to be, to have confidence |
| 185 | R1 | Okay, okay |
| 186 | R1 | Okay, thank you very much. Is there anything that you would do to improve the quality talk? |
| 187 | 9 - 10 | No |

| Control | Speaker | Response |
|---------|---------|--|
| 188 | R1 | Okay, you can't think of anything that will make it even more interesting , the quality talk? |
| 189 | 9 - 10 | no, I don't But when we still continue with this quality talk it will improve it , it will make it be... yes |
| 190 | R1 | All right, all right |
| 191 | 9 - 10 | Yes |
| 192 | R1 | Thank you very much, it was a pleasure talking to you, okay. Good Day |
| 193 | | |
| 194 | R1 | Good Afternoon |
| 195 | 9 - 19 | Afternoon Mam |
| 196 | R1 | How are you today? |
| 197 | 9 - 19 | Am good and yourself |
| 198 | R1 | Am okay and how is school? |
| 199 | 9 - 19 | School is great. |
| 200 | R1 | It's great!! Am XXXXX from University of Pretoria and we are conducting this research on quality talk at your school XXXX school. I would like to have an interview with you this afternoon but if you are not comfortable for us to continue with this interview you can tell me that you are not comfortable, ahh and then I will also ask for permission to record and if you are not comfortable to have me recording you can also tell me that you are not comfortable, so I don't know can I go ahead with the interview with you? |
| 201 | 9 - 19 | Yes you can go ahead with the interview? |
| 202 | R1 | Thank you very much and can I also record? |
| 203 | 9 - 19 | Ahhh, yes |
| 204 | R1 | (laughing), yes, thank you very much. Ehhh Today is the 14th September 2017, by the way you are in Grade? |
| 205 | 9 - 19 | Grade 9 |
| 206 | R1 | Grade 9 B and your name? |
| 207 | 9 - 19 | XXXXXXXXXX |
| 208 | R1 | XXXXXX how are you XXXXXX? |
| 209 | 9 - 19 | Am fine |
| 210 | 9 - 19 | Tell you about.... |
| 211 | R1 | I want you to tell me the story, your experience now as a learner leader in the quality talk discussions? |
| 212 | 9 - 19 | I've experienced uhmm hardness of being a learner leader because okay ehh, okay when we started quality talk it was, look it was quite difficult because it was my first time doing that and being a learner leader of quality talk and eish uhmm but now everything is all right because I am now used to quality talk and I know how it operates so now is everything is fine. |

| Control | Speaker | Response |
|---------|---------|--|
| 213 | R1 | Okay, thank you ahh I can actually experience the way you are talking that to begin with it was very difficult and you are also saying this is was the first time for you to work as a leader. Okay, okay. Uhhmm do you find anything different from the quality talk discussions and the other classes? |
| 214 | 9 - 19 | Yha, |
| 215 | R1 | What is it exactly that is different? |
| 216 | 9 - 19 | It helps because others do with the experience in the outside world and feelings and the others need answers from the story and... |
| 217 | R1 | okay and that way you get to share? |
| 218 | 9 - 19 | yes |
| 219 | R1 | Okay, thank you very much and ahh may know ehh what made quality talk easy for you? |
| 220 | R1 | Okay, you.. |
| 221 | 9 - 19 | These is nothing difficult. |
| 222 | R1 | Okay but to begin with, to begin with you mentioned it was difficult what exactly would you say was making the quality talk difficult? |
| 223 | 9 - 19 | Yes and I thought, all, all in is my hands as a group leader so now I realised, when time goes on I realised that it's for all of us in the group and yhaa.. |
| 224 | R1 | Thank you very much for bringing that up because this is more of for the whole group not for one person. |
| 225 | 9 - 19 | Yes |
| 226 | R1 | Thank you very much. What is it exactly that you appreciate, that you like most about the quality talk discussions ? |
| 227 | R1 | Okay, so these discussions you are saying, do they help you to answer the text after you have actually understood during the discussions? |
| 228 | R1 | Ahhh!! thank you so much, uhhmm is there anything that you would want to do to improve the quality talk discussions? |
| 229 | 9 - 19 | Uhhh, eish, uhhmm yho eish ,yhaa ... |
| 230 | R1 | Anything that you can think about that you can say at least if this is done this would improve the way quality talk discussions are conducted? |
| 231 | 9 - 19 | Eish, no uhhmm I haven't think, I haven't thought of anything but I think for now maybe when am in class I can think of something maybe to say yha if we do this maybe it can help improve but for now eish.. |
| 232 | R1 | Okay, no it's okay thank you very much it was a pleasure talking to you. Thank you |
| 233 | 9 - 19 | My pleasure |
| 234 | | |
| 235 | R1 | Good afternoon dear |
| 236 | L 40 | Afternoon Mam |
| 237 | R1 | How are you? |
| 238 | L 40 | Am fine and how are you Mam? |

| Control | Speaker | Response |
|---------|---------|---|
| 239 | R1 | And how is school? |
| 240 | L 40 | Mam? |
| 241 | R1 | How is school? School. How is school? |
| 242 | L 40 | ohhh, it is nice Mam. |
| 243 | R1 | It's nice. |
| 244 | L 40 | Yes |
| 245 | R1 | Okay my name is XXXXX from University of Pretoria and we are conducting this research under the quality talk project at your school XXXXX School is that okay, is that okay? |
| 246 | L 40 | Yes Mam. |
| 247 | R1 | Yeah and it's a research that is basically meant for the adaptation of this project in rural schools. The main purpose being to help learners to understand comprehensions when they read them by developing critical thinking and I wish to conduct an interview with you but if you are not comfortable with me conducting this interview with you, you are free to say so, I don't know if I can continue? |
| 248 | L 40 | You can continue. |
| 249 | R1 | Thank you very much. I also wish like to uhmm record the proceedings of the interview, is that okay with me to record as we talk? |
| 250 | L 40 | Yes , it's okay. |
| 251 | R1 | Okay, thank you very much. Whatever we are going to say in this interview is just for research purposes. It's for my research that am conducting it's not going to be used anywhere else to say a particular person like you has said something in this school. Is that okay? |
| 252 | L 40 | Yes Mam |
| 253 | L 40 | My name is (indistinct) |
| 254 | R1 | (indistinct) which class? Which class? |
| 255 | L 40 | In Grade 9 B |
| 256 | R1 | In Grade 9, thank you very much and today is the 14th of September 2017, is that so? |
| 257 | L 40 | Yes Mam. |
| 258 | L 40 | As a learner leader of quality talk I am supposed to encourage people to speak, not to be shy uhmm to be disciplined they don't need to raise hands , I must tell them the rules, check the date, tell them the date see recorder if it's for group D, check cameras and on them before we start talking |
| 259 | R1 | Ahh, thank you very much, I can really see you've been doing quite a lot as a learner leader but I know, may I know,, how , you know how does this make you feel? How was the experience of being a learner leader leading the other learners uhhh to learn ? How does it feel? |
| 260 | L 40 | First time it was tough because I was scared and I was the only one who is small in the group. |
| 261 | R1 | okay .. |

| Control | Speaker | Response |
|---------|---------|---|
| 262 | L 40 | so the other people were bigger than me I was scared to say to them what are you thinking about but then as time go on I was not now not afraid |
| 263 | R1 | ahh that's great, you are saying you are the smallest but they still would listen to you when you were conducting your discussions, is that so? |
| 264 | L 40 | Yes Mam. |
| 265 | R1 | Okay, may I know with the quality talk discussions and when we compare them to what happens in the other classes that are not quality talk classes is there any difference? |
| 266 | L 40 | Yes, there's a difference. |
| 267 | R1 | Okay, do you want to share with me the difference? |
| 268 | R1 | Okay, so it has been helping people op understand more? |
| 269 | L 40 | Yes |
| 270 | R1 | Okay and what else? is there another difference that you can tell me between the other classes and the quality talk class? |
| 271 | L 40 | In the quality talk class people are more active and they are always speaking up a when they are speaking to teachers they are disciplined even in class you can see them now they have changed they are not like the first time they were not in quality talk class. |
| 272 | R1 | Thank you for your observation, thank you really uhmmm when you started this quality talk you mentioned something like ahh.. it was difficult but I would like to know first what made the quality talk easy? |
| 273 | L 40 | What made the quality talk easy? |
| 274 | R1 | Easy for you, yes.... |
| 275 | L 40 | Is that am now used to it every time you come here you help us and you want us to improve somewhere and you tell us where to improve ourselves |
| 276 | R1 | okay, so that made the life, the. The.. quality talk easy for you? |
| 277 | L 40 | Yes |
| 278 | R1 | Anything that made it difficult for you? |
| 279 | L 40 | Uhmmm, nothing. |
| 280 | R1 | Okay, I heard when we begin you said something like you being the smallest in the group, did that make life very, very difficult for you in conducting the discussions? |
| 281 | L 40 | No, it doesn't now but at first eish it was tough for me. |
| 282 | R1 | It was tough? How did you handle that one? |
| 283 | L 40 | I told them the rules then they follow the rules and after that I lead them. |
| 284 | R1 | Okay |
| 285 | L 40 | Yes |

| Control | Speaker | Response |
|---------|---------|--|
| 286 | R1 | Ahhh that's great, uhmm great you managed the situation, great but ahhh when we look at quality talk discussions what is it that you like most about these quality talk discussions? |
| 287 | R1 | Ahhh, that's great, that's great and why specifically do you like this, whatever you have told me? Why do you, why are so happy about what has been happening in your class about this quality talk? |
| 288 | R1 | And people share their discussions, their ideas? |
| 289 | L 40 | Yes. |
| 290 | R1 | And if you don't understand, you ask or you don't ask, isn't that so? |
| 291 | L 40 | Yes, they can even help me to answer where I don't understand others even ask in our group if they don't understand they ask for help |
| 292 | R1 | Ahh great, that's very good. And then if say someone says would you...., what would you do to improve the quality talk discussions? How would you respond to this one? (laughing) |
| 293 | L 40 | Uhhmm I would say I would like to tell people to be serious about quality talk, to take quality talk serious it's helping very much because now I can understand much stories than when Mam was teaching us because I was afraid to raise a hand and tell Mam that I don't understand somewhere but now with my group I can tell them that guys, help me I don't understand here even if they don't understand they can tell that they don't understand if I know I will tell them what they are supposed to do. |
| 294 | R1 | Thank you very much so at least these discussions with learners at your level makes you comfortable to tell them that you don't understand here and they can also help you? |
| 295 | L 40 | yes |
| 296 | R1 | Thank you so much...ahhh it has been good talking to you, thank you and good day . |
| 297 | L 40 | Thank you |
| 298 | | |
| 299 | R1 | Good afternoon |
| 300 | L 43 | Afternoon Mam. |
| 301 | R1 | How are you are? |
| 302 | L 43 | Am fine. |
| 303 | R1 | How is school here at XXXXX? |
| 304 | L 43 | Hai, is fine. |
| 305 | R1 | It's okay, my name is XXXXX from University of Pretoria and we are here for a research in the quality talk project ahh.. which is a program meant for adaptation in South African rural schools. The whole idea behind this project is to help learners develop critical thinking so that they can understand comprehension texts better when they read them |
| 306 | R1 | so.... |
| 307 | L 43 | okay |

| Control | Speaker | Response |
|---------|---------|--|
| 308 | R1 | this afternoon I would ask for me, ask for permission if you allow me to conduct this interview with you but if you are not comfortable with that you can tell me that you are not comfortable four us to go on with the interview |
| 309 | L 43 | Uhhh okay, you can interview me. |
| 310 | R1 | Okay, thank you. I also wish to record what we will be talking about, I don't know if I can go ahead and record? |
| 311 | L 43 | Hai, you can go ahead and record. |
| 312 | R1 | Thank you whatever we are going to discuss here is just going to be used for my research, is not going to be used to be written elsewhere with your name. No one will know what I will , that I've been talking to you like, you as an individual. |
| 313 | L 43 | Okay |
| 314 | R1 | Is that okay? |
| 315 | L 43 | Yes |
| 316 | R1 | Thank you so much, so today is the 14th of September 2017 and you are in Grade? |
| 317 | L 43 | 9 |
| 318 | R1 | 9 and your code name? |
| 319 | L 43 | Is number 43. |
| 320 | L 43 | Eish, being a leaner leader is difficult, you face many challengers' in our members because some others can't to talk ,you need to convince them to talk and that is a hard job but we made, we make it through. |
| 321 | R1 | okay, |
| 322 | L 43 | We made them talk. |
| 323 | R1 | Am glad to hear that, how did you manage? |
| 324 | L 43 | Ehhh some others used to, used to start talking by jokes, maybe if you make a joke they will laugh and start talking and some others you need to just give them your attention. |
| 325 | R1 | Okay |
| 326 | L 43 | so they can talk to you. |
| 327 | R1 | Ahh thank you very much so as a leaner leader you actually came up with strategies that helped you to make sure that everyone in your group would participate? |
| 328 | L 43 | Yes |
| 329 | R1 | This is what am gathering from what you are saying. |
| 330 | L 43 | Yes |
| 331 | R1 | Thank you very much and when you look at the quality talk discussions with what happens in your other classes where there's no quality talk, are there any differences and if they are there, can you share with me? |
| 332 | L 43 | Eish, other classes? |
| 333 | R1 | uhmm |
| 334 | L 43 | Eh some other classes, I didn't go to other classes to just quality talk. |

| Control | Speaker | Response |
|---------|---------|--|
| 335 | R1 | I mean, you have your English lessons where you have quality talk but in Geography you are not using quality talk and in science you are not using quality talk so I want you to compare what is happening with what, where you are using this quality talk discussions? |
| 336 | R1 | Okay, okay and how does this compare with happens in the quality talk how does it compare? We put what is happening there and what is happening in your quality talk classes? |
| 337 | L 43 | Ehhh, in English when we are doing quality talk some others, some others can talk but in SS they don't talk because they don't like the history or the geography. |
| 338 | R1 | Okay |
| 339 | L 43 | That is the difference. |
| 340 | R1 | Okay, okay uhmmm I also noticed you were saying when you are conducting this quality talk discussions in the other social sciences... |
| 341 | R1 | the teacher is doing the talking |
| 342 | L 43 | uhmmmm, |
| 343 | R1 | Is it the same in the quality talk , is it the same that, is the teacher who goes on talking and talking or what happens ? |
| 344 | L 43 | ehhh... |
| 345 | R1 | Who is basically talking in the quality talk? |
| 346 | R1 | Okay |
| 347 | L 43 | And the, and the teacher is just... correcting us and guiding us, that what we are doing is right. |
| 348 | L 43 | Ehh it helps a lot because we gather the information all together and we have only one ehhh thought, we only think one thing about the source that we have read. |
| 349 | R1 | Okay |
| 350 | L 43 | Yes |
| 351 | R1 | Okay, thank you very much may I know what made quality talk easy for you? |
| 352 | L 43 | Uhmmm, the rules, the rules made work easy plus the learners were active they were having this hunger of learning about quality talk |
| 353 | R1 | Okay |
| 354 | L 43 | Yes |
| 355 | R1 | Okay, so that made life easier for you. Thank you and what made quality talk difficult for you? |
| 356 | L 43 | Yhmmm, the other learners who were not used to speak English. |
| 357 | R1 | Okay |
| 358 | L 43 | Yes, yes, that was a difficult job for me. |
| 359 | R1 | Okay and may I just know how did you deal with this situation? |
| 360 | L 43 | I just taught them after school, I used to stay with them in class with my colleagues and we speak with them and told them how quality talk is important. |

| Control | Speaker | Response |
|---------|---------|--|
| 361 | R1 | Okay, ahhh you did a great job as a learner leader, thank you very much and when you compare what was happening in the beginning and what is happening now is there any improvement? In your group? |
| 362 | L 43 | Yha, there is an improvement. |
| 363 | R1 | Okay, ahh thank you very much what is it that you appreciate most about quality talk discussions? |
| 364 | R1 | Okay and how exactly do these things you know, why would you say you appreciate them? |
| 365 | R1 | Okay |
| 366 | R1 | Okay |
| 367 | R1 | Ohhhh, great that's very good thank you and if may ask how would you improve the quality talk discussions how would you improve the quality talk discussions? |
| 368 | L 43 | Improve like? |
| 369 | R1 | Say someone says in the way that you have been conducting quality talk is there anything that you think we can do to improve the quality talk discussions? |
| 370 | L 43 | Uhhhm, eish hai there is nothing. |
| 371 | R1 | There is nothing? |
| 372 | L 43 | Everything is fine, everyone is happy about quality talk. |
| 373 | R1 | Okay , all right thank you very much it has been nice talking to you and... please have a good day |
| 374 | | |
| 375 | R1 | Good afternoon |
| 376 | L 44 | Afternoon |
| 377 | R1 | How are you are? |
| 378 | L 44 | Am fine and you? |
| 379 | R1 | Ahhh and how is home? |
| 380 | L 44 | Ahhh is fine. |
| 381 | R1 | Home is fine, thank you very much , my name is XXXXX I am coming from University of Pretoria and we are conducting this research in, at your XXXXX Secondary School and the research is all about adapting the quality talk ahhh in South African schools to help learners ahhh develop critical thinking about the texts that they read in comprehensions and this will help them understand them better, is that okay? |
| 382 | L 44 | yes |
| 383 | R1 | So, am going to be having interviews this afternoon and ahh and I would want to know if you are comfortable to have this interview with me? |
| 384 | L 44 | Yes, I am comfortable. |
| 385 | R1 | You are comfortable? |
| 386 | L 44 | Yes |
| 387 | R1 | And I would wish to record the interview, can I go ahead and record it? |

| Control | Speaker | Response |
|---------|---------|---|
| 388 | L 44 | Yes, no problem |
| 389 | R1 | Thank you very much, whatever we are going to discuss in this interview is just for my research, is not going to be used you know, with your name to say this is what so and so said, is that okay? |
| 390 | L 44 | Yes |
| 391 | R1 | Thank you very much, today is the 14th of September 2017 and you are in Grade? |
| 392 | R1 | 9 |
| 393 | R1 | And your code number? |
| 394 | L 44 | Is number 44. |
| 395 | L 44 | Yes |
| 396 | R1 | Okay... |
| 397 | L 44 | Ehhh being a learner leader in the group makes you to know how other people think and it makes you to be able to communicate. |
| 398 | R1 | Okay... |
| 399 | L 44 | yes |
| 400 | R1 | oka, okay anything else that you experienced as a learner leader? |
| 401 | L 44 | Yes |
| 402 | R1 | uhmmmm, |
| 403 | L 44 | I experienced that if you, if you communicate with people it makes you to improve your, your well being. |
| 404 | R1 | Great, great. Ahh that's good ahhh when you compare the quality talk discussions and the others classes where you don't have quality talk, are there any differences? |
| 405 | L 44 | Yes. |
| 406 | R1 | Okay |
| 407 | L 44 | The difference is that the other classes just do not do quality talk they don't have the communication skills as the classes that is there quality talk. |
| 408 | R1 | Okay, you are talking about communication skills can you elaborate on that one? |
| 409 | L 44 | Yes |
| 410 | R1 | uhmm.. |
| 411 | L 44 | The communication skills I think the being able to talk to other people and understand what they want to say and the meaning of what they are saying. |
| 412 | R1 | Okay, okay... by asking questions and listening (indistinct) is that so? |
| 413 | L 44 | Yes |
| 414 | R1 | Okay, thank you very much and ahhh may I know what made quality talk easy for you? |
| 415 | R1 | Okay |
| 416 | L 44 | Yes |
| 417 | R1 | Okay, so that made life easier for you? |
| 418 | L 44 | Yes |

| Control | Speaker | Response |
|---------|---------|---|
| 419 | R1 | Thank you, anything that made ehh, ehh quality talk difficult for you? |
| 420 | L 44 | No, there is nothing. Ohhh there is... |
| 421 | R1 | Okay |
| 422 | | |
| 423 | R1 | How are you are? |
| 424 | L 47 | Am fine and you? |
| 425 | R1 | Am okay, how is home? |
| 426 | L 47 | Mam? |
| 427 | R1 | How is home? |
| 428 | L 47 | Is so good. |
| 429 | R1 | Is so good, okay. My name is Sipikelelo ahhh Mugari from University of Pretoria and we are here for a quality talk project, that is being held in rural schools to help students develop critical thinking as they read and comprehend. Ahhh... comprehension texts, uhhh today is the 14th of September 2017 may I know who I am talking to? |
| 430 | L 47 | You are talking ehh number 47 in Grade 9B. |
| 431 | R1 | Okay |
| 432 | | |
| 433 | R1 | Okay, okay dear ehh... |
| 434 | R1 | Good afternoon |
| 435 | L 47 | Afternoon Mam |
| 436 | R1 | How are you today? |
| 437 | L 47 | Fine and you? |
| 438 | R1 | Am okay, Am Sipikelelo Mugari from University of Pretoria and we are coming here for the quality talk pr..ehh project at Chief Jerry Nkosi High School, I think you have been seeing us around? |
| 439 | L 47 | Yes |
| 440 | R1 | Yha, this is just a... a pro.. a project that is going to be adapted for use in South African rural schools to help learners to improve their comprehension skills as they begin to think critically about the text that they read and around the text and with the text, is that okay? |
| 441 | L 47 | Yes |
| 442 | R1 | Ahhh I wish to conduct this short interview with you but you are free to tell me if you are not comfortable to continue with the interview, so can I continue talking ehh.. to you? |
| 443 | L 47 | Yes you may |
| 444 | R1 | It's okay, I also wish to record what we will be talking (banging sounds) what we will be talking about here and if you are comfortable to allow me to continue to record you can also tell me but if you are not comfortable just let me know, okay? |
| 445 | L 47 | I am comfortable. |

| Control | Speaker | Response |
|---------|---------|--|
| 446 | R1 | Thank you very much. The information that we are going to be talking about here will be used just for my research it' s not going to be used for anything else and nobody will ever know that you are the one who said whatever you are going to say today. Ahhh, is that clear? |
| 447 | L 47 | Yes |
| 448 | L 47 | Ahh, it is nice cos I get to tell everybody to do something so that they can improve their thinking and I tell everybody to talk, like make them feel free so I like being a leader of quality talk. |
| 449 | R1 | I hear you saying you really enjoy, eh... what is it exactly that , you know, that you enjoy by being a leader in quality talk project? |
| 450 | L 47 | Is that we get to do something ourselves not involving teachers. |
| 451 | R1 | Ohh so you mean when you have this responsibility to share with your... the other learners without the help of the teacher perhaps the teacher coming in just once or so as you carry out your discussions, it really makes you happy? |
| 452 | L 47 | Yes it does |
| 453 | R1 | Okay, thank you. Can I just get to understand uhmm if there are any differences between the quality talk discussions that you have in the quality talk lesson and the normal lessons that you have in other classes? |
| 454 | L 47 | No. The difference is that we get to do somethings ourselves not involving the teachers other than that there is nothing. |
| 455 | R1 | So you mean the difference is that in this case you are involved as learners and what happens in the other classes? |
| 456 | L 47 | Sorry Mam? |
| 457 | R1 | What happens in the other classes? |
| 458 | L 47 | In the other classes we get to be taught by teachers and in our classes we just do something ourselves not being taught by teacher or a teacher does not have to be stressed about us cos we can do somethings ourselves. |
| 459 | R1 | Okay, you mean in the quality talk? |
| 460 | L 47 | Yes |
| 461 | R1 | Okay, Thank you very much, may I know ahhh... is there anything that you can share with me that made quality talk easy for you? |
| 462 | R1 | Great and how exactly does,...was that making life easier for you? |
| 463 | L 47 | Cos, we as,... As learners we understand each other rather than the teachers. |
| 464 | L 47 | Yes |
| 465 | R1 | Thank you very much. Anything you would like to share with me that made quality talk difficult for you? |
| 466 | L 47 | Yes |
| 467 | R1 | How usually would you deal with such a situation? |
| 468 | L 47 | Ehhh we include our surroundings, our everyday lives not.. Ohh we don't concentrate on the text book only. |

| Control | Speaker | Response |
|---------|---------|---|
| 469 | R1 | Okay, okay what do you mean when you say ,you also include the surroundings, your everyday lives? What exactly are you talking about here? |
| 470 | L 47 | Yes |
| 471 | R1 | Thank you, well done. Uhmmm if someone would ask you is there is anything that you, you would wish to do to improve quality talk, how would you respond to this one? |
| 472 | L 47 | I will say yes. |
| 473 | R1 | What is it that you would do to improve quality talk discussions? |
| 474 | L 47 | Make other classes do quality talk so that they can be so comfortable like we are. |
| 475 | R1 | ohhh, you also want the other classes to be taking ehheh the quality talk discussions just like what you are doing? |
| 476 | L 47 | Yes |
| 477 | R1 | Okay, anything else that you think you can do to also improve the quality talk discussions? |
| 478 | L 47 | Yes |
| 479 | R1 | Okay.... |
| 480 | R1 | Thank you very much. So you think if you could do this to the other classes that could also help them? |
| 481 | L 47 | Yes |
| 482 | R1 | Thank you very much, have a good day. |
| 483 | L 47 | Thank you |
| 484 | R1 | Good afternoon |
| 485 | L 47 | Afternoon Mam |
| 486 | R1 | How are you are? |
| 487 | L 47 | Am fine and you? |
| 488 | R1 | Am okay, how is home? |
| 489 | L 47 | Mam? |
| 490 | R1 | How is home? |
| 491 | L 47 | Is so good. |
| 492 | R1 | Is so good, okay. My name is Sipikelelo ahheh Mugari from University of Pretoria and we are here for a quality talk project, that is being held in rural schools to help students develop critical thinking as they read and comprehend. Ahhh... comprehension texts, uhheh today is the 14th of September 2017 may I know who I am talking to? |
| 493 | L 47 | You are talking ehheh number 47 in Grade 9B. |
| 494 | R1 | Okay |
| 495 | | |
| 496 | R1 | Okay, okay dear ehheh... |
| 497 | R1 | Good afternoon |
| 498 | L 47 | Afternoon Mam |
| 499 | R1 | How are you today? |
| 500 | L 47 | Fine and you? |

| Control | Speaker | Response |
|---------|---------|---|
| 501 | R1 | Am okay, Am XXXXX from University of Pretoria and we are coming here for the quality talk pr..ehh project at XXXX School, I think you have been seeing us around? |
| 502 | L 47 | Yes |
| 503 | R1 | Yha, this is just a... a pro.. a project that is going to be adapted for use in South African rural schools to help learners to improve their comprehension skills as they begin to think critically about the text that they read and around the text and with the text, is that okay? |
| 504 | L 47 | Yes |
| 505 | R1 | Ahhh I wish to conduct this short interview with you but you are free to tell me if you are not comfortable to continue with the interview, so can I continue talking eh.. to you? |
| 506 | L 47 | Yes you may |
| 507 | R1 | It's okay, I also wish to record what we will be talking (banging sounds) what we will be talking about here and if you are comfortable to allow me to continue to record you can also tell me but if you are not comfortable just let me know, okay? |
| 508 | L 47 | I am comfortable. |
| 509 | R1 | Thank you very much. The information that we are going to be talking about here will be used just for my research it' s not going to be used for anything else and nobody will ever know that you are the one who said whatever you are going to say today. Ahhh, is that clear? |
| 510 | L 47 | Yes |
| 511 | L 47 | Ahh, it is nice cos I get to tell everybody to do something so that they can improve their thinking and I tell everybody to talk, like make them feel free so I like being a leader of quality talk. |
| 512 | R1 | I hear you saying you really enjoy, eh... what is it exactly that, you know, that you enjoy by being a leader in quality talk project? |
| 513 | L 47 | Is that we get to do something ourselves not involving teachers. |
| 514 | R1 | Ohh so you mean when you have this responsibility to share with your... the other learners without the help of the teacher perhaps the teacher coming in just once or so as you carry out your discussions, it really makes you happy? |
| 515 | L 47 | Yes it does |
| 516 | R1 | Okay, thank you. Can I just get to understand uhmm if there are any differences between the quality talk discussions that you have in the quality talk lesson and the normal lessons that you have in other classes? |
| 517 | L 47 | No. The difference is that we get to do somethings ourselves not involving the teachers other than that there is nothing. |
| 518 | R1 | So you mean the difference is that in this case you are involved as learners and what happens in the other classes? |
| 519 | L 47 | Sorry Mam? |
| 520 | R1 | What happens in the other classes? |

| Control | Speaker | Response |
|---------|---------|---|
| 521 | L 47 | In the other classes we get to be taught by teachers and in our classes we just do something ourselves not being taught by teacher or a teacher does not have to be stressed about us cos we can do somethings ourselves. |
| 522 | R1 | Okay, you mean in the quality talk? |
| 523 | L 47 | Yes |
| 524 | R1 | Okay, Thank you very much, may I know ahhh... is there anything that you can share with me that made quality talk easy for you? |
| 525 | R1 | Great and how exactly does,...was that making life easier for you? |
| 526 | L 47 | Cos, we as,... As learners we understand each other rather than the teachers. |
| 527 | L 47 | Yes |
| 528 | R1 | Thank you very much. Anything you would like to share with me that made quality talk difficult for you? |
| 529 | L 47 | Yes |
| 530 | R1 | How usually would you deal with such a situation? |
| 531 | L 47 | Ehhh we include our surroundings, our everyday lives not.. Ohh we don't concentrate on the text book only. |
| 532 | R1 | Okay, okay what do you mean when you say, you also include the surroundings, your everyday lives? What exactly are you talking about here? |
| 533 | L 47 | Yes |
| 534 | R1 | Thank you, well done. Uhhmm if someone would ask you is there is anything that you, you would wish to do to improve quality talk, how would you respond to this one? |
| 535 | L 47 | I will say yes. |
| 536 | R1 | What is it that you would do to improve quality talk discussions? |
| 537 | L 47 | Make other classes do quality talk so that they can be so comfortable like we are. |
| 538 | R1 | ohhh, you also want the other classes to be taking ehheh the quality talk discussions just like what you are doing? |
| 539 | L 47 | Yes |
| 540 | R1 | Okay, anything else that you think you can do to also improve the quality talk discussions? |
| 541 | L 47 | Yes |
| 542 | R1 | Okay.... |
| 543 | R1 | Thank you very much. So you think if you could do this to the other classes that could also help them? |
| 544 | L 47 | Yes |
| 545 | R1 | Thank you very much, have a good day. |
| 546 | L 47 | Thank you |

Appendix G: Semi-structured Interview HOD

Appendix G1: Semi-structured Interview Questions

1. How would you describe the implementation process over the 2 years?
2. Have you noticed any differences between the students who took part in Quality Talk with the students who did not?
3. Have you noticed any changes in the teaching style of the teachers?
4. If I had to tell someone else how to do an intervention in a rural school what advise could do you think I should give them?
5. Is there's anything that you would have liked us to do different?
6. What would have made the implementation process better for you?

| Interviews: HOD | | |
|-----------------|---------|--|
| Control | Speaker | Response |
| 1 | R1 | Firstly do you mind me interviewing you? |
| 2 | HOD | (Laughing), Marisa I don't mind, I don't mind. |
| 3 | R1 | (Laughing) Okay, I've got a consent form here for you to fill in uhmm...there we go. And then I wanted to ask you that as you know.. and it's okay for me to record it hey, I can record this ? |
| 4 | HOD | Yes you can record. |
| 5 | R1 | Okay |
| 6 | HOD | But If there are questions that might I not be able in the position to answer I will let you know |
| 7 | R1 | Perfect, perfectly fine, perfect, perfect .Uhmm... so the consent form is just summary here of what quality talk is and saying that uhmm... for this here you are allow me to interview you and you to use your, ... and to voice record it and that everything will remain confidential and if you don't want to participate you're also free not participate and this is saying that yes you agree that I can interview you and audio record or video record, that's what that says. The question that I want to ask you is this whole thing of quality talk uhmm.. it was a process to learn how to do interventions so, how did you find the whole process cos I mean because we've been here now 2 years now with you what would you say, if you could describe the process what would you say? |
| 8 | HOD | In a very few words Marisa I will just say that my observations is that it was quite interesting for both the educators and the learners because I see more improvement especially in the grade 8 learners because I used to see them daily, the participation, to be active, they're confident when they came, they first came from primary school there was no such there was no such. Learners now they are confidence so I think, I don't have any way to regret why we partner with you for this quality talk project. |
| 9 | R1 | Do you know if any of them,.. have their marks changed, or do you have any record if that by any chance? |
| 10 | HOD | Ehhhh... especially in the subject English ehh.. currently I don't have my computer with me here but the average has actually increased |
| 11 | R1 | No, no its fine |
| 12 | R1 | Uhmm, has it? |
| 13 | HOD | From the previous, isn't that am having the general comment from the first term, second term. From the first term you could see that there was ... difficulty that they actually encounter but as time goes on, they are not participate even the submission of work they feel confident to write work before you will need work from a particular learner that learner doesn't know what she or he must do that is why there was no confidence |

| Control | Speaker | Response |
|---------|---------|--|
| 14 | R1 | So if you compare because the one class didn't have quality talk so can you see the difference between the quality talk class and the non-quality talk class? Or have they all started to talk more? |
| 15 | HOD | No, they are not the same , they are not the same, they are not the same. |
| 16 | R1 | So you can see a difference? |
| 17 | HOD | That is why even anyone can identify this class. |
| 18 | R1 | Really? |
| 19 | HOD | Uhhh.... that's 8 B. |
| 20 | R1 | Shoo... okay and 9A, how are they doing? |
| 21 | HOD | 9 A, I once visited the class to (indistinct) They are actually not the same as 9. 9 is co-operative. |
| 22 | R1 | Uhhmm > |
| 23 | HOD | Mmmm |
| 24 | R1 | And 9C? |
| 25 | HOD | And 9C also you could see also that there's something that is happening there. |
| 26 | R1 | Okay |
| 27 | HOD | Mmmm |
| 28 | R1 | All right, 9 you think definitely something is happening there? |
| 29 | HOD | Yha something is happening there and there's 8 |
| 30 | R1 | And.. |
| 31 | HOD | What I like with 8 is the participation. |
| 32 | R1 | Cos that will make them confident you know as you say |
| 33 | HOD | Mhmmm, mhmmm. |
| 34 | R1 | And with the teachers, have you noticed any change in the teachers, in their teaching style? |
| 35 | HOD | Yha, this, the partnership with you it also put more.... what can I say more of... what can I say it improve the so so called the behaviour of the teacher, it improved the behaviour of the teacher because now.. |
| 36 | R1 | Sorry.... |
| 37 | HOD | Because now you know sometimes to be honest sometimes you know when the are educators sometimes they forget that they're having this constitutional obligation which is to teach the learners to pass so but now I see even the love, the love that they have it improved |
| 38 | R1 | Okay, are they sharing the information with other teachers? |
| 39 | HOD | Especially in this band because you, you know what happened with this department, am not trying to be funny about this the problem is I was sitting here yesterday with the CI,we have been discussing this, that how about the department divide the bands according to their requirements? because now.. |
| 40 | R1 | Sorry the teacher bands? Or learner bands? |
| 41 | HOD | The bands, GET and FET because now it seems as if we are having two schools |

| Control | Speaker | Response |
|---------|---------|---|
| 42 | R1 | Yes, yes |
| 43 | HOD | The manner those, ... this educators are occupied during the Now they are writing control tests they are busy invigilating. The other side we are teaching we don't have so much time to interact with each other unless we are in a meeting all of us, you see |
| 44 | R1 | Uhhh.. |
| 45 | HOD | And then there's also this thing that ahhh.. I told the curriculum(indistinct) The so called senior phase, the senior phase is from the Grade 6 to 8 according to myself because when we look at the requirements of the languages eh.. from, from the so called the intermediate phase they need 6 periods per week and 6 hours per week by the way not periods and in the so called senior phase they need 4.5 per week and in the FET they need 4, 4 hours |
| 46 | R1 | is it less? |
| 47 | HOD | According to the requirements of the department uhhh.. so that's why I say this are differences, this differences makes it very difficult for a school, to run a school with all this what we term bands inside you see because we have to, the time-table itself, time tackling and all this thing it's a problem, it's a problem but the integration of educators I must be honest is quite difficult with the FET you see because it seems as if we are having 2 schools our programs are not the same. Now they are writing control tests and while we are busy with something else. |
| 48 | R1 | Yes, okay and if you...are you okay? |
| 49 | HOD | Mhmm. |
| 50 | R1 | You tell me when we stop hey, if you have to look at.. because to me this was a huge learning experience so if I had to tell someone else how to do an intervention in a rural school what advise could you give me to say do this again or don't do that , could you |
| 51 | HOD | I think.... |
| 52 | R1 | Cos I know I made mistakes (laughing) |
| 53 | HOD | I think, I think advises are good sometimes eh..when they are from an honest person I don't know whether am honest sometimes we need to, to... I was thinking that how about in a term we, we, we have a program in each and every term because sometimes the emailing and phoning that am coming tomorrow it might happen that an educator 1 is not here ,educator X is not here you see, so I was thinking that I'll advise you that we must sit down and have a programme for a term uhhh..so that we have our own, our program the quality talk, for the quality talk project so that I know that on this day you are here educators know that on that date that's why even if there's an emergency the educators will report rather than I don't know the educator and you email the educator, my email were closed, you see. I'll advise that that we, for once in a term we have a program, another term we have a program. another term |

| Control | Speaker | Response |
|---------|---------|--|
| 54 | R1 | Term by term? |
| 55 | HOD | Term by term |
| 56 | R1 | Okay, that's valid and regarding how to get the buy in from the teachers and the learners and the school, could you give me some advice on that? |
| 57 | HOD | Oh.. for that I think for today the manner the educators told me yesterday I thought it was going to be the best way to try to bring them in but if you can't do it today I think you better ehh.. do it in future. You call tell them when you call them you, you.. don't seem like as if you are trying to buy them in just to.. you make as if you are helping them and trying to find the difficulties that they encounter in the (indistinct) classes in terms of the language English. |
| 58 | R1 | Okay, yes. |
| 59 | HOD | You ask them what difficulties do they have, how do they think, how can you help? |
| 60 | R1 | I think that's very valid. |
| 61 | HOD | You see, I saw your booklet, the inclusive education what what, am still reading it, am still studying them so we can. I can give them so that they can see what is going on. |
| 62 | R1 | Would you say, would you say, is it better to first come to the principal, the HOD the structure to get permission to do the research how how would you advise that? |
| 63 | HOD | For progress sake I think we must also involve the so called principal, involve the principal, not only the HOD for languages also but you involve also the other members of the SMT so that they can support and when they, when all the SMT members are supporting the principal, supporting even the HOD for languages this team is going to bear what we termed good results |
| 64 | R1 | What is SMT? |
| 65 | HOD | Mmmm... |
| 66 | R1 | Sorry what did you say, the SM..? |
| 67 | HOD | School Management Team |
| 68 | R1 | School management Team, okay, okay..... |
| 69 | HOD | And who belongs to the School Management Team? |
| 70 | R1 | Mmmm... we are 6 |
| 71 | R1 | is it the, is it teachers or parents? |
| 72 | HOD | Hmmm... we can, another thing we can also include the, the parent component in the SGB just by advising them what we are doing so that we can get support from them also |
| 73 | R1 | So you've got an SGB and? |
| 74 | HOD | SMT |
| 75 | R1 | SMT |

| Control | Speaker | Response |
|---------|---------|--|
| 76 | HOD | In this structure we have the so called, it's a school governing body, in this structure we have the learners component, the teachers component and the parent component, |
| 77 | R1 | Ahhh...okay, okay. |
| 78 | R1 | And this here is... |
| 79 | HOD | Here, here is only educators who are appointed as HOD's and the deputy and the principal |
| 80 | R1 | So it's like the people who manage the school? |
| 81 | HOD | Yha, the people (indistinct) the structure of the school |
| 82 | R1 | Ahhh ,do all schools have that? |
| 83 | HOD | Yha |
| 84 | R1 | Ohhh, okay interesting. Right, and okay, I don't wanna keep you too long |
| 85 | HOD | But I think to add on that, isn't that we are looking at how we are progressing? we'll progress I know, we will progress but we must also buy in all those structures |
| 86 | R1 | Okay, I agree. |
| 87 | HOD | Buy in those structures so that we can have that this massive support. |
| 88 | R1 | So if I did this again at the school, how, how, I would speak to the... |
| 89 | HOD | Ahhh, it has....you |
| 90 | R1 | Not at your school but generally |
| 91 | HOD | Just to call, you also actually maybe ask the principal that you'd like to see the chairperson of the SGB and the deputy chairperson when they come you tell them about this thing |
| 92 | R1 | Oh, okay, perfect and is there's anything that you'd have liked us to change that we didn't do properly other than the schedule, is there anything else? |
| 93 | HOD | To be honest Marisa, I don't think, I don't think |
| 94 | R1 | But you can think about it(indistinct) |
| 95 | HOD | But the problem now is it is the manner that we are working, we are working as if we are working on chances when we have opportunities. We don't have a schedule if we have the schedule it is a program of some kind I think it can be easily monitored that's where you can come out you can observe mistakes, you can observe what we term success and all this and you can also observe challenges |
| 96 | R1 | And then the frequency because sometimes we weren't able to come and sometimes we were able to come all the time? So would you say it would be better, how often should we come? |
| 97 | HOD | I think a program or a schedule, a program doesn't mean that it's final, it's a guideline. |
| 98 | R1 | Ideally, do you think once a week once a month, if you have to do an intervention at your school what would suit your schedule how often would you want to see somebody, that's practical? |

| Control | Speaker | Response |
|---------|---------|--|
| 99 | HOD | Ahhh.. I think we must have a meeting all of us and talk about this yha so that, that's why I'd also like to say that this will not be final, you see |
| 100 | R1 | No, it can't be. |
| 101 | HOD | It's a guideline, it's guideline yha that maybe after 3 weeks you are coming and then we are doing this and this and this and this , it's a guideline if that period elapse maybe we did not do the one, two, three I think we can arrange for another day. |
| 102 | R1 | Sure |
| 103 | HOD | Because this will guide us it's not the final, one, two, three. |
| 104 | R1 | Yes, okay is there anything else that you want from us that will make the process better for you? |
| 105 | R1 | As it is now? |
| 106 | HOD | I don't know, about the because nowadays you know, you are at a University, the University, Universities do not produce, do not prepare educators for work |
| 107 | R1 | What would you want them to do? |
| 108 | HOD | They just teach you a subject, you don't know what is happening here like the colleges before, you don't know even the attendance registers for learners, you don't know you are from the University you just do physics and mathematics course 1 and course 2 and there like.... |
| 109 | | Knock on the door |
| 110 | HOD | Come in. You did course 1 , course 2 and there like but if I was having power I would like the University who deals with the so called this education qualification to make sure that they prepare an educator. |
| 111 | R1 | To both teach and... |
| 112 | HOD | An educator who's having theories ,who's having methods, who know where I am going to work, what is happening there, who knows the legal framework of the department not, some, not the teacher who is just going to teach and go, teach and go, teach and go, you see that is why you find we having this challenge of discipline because you are not even taught about the learners mmm,, how to handle the learners you just come here to get in class some of them, the students who are there they think that you get into class to just you teach, teach and then you go , go when you are talking about a learners you are...there's a lot of things, the role of an educator is very important, very important |
| 113 | R1 | Definitely |
| 114 | HOD | Ehhh...and number 2 we know that our department don't have a national uniform disciplinary measures |
| 115 | R1 | Disciplinary, don't they? |

| Control | Speaker | Response |
|---------|---------|---|
| 116 | HOD | Yha, they just say go, go and discipline the learners it's one also of the challenges, I think if like in other countries I read the book about the systeming in (indistinct) the circuits, they don't call them circuit offices, there's a name I forgot the name there's a sort of what we term tribunal, there the tribunal maybe 6 schools are under the tribunal or 12 schools when a learner is violating the policy of the department in one school, the learner.. they don't summon them they summon the parent for a warning maybe or for a fine |
| 117 | R1 | Ohhh, oh |
| 118 | HOD | If there, if it's necessary. Uniform disciplinary what we termed system, mhmmm.. you see, so I don't know it's just, is just suggestion . |
| 119 | R1 | That's vey interesting. |
| 120 | HOD | It's just suggestion because I started here , I started here when I was 18 years old |
| 121 | R1 | And you always worked here? |
| 122 | HOD | Mmm, now am 56. |
| 123 | R w | Wow |
| 124 | HOD | So I've been in all these governments, the apartheid government, the, the homelands governments and all this and all this. I've seen what has was happening that's why everything that am compiling about the department is what I have seen am talking about something that I've experienced and observed throughout my experiences |
| 125 | R1 | Did you start as an educator? |
| 126 | HOD | Huh? |
| 127 | R1 | A teacher, did you start as a teacher? Then they changed to educator (laughing) |
| 128 | HOD | Actually getting in here I was a teacher, I was a teacher, I was 18 eh... I was enjoying to be seen wearing ties and all that but when I got in it's where I've seen that I've got a responsibility for this nation |
| 129 | R1 | Okay, definitely. It's a very special profession, I don't wanna keep you longer, 20 minutes, 20 minutes we 've have done. |

Appendix H: Document Analysis

| Grade 8A | | | | | | | | |
|----------|---------|-------|--------|--------|-----------|-----------|-----------|-----------|
| Group | T-1 | Age | Gender | Gender | 05-May-17 | 15-Aug-17 | 22-Aug-17 | 13-Sep-17 |
| 1 | 8A - 15 | 14,10 | F | | A | P | P | P |
| 1 | 8A - 3 | 14,07 | F | | P | P | P | P |
| 1 | 8A - 31 | 14,53 | F | | P | P | P | P |
| 1 | 8A - 10 | 14,78 | | M | P | P | P | P |
| 1 | 8A - 14 | 14,57 | | M | P | P | P | P |
| 1 | 8A - 26 | 14,08 | | M | P | P | P | P |
| 1 | 8A - 5 | 16,99 | | M | P | A | P | P |
| 2 | 8A - 1 | 14,88 | F | | P | P | A | P |
| 2 | 8A - 19 | 13,93 | F | | P | A | P | P |
| 2 | 8A - 39 | 14,15 | F | | P | P | A | P |
| 2 | 8A - 43 | 14,82 | F | | P | P | P | P |
| 2 | 8A - 23 | 13,88 | | M | P | P | P | P |
| 2 | 8A - 28 | 16,19 | | M | P | P | P | P |
| 2 | 8A - 33 | 13,42 | | M | P | P | P | P |
| 2 | 8A - 8 | 15,06 | | M | P | P | P | P |
| 3 | 8A - 16 | 14,57 | F | | P | P | P | P |
| 3 | 8A - 27 | 14,21 | F | | P | P | P | P |
| 3 | 8A - 32 | 14,30 | F | | P | P | P | A |
| 3 | 8A - 6 | 14,04 | F | | P | P | P | P |
| 3 | 8A - 29 | 15,33 | | M | A | P | P | P |
| 3 | 8A - 4 | 16,24 | | M | P | P | P | P |
| 3 | 8A - 42 | 14,01 | | M | P | P | P | P |
| 4 | 8A - 12 | 13,13 | F | | P | P | P | P |
| 4 | 8A - 18 | 15,42 | F | | P | P | P | P |
| 4 | 8A - 2 | 15,04 | F | | P | A | P | P |
| 4 | 8A - 21 | 14,05 | F | | P | P | P | P |
| 4 | 8A - 38 | 18,00 | F | | P | P | P | P |
| 4 | 8A - 45 | 13,31 | F | | P | P | P | P |
| 4 | 8A - 22 | 14,09 | | M | P | P | P | P |
| 5 | 8A - 11 | 14,40 | F | | P | P | P | P |
| 5 | 8A - 13 | 14,06 | F | | P | P | P | P |
| 5 | 8A - 17 | 16,40 | F | | P | P | P | P |
| 5 | 8A - 34 | 14,14 | F | | A | P | P | P |
| 5 | 8A - 7 | 14,32 | F | | P | P | P | P |
| 5 | 8A - 20 | 14,40 | | M | P | P | P | P |
| 5 | 8A - 40 | 13,85 | | M | P | A | A | P |
| 5 | 8A - 9 | 15,07 | | M | P | P | P | P |
| 6 | 8A - 24 | 14,19 | F | | P | P | P | P |
| 6 | 8A - 25 | 14,22 | F | | P | P | P | P |
| 6 | 8A - 35 | 13,36 | F | | P | A | P | P |
| 6 | 8A - 37 | 13,91 | F | | P | P | P | P |
| 6 | 8A - 44 | 13,85 | F | | P | P | P | P |
| 6 | 8A - 30 | 15,13 | | M | P | P | P | P |
| 6 | 8A - 36 | 15,25 | | M | P | P | P | P |
| 6 | 8A - 41 | 13,65 | | M | P | P | P | P |

= Student-leader

| | | | | |
|-------------|----|----|----|----|
| Present (P) | 42 | 40 | 42 | 44 |
| Absent (A) | 2 | 5 | 3 | 1 |

| Grade 9B | | | | | | | | |
|----------|---------|-------|--------|------|-----------|-----------|-----------|-----------|
| Grp | Code | Age | Female | Male | 05-May-17 | 15-Aug-17 | 22-Aug-17 | 13-Sep-17 |
| 1 | 9B - 10 | 14,62 | F | | P | P | P | P |
| 1 | 9B - 13 | 15,00 | | M | P | P | P | A |
| 1 | 9B - 14 | 15,93 | | M | P | P | P | P |
| 1 | 9B - 18 | 15,07 | F | | P | P | P | P |
| 1 | 9B - 37 | 15,53 | F | | P | P | P | A |
| 1 | 9B - 39 | 15,12 | F | | P | P | P | P |
| 1 | 9B - 47 | 18,62 | F | | P | P | P | P |
| 2 | 9B - 21 | 16,02 | | M | A | P | P | P |
| 2 | 9B - 29 | 13,99 | F | | P | P | P | P |
| 2 | 9B - 45 | 16,47 | | M | P | P | P | P |
| 2 | 9B - 46 | 15,20 | F | | P | P | P | P |
| 2 | 9B - 49 | 18,83 | F | | P | P | P | P |
| 2 | 9B - 5 | 14,75 | | M | P | P | P | A |
| 2 | 9B - 6 | 15,49 | F | | A | P | A | P |
| 2 | 9B - 7 | 16,03 | F | | P | P | P | P |
| 3 | 9B - 12 | 16,76 | | M | A | A | P | A |
| 3 | 9B - 30 | 16,37 | | M | P | P | P | P |
| 3 | 9B - 33 | 14,35 | F | | P | P | P | P |
| 3 | 9B - 34 | 17,26 | | M | P | P | P | P |
| 3 | 9B - 40 | 14,17 | F | | P | P | P | P |
| 3 | 9B - 48 | 16,40 | F | | P | P | P | P |
| 4 | 9B - 1 | 15,64 | | M | P | P | P | A |
| 4 | 9B - 17 | 17,51 | | M | A | P | P | P |
| 4 | 9B - 2 | 17,50 | | M | P | P | P | P |
| 4 | 9B - 26 | 15,94 | | M | P | P | P | P |
| 4 | 9B - 38 | 17,85 | | M | P | P | A | P |
| 4 | 9B - 41 | 16,62 | | M | P | P | P | P |
| 4 | 9B - 9 | 15,66 | F | | P | P | P | P |
| 5 | 9B - 20 | 17,87 | | M | A | A | P | A |
| 5 | 9B - 23 | 18,01 | F | | P | P | P | A |
| 5 | 9B - 3 | 15,82 | F | | P | P | P | P |
| 5 | 9B - 31 | 14,82 | | M | P | P | P | P |
| 5 | 9B - 42 | 16,23 | F | | P | P | P | P |
| 5 | 9B - 43 | 15,39 | | M | P | P | P | A |
| 5 | 9B - 8 | 15,52 | | M | P | P | P | P |
| 6 | 9B - 15 | 15,52 | | M | P | P | P | P |
| 6 | 9B - 22 | 15,83 | | M | P | P | P | P |
| 6 | 9B - 25 | 17,27 | F | | P | P | P | P |
| 6 | 9B - 32 | 15,51 | F | | P | P | P | A |
| 6 | 9B - 36 | 16,16 | | M | A | P | P | P |
| 6 | 9B - 44 | 14,85 | | M | P | P | P | P |
| 7 | 9B - 11 | 17,19 | F | | P | P | P | P |
| 7 | 9B - 16 | 16,74 | | M | P | P | P | P |
| 7 | 9B - 19 | 15,16 | F | | P | P | P | P |
| 7 | 9B - 24 | 14,69 | F | | P | P | P | A |
| 7 | 9B - 27 | 14,85 | F | | P | P | P | A |
| 7 | 9B - 28 | 16,67 | | M | P | P | P | P |
| 7 | 9B - 35 | 15,93 | F | | P | P | A | P |
| 7 | 9B - 4 | 17,72 | | M | A | P | P | P |

= Student-leader

| | | | | |
|-------------|----|----|----|----|
| Present (P) | 42 | 47 | 46 | 38 |
| Absent (A) | 7 | 2 | 3 | 11 |

Appendix J: Consent Letters

Approval from Mpumalanga Department of Education

From: Albert Baloyi [mailto:a.baloyi@education.mpu.gov.za]
Sent: Monday, 07 March 2016 1:28 PM
To: Marisa Leask <mcleask@telkomsa.net>
Cc: Mfanwenkosi Malaza <m.malaza@education.mpu.gov.za>
Subject: RE: Approval for planned changes to the existing project for Professor Ebersöhn

Good afternoon Marisa

Your request to have your application extended was received. Note that the approval which was made by the HOD (dated 25 August 2013) is still valid as it was indicated in the initial request/application that the study will continue for extended period of time (3 years). We will also request that you send us the progress report on the work already done. We also trust that the study will be concluded later this year (2016).

I trust that you will find this arrangement in order. Feel free to contact us if there are something's that you would like us to help you regarding the above subject.

Kind regards

Albert Baloyi
Research Unit

From: Marisa Leask [mailto:mcleask@telkomsa.net]
Sent: 19 February 2016 07:48 AM
To: Albert Baloyi
Cc: Mfanwenkosi Malaza
Subject: Approval for planned changes to the existing project for Professor Ebersöhn

Dear Mr Baloyi

I am a PhD student at the University of Pretoria and my research is to form part of Prof Liesel Ebersöhn's project.

Please find attached a letter requesting approval for changes to this project as well as the previous permission letter from the Department.

Your favourable consideration for the planned changes to this project will be greatly appreciated.

Let me know if you require any further information.

Consent Letter: Principal



Faculty of Education

Faculty Educational Psychology
University of Pretoria
Pretoria
0001

17 February 2016

Mr XXXXXX
XXXXXXXX
XXXXXXXX
XXXXXXXX
XXXX

Dear XXXXXXXXXXX

Flourishing Learning Youth: Quality Talk intervention study with educators

We are really looking forward to partnering with your school this year to build on our meetings last year. By adapting Quality Talk (QT) for South African educators it is hoped that educators can use the program to help learners better understand text and improve their vocabulary, reading fluency and reasoning in English.

We believe in a consultative process. Please do contact us at any time if you would like further clarification, feedback or to meet with us (our contact details are provided at the end of this letter).

For this intervention we need consent from yourself, the educators and the SGB. The learners and parents/caregivers will receive a letter with an opting out choice (allowing them to choose not to participate). If some learners or parents/caregivers choose to opt out the data from these learners will not be included in the research.

The intervention will consist of three phases. In each phase the educators selected from the Senior Phase will have their English literature lesson observed and video-recorded. The lesson will then be discussed with them after school, or when convenient the day of the observation. Furthermore, the adaptations of QT will require for four weekday afternoons or a weekend with the educators.

The information required from the learners in the selected classes will be an assessment of their vocabulary, comprehension, writing skills and reading fluency. These assessments can be done during the lesson according to the CAPS guidelines, thereby not adding extra work for the educators or taking away from their

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

instructional time. We would like to document the learners' marks in English (two participating classes) and take photographs of the learners' English exercise books.

A detailed breakdown of the intervention has been included in Appendix A and can be summarised as follows:

Phase 1: March to May 2016

Observe and collect data to create a baseline of the learners August 2016 6 school days

Collaborate with educators to make first changes to QT 2 weekend days

Phase 2: March to October 2017

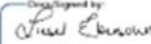
Pilot trial of the adapted QT in the classes plus further revision of QT 16 school days

Phase 3: Dates to be confirmed for 2018

Training of other educators to use the adapted QT

Appendix B lists the information we require at this stage and kindly request that this be completed as part of the approval consent.

Yours sincerely

DocuSigned by:

A1AF8C3D8B5AA

Prof Liesel Ebersöhn
University of Pretoria
Co-Supervisor
liesel.ebersohn@up.ac.za
012 420 2337

DocuSigned by:

A7009BC73F02434

Dr Funke Omidire
University of Pretoria
Supervisor
funke.omidire@up.ac.za
012 420 5506

DocuSigned by:

F7000000000000000

Prof Karen Murphy
The Pennsylvania State University
Co-Supervisor
pkm15@psu.edu



Ms Marisa Leask
University of Pretoria
Research Student
mcleask@telkomsa.net
072 868 9224

Consent

I _____ hereby agree to partner with Pretoria University to do research at my school as explained above during agreed upon dates.

Principal | _____

Date | _____

Appendix A: Outline of intervention process

| PHASE 1: March 2016 – May 2016 Understand how English literature is being taught without QT & First changes to QT Visit the school to understand the English literature classroom discussions (once a month for two schooldays, total of 6 school days over three months) | |
|--|---|
| Educator data | Learner data |
| Observe and video-record the literature lessons in one class per Grade per educator. | Use CAPS assessments with learners in the selected classes to test: <ul style="list-style-type: none"> • vocabulary, • comprehension, • writing skills and • reading fluency. Beginning of March, April and end of May |
| Brief discussion with each educator after school, or when convenient on the day of the observation. | Document the learners' marks in English of the two participating classes (throughout). |
| | Photographs of the learners exercise books (throughout). |
| August 2016: First changes to QT One educator to meet with us for four afternoons or two weekend days to adapt QT lessons | |
| Educator data | Learner data (n/a) |
| Recap QT principles. Prepare 10 QT English literature lessons that are applicable for use in South Africa. Ensure the adaptation of the Quality Talk lessons will be in line with the curriculum and will complement what the educator has to do in the classroom. | |
| PHASE 2: March 2017 – October 2017 Pilot/Trial of adapted Quality Talk for South Africa The second phase will consist of implementing a pilot/trial of QT for South Africa over eight months. In this phase the educators implementing QT will be observed during the English literature lessons of the participating classes. (once a month for two schooldays, total of 16 school days over eight months) | |
| Educator data | Learner data |
| Implement QT in the selected classes. Observe and video-record the literature lessons in one class per Grade per educator. Review the lesson plan the day before the lesson is given. Have 10 discussions based on a video-recording of the lesson after the lesson. Decide on changes in teaching strategies for the next QT lesson. If necessary change the QT lesson content that was implemented. | Use CAPS assessments with learners in the selected classes to test: <ul style="list-style-type: none"> • vocabulary, • comprehension, • writing skills and • reading fluency. Beginning of March, end of June and end of September. Document the learners' marks in English of the two participating classes (throughout). Take photographs of the learners' exercise books (throughout). |
| PHASE 3: Train other educators on QT Dates and process to be confirmed | |

Appendix B: Information Required with Consent

Grade and class information:

Esther Munheleni: Grade ___ Class ___

Ms Rose Muhlahi: Grade ___ Class ___

| PHASE 1: March 2016 – May 2016 Understand how English literature is being taught without QT & First changes to QT Visit the school to understand the English literature classroom discussions (once a month for two schooldays, total of 6 school days over three months) | |
|---|--------------|
| Literature topics to be covered during observation: | Date: |
| | Mar 2016: |
| | Apr 2016: |
| | May 2016: |
| | Jun 2016: |
| | |
| Adaption of QT: | |
| 4 week afternoons / 2 weekend days | Aug 2016: |
| PHASE 2: March 2017 – October 2017 Pilot/Trial of adapted Quality Talk for South Africa The second phase will consist of implementing a pilot/trial of QT for South Africa over eight months. In this phase the educators implementing QT will be observed during the English literature lessons of the participating classes. (once a month for two schooldays, total of 16 school days over eight months) | |
| Literature topics to be covered during observation: | Date: |
| | Mar 2017: |
| | Apr 2017: |
| | May 2017: |
| | Jun 2017: |
| | Jul 2017: |
| | Aug 2017: |
| | Sept 2017: |
| | Oct 2017: |
| PHASE 3: Train other educators on QT Dates and process to be confirmed | |

Consent Letter: SGB



Faculty of Education

SGB CONSENT FORM: XXXXXXXXXX

Flourishing Learning Youth: Quality Talk intervention study with educators

Quality Talk (QT) is a program that can be used in English literature classes to develop the reasoning skills of learners. The research will be a collaboration with two English educators to partner in adapting the program for the South African rural classroom environment. It is hoped that the adapted program will assist educators in helping learners better understand text and improve their vocabulary, reading fluency and reasoning in English. The research will consist of three phases during which no-one will be harmed and the identity of the participants will remain confidential.

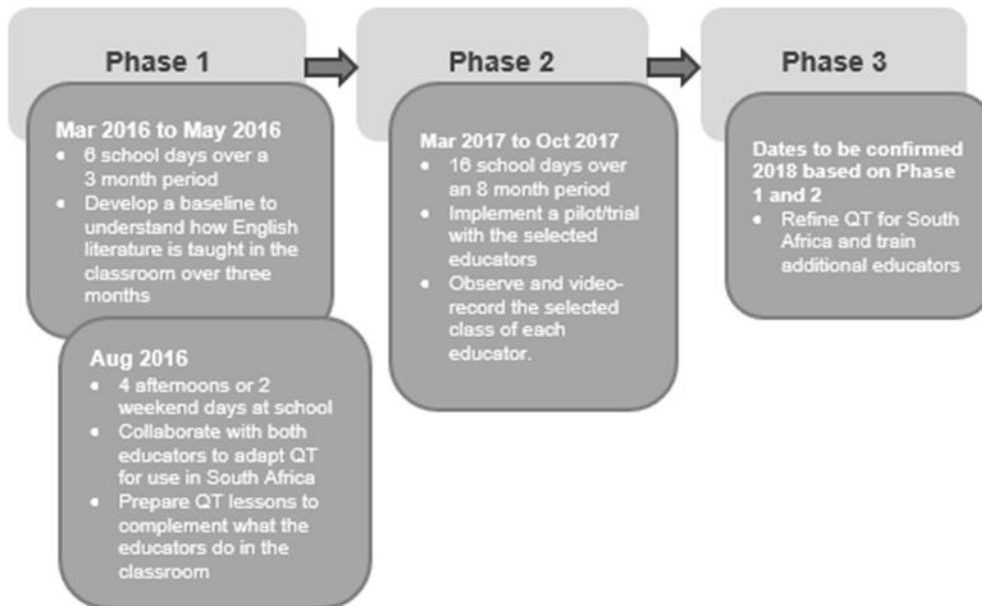
In each phase the selected two educators of the Senior Phase will have their English literature lessons observed and video-recorded. The lessons observed will then be discussed with the educator after school or when convenient on the day of the observation. In the first phase, this information will be the baseline for the observation, adaptation, and research. After the baseline information has been collected the adaptation processes will begin. Over four weekday afternoons, or a two-day weekend, at the school, input from partnering educators will be needed to collaborate on the adaption process of QT and QT lesson preparation. In the second phase, the selected educators will implement QT in their classrooms. During the third phase other educators will be trained in using QT.

The required information needed about the learners in the selected participating classes will be an assessment of their vocabulary, comprehension, writing skills and reading fluency. These assessments can be done during the lessons according to the CAPS guidelines, thereby not adding extra work for the educators or taking away from their instructional time. Ideally, the assessments should be done in the beginning, middle and end of each phase. Throughout the observations, we would also like to document the learners' marks in English and take photographs of the learners' English exercise books.

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

However, before we can do any research we need the consent of the SGB, the principal and the educators. The learners and parents/caregivers will be given a letter on which they can choose not to participate. Learners and parents/caregivers who chose to opt out will not have the learner's information included in the research.

The proposed dates for the research intervention are to be confirmed by the school and should fall within the following time frame:



For further information or any queries the following people can be contacted:

- Dr Funke Omidire (Supervisor) on 012 420 5506 or funke.omidire@up.ac.za
- Prof Karen Murphy (Co Supervisor) at pkm15@psu.edu
- Prof Liesel Ebersöhn (Co Supervisor) on 012 420 2337 or liesel.ebersohn@up.ac.za
- Marisa Leask (Research Student) on 072 868 9224 or mcleask@telkomsa.net

Permission to participate

I _____ (SGB Chairperson) hereby agree to partner with Pretoria University to do research at the school as explained above during agreed upon dates by the principal of the school.

SGB Chairperson

Date

Consent Letter: Educator



Faculty of Education

EDUCATOR CONSENT FORM: XXXXXXXX

Flourishing Learning Youth: Quality Talk intervention study with educators

Quality Talk (QT) is a program that can be used in English literature classes to develop reasoning skills of learners. Through collaborative partnering with you we hope to adapt QT for the South African classroom environment to assist educators in helping learners better understand text and improve their vocabulary, reading fluency and reasoning in English.

The research will consist of three phases forming part of an intervention study to complement what you do in the English literature class in the Senior Phase. We aim to ensure that you remain within the guidelines set out in CAPS documents and will not be taking away from their instructional time.

Participation is voluntary and you may withdraw your consent to participate in this research project at any time. During the research no one will be harmed and the identity of the participants will remain confidential.

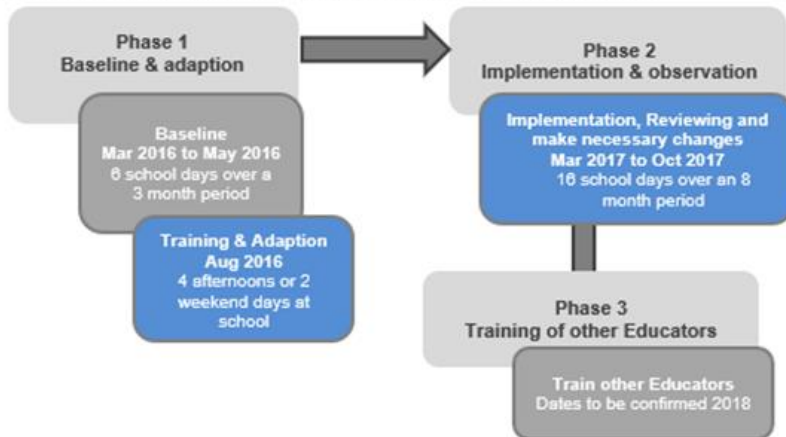
By signing this consent form you agree to the following:

- Collaborate and partner with the researcher to develop a baseline and be trained to implement QT in your classroom.
- Provide the researcher with information regarding the literature to be used during the observations.
- Provide dates for observations, assessments and the QT adaption.
- Provide feedback, at a convenient time on the same day of the observation, about the lesson observed to the researcher.
- Assess the learners at the beginning, middle and end of each phase on vocabulary, comprehension, writing skills and reading fluency (these assessments can be done during the lesson according to the CAPS guidelines).
- Allow for the English literature lessons to be video-recorded.

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

- Allow the researcher to document the learners' marks in English and take photographs of their English exercise books.

The process for the research intervention should fall within the following time frame:



For further information or any queries the following people can be contacted:

- Dr Funke Omidire (Supervisor) on 012 420 5506 or funke.omidire@up.ac.za
- Prof Karen Murphy (Co Supervisor) at pkm15@psu.edu
- Prof Liesel Ebersöhn (Co Supervisor) on 012 420 2337 or lesel.ebersohn@up.ac.za
- Marisa Leask (Research Student) on 072 868 9224 or mcleask@telkomsa.net

Permission to participate

I _____ (Name & Surname of Educator) have read and understand the consent form and hereby agree to partner with Pretoria University.

Educator Signature

Date

Consent Letter: Learner and Parent/Caregiver



Faculty of Education

OPT OUT FORM: CHIEF JERRY NKOSI HIGH SCHOOL

Dear Learner and Parent/Caregiver

Flourishing Learning Youth: Quality Talk intervention study with educators

My name is Marisa Leask and I will be conducting research at the Chief Jerry Nkosi High School. The research will be on adapting a program called Quality Talk (QT) for South African rural schools with the help of the English class teacher. This program can be used in English literature classes and helps learners better understand what they are reading. If you want more information, Mr. Fakude will give you my contact numbers.

I have consent from the principal, teachers and SGB to do my research at your school. The information I collect will be confidential and only used for research at the University of Pretoria and Penn State University. No one will be harmed during the research, as Quality Talk is a form of improved instructional practice using regular curriculum.

The research will involve being interviewed by the researcher and the interview can will be audio and video recorded.

If you do not sign this form it means that you agree that the learner can take part in my research and their information used in the study. If you do sign this form it means that you do not want the learner's information to form part of the study.

Opt-Out Slip

_____ must not be included in the research.
Name and Surname of the learner

Name of Parent/Caregiver

Signature

Date

Name of Learner

Signature

Date

Faculty of Education
Fakulteit Opvoedkunde
Lefaphe la Thuto

Appendix K: Textbook Lessons

Appendix K1: Textbook Lessons Grade 8

The Door - 5 May 2018

Rearrange the sentences to make three paragraphs. Write out the new paragraphs. Underline the **topic sentences**. Often, **supporting sentences** will begin with a **linking word**, such as "for example" or "so".

1. Always tell someone your route when you go on a hike.
2. So take a plastic bag to carry things like lunch packets or tissues.
3. Also, nuts are easy to carry and give lots of energy.
4. Take healthy food that is light to carry.
5. This way, if you get lost, people will know where to look for you.
6. Remember the slogan of hikers: leave only footprints!
7. Hikers should never leave litter behind them.
8. Never leave the route.
9. For example, sandwiches are healthy and filling.

Writing and presenting

Activity 9 Write directions

You are going to write directions for a friend who wants to go hiking in the Tsitsikamma. Follow the writing process. Revise the directions you gave orally in Activities 4 and 5.

Planning

Plan what you will say. Copy the mind map below to help you. Add information from the brochure, using both the maps and text.

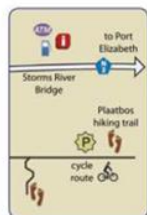


Drafting

1. Draft two paragraphs. Use the information from the mind map and write in full sentences. Your directions should be between 80 and 90 words long.
2. Make sure each paragraph has a topic sentence as well as supporting sentences.

Revising, editing, proofreading and presenting

1. Edit your work. Ask a friend to read the directions – do they make sense? Rephrase sentences if necessary and correct errors. Use conjunctions and linking words to join some of your sentences.
2. Make sure that each paragraph has a clear topic sentence.
3. Proofread to correct spelling and punctuation errors.
4. Present your final instructions.



Language

To revise conjunctions, turn to the Language toolbox on page 252.

74

Term 2, Weeks 1 and 2

Literature

Activity 10 Read and understand a poem

You are going to read a poem and answer questions.

Before reading

This poem is about opening a door and going outside. The door is also a **symbol**. Just as you open a door to the world outside, you can also open your mind to new things. You can discover new ideas and experiences if you make the effort. Sometimes you will not discover much, but it is important to try to let something fresh into your life.

Discuss the questions with a partner.

1. What is the title of the poem?
2. What is the first line of the first four stanzas?
3. Scan the poem to see how many times the poet uses the word **maybe**.

While reading

Read the poem aloud. Use the commas and line breaks to pause and add meaning to what you read.

The door

Miroslav Holub

Go and open the door.
Maybe outside there's
a tree, or a wood,
a garden,
or a magic city.

5

Go and open the door.
Maybe a dog's rummaging.
Maybe you'll see a face
or an eye,
or the picture
of a picture.

10

Go and open the door.
If there's a fog
It will clear.



Glossary

rummaging –
searching in an untidy
way

Chapter 6

75

Glossary

hollow – having only empty space inside; without meaning or emotion

draft – (usually spelled draught) a small cold wind blowing into a room

Go and open the door. 15

Even if there's only the darkness ticking, even if there's only the hollow wind,

even if nothing is there, 20

go and open the door.

At least there'll be 25

a draft.



After reading

Answer the questions in your exercise book.

1. What instruction does the poet repeat throughout the poem? (1)
2. Why is the instruction repeated? (1)
3. List:
 - a) the places you can see outside.
 - b) an action you might see.
 - c) a kind of weather you might find. (6)
4. In stanza 2, how many things does the poet list that you might see if you open the door? (1)
5. Find two lines in the poem where an image means: *If you can't see or understand much at first, things will become clearer after a while.* (2)
6. Why do you think the poet says the darkness is *ticking*? (1)
7. Choose the correct word in brackets to complete the sentences correctly.
 - a) The poem (*has/has not*) got a rhyme scheme.
 - b) The poem has (*three/four/five*) stanzas.
 - c) Some of the lines are short to show that there is (*not much/a lot*) to see. (3)

Total: 15 marks

Reading and viewing

Activity 11 Write a summary

You are going to summarise the information about another hiking trail.

1. Read the information about the hiking trail on the next page.
2. Write down only the most important information from the written text. Leave out extra details, examples and adjectives.
3. Include route information from the map. Name the places where the hike begins and ends.

4. Use this table to help you:

| | |
|------------------|--|
| Name of trail | |
| Meaning of name | |
| Route | |
| Number of days | |
| Facilities | |
| What you can see | |

Your summary should be between 50 and 60 words long.

Hoerikwaggo Hiking Trail

most important information

The Hoerikwaggo Trail is one of the longest trails in the Western Cape. The trail starts at the foot of Table Mountain in Cape Town and ends in the Cape Point Nature Reserve. It takes five days and four nights. You can sleep in comfortable tented accommodation, with kitchen and bathroom facilities and places to braai your food. You do, however, have to take your own food, water, sheets and sleeping bags, as these are not supplied.

extra detail not needed in summary

Like the name Tsitsikamma, Hoerikwaggo is a name from the Khoi-San language. It means "mountain in the sea", although the place it names is more often called Table Mountain. The trail has many footpaths which go through beautiful fynbos vegetation. Hikers walk over peaks, along beaches, through forests and through the Cape's famous fynbos vegetation. There are wonderful views, for example, of the sea, mountains and parts of the city below. You can also see a variety of animals, including birds, reptiles and small mammals. Nature-lovers come from all over the world and from the rest of South Africa to walk this fantastic trail.



Hiking the "mountain in the sea" trail

Rhino - 15 Aug 2018

Reading and viewing

Activity 4 Read a newspaper article

You are going to read a feature article from a newspaper about rhino poaching.

| | |
|-----------|------|
| shocked | calm |
| depressed | sick |

Before reading

1. What work do conservation officers do? Look at the Glossary on page 143 to help you.
2. How do you think conservation officers feel when animals are killed by poachers? Choose two of the adjectives in the list on the left.

While reading

Examine the layout of the newspaper article. Find these features:

1. The headline
2. The writer's name
3. A sub-heading
4. Direct speech (quotes)

News articles have catchy headlines.

The article starts with a sad description, to help readers understand the problem.

News articles use facts and figures.

The journalist explains how the police work.

The article gives the actual words of someone involved to make the news more real.

The journalist explains the problem in more detail.

Rhino rescue needed urgently

Nelspruit – Joseph Mbatho is a **conservation officer** stationed in the northern region of the Kruger National Park. He looks down at the two dead hornless rhinos on the ground and the pool of blood next to them and shakes his head. Joseph and his **colleagues** are working overtime to **monitor** the park for poachers, but the numbers of dead rhinos keep rising. In 2011, the total number of rhinos **brutally** killed for their horns in South Africa was 448, a record high number.

Joseph phones the emergency line for rhino poaching and describes exactly where he is and what he has found. Then he waits for the police to arrive. They will look for tyre marks, footprints; any evidence that might help them if these poachers are **brought to book**. So far, there have been a few arrests, but the poaching continues.

The discovery that some **vets** have been involved in the killing and removal of horns shocked many people. Even more shocking was the discovery that a few conservation officers were **implicated**. "These are the people who are supposed to protect rhinos, not betray them," says Joseph. "I cannot understand such an attitude."

There is obviously big money involved in this **racket**, and police believe that several **crime syndicates** are involved. Why is rhino horn so **prized**, you may ask. After all, it is made of the same material as your finger nails, only denser and harder. In parts of Asia it is believed that ground-up rhino horn can make a person more sexually powerful, and also luckier in general. There is no evidence to support these beliefs. More recently, **rumours** are spreading that rhino horn cures cancer, so people are paying high prices to get hold of it. It is being **smuggled** through airports and shipping ports to Asia, mostly to Vietnam and China.

Joseph takes out his notebook and starts making notes about the horrific scene in front of him. He wonders what kind of pain and fear the rhinos experienced as they were left to die. This is a part of his job that fills him with shame for his fellow humans and pity for the animals in his care.

After reading

Answer the questions on the article in your exercise book.

1. The words in the table below are in pink in the article. Work out the meanings of the words from their contexts. Match the word with the correct meaning. (3)

| Word from text | Meaning |
|--------------------|---------------------------|
| a) monitor | caught and taken to court |
| b) brought to book | so valued |
| c) prized | check |

2. Why are rhinos being killed in such large numbers? (2)
3. Explain how you think a crime syndicate works, and why it could be more successful than criminals working alone. (3)
4. What word from the text tells you that it is not true that rhino horn cures cancer? (1)
5. Why is the journalist shocked that vets and conservation officers have been involved in the killings? (2)
6. Imagine a syndicate of rhino poachers has been caught and has appeared in court. Some activists from an animal rights group are protesting outside the courthouse. Design a placard with statements that express their feelings about the cruelty. A placard is a poster with short statements or words, such as "Stop rhino poaching now!" (4)
7. Imagine that you are a journalist for a children's conservation magazine. Summarise the facts you learned in the article in a short paragraph that primary school learners can understand. Write seven sentences, beginning with the words given. The first two sentences have been done for you. **Joseph Mbatho, a conservation officer, is very sad. Two of his rhino have been killed for their horns.** (5)
 - a) In 2011 ...
 - b) The police will ...
 - c) Vets and conservation officers ...
 - d) Some people believe ...
 - e) They also believe ...

Total: 20 marks

Work with sentences

Three of the statements below are facts. The other three are based on stereotypes. Write the word **Fact** or **Stereotype** for each statement.

1. Rhino poachers killed 448 rhinos in 2011.
2. Rhino poachers are ignorant and greedy people.
3. Women do not make good conservation officers.
4. Conservation officers can study at college.
5. South Africans do not care about wild animals, because they are letting the rhinos be killed.
6. There are two types of rhino in South Africa: black rhino and white rhino.

Glossary

conservation officer – a person who enforces laws to protect plants, animals and natural areas; also called a game ranger

colleagues – people who work with other people in a team

monitor – to keep watch over

brutally – very violently and cruelly

vets – abbreviation for veterinary doctors, doctors for animals

implicated – someone shown to be involved in a crime

racket – a crime carried out by a group of people working together

syndicates – teams of people involved together in business or in crime

rumours – ideas spread without evidence or proof

smuggled – goods brought in secretly across a border

The Snare - 22 Aug 2018

Work with words

- Find **synonyms** for the following words in the article on page 142.
 - cruelly
 - defend
- Find **antonyms** for the following words in the article on page 142.
 - harm
 - depart

Literature

Activity 5 Read a poem

You are going to read a poem about an animal caught in a trap.

Before reading

Some poachers use a **snare** or a trap for catching animals. They kill the trapped animal and use it for food or for its fur. Traps or snares can cause the animal a lot of pain. In the poem, the poet has heard the cry of a trapped animal that is in pain.

- What do you think the animal feels when it is caught in the trap?
- Why would trying to get out of the trap cause the animal even more pain?

While reading

Work with a partner. Read the following poem about poaching, taking turns to read each verse. Try to show in your reading the sad feeling that the poet has about the rabbit's pain. Pay special attention to the **repetitions**. This helps to show the poet's feeling of desperately wanting to reach the rabbit.



A snare

Glossary

snare – a trap
aid – help or support

The snare

James Stephens

I hear a sudden cry of pain!
There is a rabbit in a snare;
Now I hear the cry again,
But I cannot tell from where.

But I cannot tell from where
He is calling out for aid;
Crying on the frightened air,
Making everything afraid.

Making everything afraid,
Wrinkling up his little face,
As he cries again for aid;
And I cannot find the place!

And I cannot find the place
Where his paw is in the snare:
Little one! Oh, little one!
I am searching everywhere!



This figure of speech describes the air as frightened. This shows that the rabbit is so scared that its fear has spread everywhere.

This is what the poet calls the rabbit. It shows that he cares for the rabbit.

After reading

Answer the questions on the poem in your exercise book.

- The man in the poem is looking for the rabbit. What word from the last line tells you this? (1)
- Through the whole poem, the poet describes looking for the rabbit. Does the poet find the rabbit in the end? Explain your answer. (2)
- What do you think the poet's message is to the reader? Write the letter.
 - You will get upset if you go for walks in nature.
 - Catching animals in traps causes a lot of pain to the animals. It is cruel.
 - People should find better ways to catch animals.
- In the third stanza, the poet creates an image of the rabbit's face. Explain why he uses the word **wrinkling** to describe it. (1)
- The poet uses personification when he talks about **the frightened air**. **Personification is a figure of speech giving human qualities to non-human things.** How does the phrase **frightened air** help us to imagine how scared the rabbit is? (2)
- In the last two lines, the poet speaks directly to the rabbit. What feeling is he trying to show to the rabbit? Choose the best phrase from the list below to complete this sentence: **The poet wants to show his _____ the rabbit.** (2)

curiosity about pity for interest in dislike for
- There are regular rhymes in the poem. Work out the rhyme scheme. To remind you how to do this, look at page 84 in Chapter 7. (2)
- Some lines in the poem are repeated.
 - Work out what pattern the poet uses to repeat lines.
 - Why do you think he does this? (2)
- Choose two words from the list below to describe the mood of the poem. (2)

sad uncaring desperate angry



A rabbit

Total: 15 marks

Work with words

- Complete the sentences with **prepositions** from the list below.

for in out on under

 - The rabbit is caught with its paw _____ a snare.
 - The poet searches _____ the rabbit.
 - People put _____ snares to catch wild animals.
 - Some farmers use snares to catch jackal and leopards _____ their farms.
 - The narrator looks _____ bushes to find the rabbit.
- Identify the **adverbs** in the following sentences. Say what type of adverb each one is. Choose from the list on the right.
 - The police rushed quickly to the scene of the poaching.
 - The game ranger called loudly to them to come closer.
 - He pointed sadly to the dead animal that lay nearby.
 - The rhino had been very brutally killed.
 - Its horn had been completely removed and was nowhere to be seen.

adverb of manner
(how something is done)
adverb of place
(where something is done)
adverb of degree
(how strong the adverb is)

Black Eagle - 13 Sept 2018

Literature

Activity 10 Read an extract from a short story

You are going to read an extract from a short story by Phillida Kingwill about a deaf boy who is a good runner.

Before reading

Work with a partner. Look at the picture below and answer the questions.

1. What challenges do you think a deaf person has?
2. What do you think a deaf person may do better than a hearing person?
3. What particular challenge do you think the deaf boy in this story has? How do you think he overcomes it?



Glossary

blast – loud noise
hearing aid – a small device that helps a person hear
triumph – joy, pride
respect – manners
lip-read – look at someone's lips to see what they are saying
moustache – hair growing above someone's top lip
tugged – pulled
mouthed – saying the words silently
signal – sign
automatically – without thinking, by habit

While reading

1. Read the extract silently to yourself twice. Make short notes under the headings.
 - a) Characters
the people in the story
For example: Roy Allen, a deaf boy.
 - b) Setting
where and when the story happens
 - c) Plot
what happens in the story
 - d) Conflict
the problem that the main character faces
2. Work with a partner. Check your notes and add to them if you need to.

Extract from *Message of the Black Eagle*

In the first paragraph, the writer gives the setting and says something important about the main character in the story.

When the new teacher arrived on the sports field, Roy Allen was on his knees balancing a tin can on a small heap of sand. He stood up and stepped back, ready for the kick. The boy heard nothing of the whistle **blast** calling the pupils for attention behind him. He had heard very little since an accident had deafened him as a small child and he never wore a **hearing aid** for sport. He kicked the can, and shouted with **triumph** as he saw it go high into the air. He turned around just as the angry teacher reached him.

The dialogue shows that Roy's best friend, Tom, sticks up for him.

"Have you no **respect**?" he asked, taking the boy's shoulder and turning him. "When I blow the whistle, you stop what you're doing and pay attention! Do you hear me?"
 "No, Sir. He's deaf, Sir," said Tom, Roy's best friend. "And he can't **lip-read** through your **moustache**, Sir."

Here we can infer that the new teacher has little or no experience of a deaf child, because he punishes Roy for not listening.

"No cheek!" The teacher became angry as he felt himself losing control of this first meeting with the boys. Pointing a finger in the direction of the headmaster's office, he turned back to Roy. "You can report to Mr Herbert. The rest of you, run twice around the field."

Tom helps Roy to understand what is going on.

The teacher's words were lost on Roy, who saw only the movements of the angry red mouth under the moustache. But the message of the pointed finger was clear enough, and he went off heavy-hearted to the headmaster's office. When Roy arrived back on the sports field, a group of boys was lining up for a race. He went to join them.

"It's the 800 metres. Come," Tom **tugged** at his friend's sleeve, **mouthed** the words as he moved into line.

Again, the new teacher does not try to help the deaf boy.

The previous sports coach had always made starting easy for Roy by giving him a small hand **signal** on "GO!" so he **automatically** took his place in the lane nearest the new teacher. He knelt down, feeling the ground with his fingertips, his whole body waiting for the start.

"On your marks!" Roy stared hard. The coach was holding the whistle between his teeth as he gave the order, and Roy could not see what he was saying.

Roy makes a mistake because he does not hear the coach.

"Get set!" The boy looked quickly towards the other boys. They were rising for the start. Hurriedly he looked back towards the coach just in time to see his lips move.

"Wait!" said the coach. But Roy had not heard him. The other boys waited, but Roy was off, running fast down the track. He was used to being in the lead, and he looked quickly over his shoulder. To his horror he realised he was alone. He stopped and quickly ran back to the starting line.

After reading

- Read the extract again and answer the questions in your exercise book.
 - What was Roy doing when the teacher blew the whistle? (1)
 - Why did Roy not hear him? (1)
 - Why was the new teacher angry with the boys? (1)
 - What words tell you that Roy was feeling sad and scared when he went off to the headmaster's office? (2)
 - How did Tom and Roy communicate with each other? (1)
 - What did the new sports coach not do to help Roy start the race? (1)
 - Why did Roy start running the race alone? (1)
 - How did he feel when he realised that there was nobody behind him? (2)
- Work in a small group. Discuss these questions.
 - Do you think the new teacher had taught a deaf child before? Find two examples from the story that support your answer. (3)
 - Who or what is helpful to a deaf child running in a race with children who can hear normally? Find two examples from the story. (2)
 - How do you think this story ends? Predict how Roy solves his problem with the new coach. (2)
 - Describe Tom's character. Find examples in the text of what Tom says and does to support your answer. (3)

Total: 20 marks

Writing and presenting

Term 3 Formal
Assessment Task 2

Activity 11 Write an informal letter

You are going to write a letter to a friend describing a situation where your identity was mistaken. Follow the writing process.

Planning

- Work in a small group. Brainstorm a list of possible situations. Here are some ideas to get you started:
 - You were mistaken for your sister or brother or friend.
 - You were wrongly accused of doing something bad.
 - You were wrongly praised for doing something good.
 - You were mistaken for someone famous.
- Work on your own. Choose a situation to write about. Make notes about what happened. You can make notes in a flow chart like the one on the next page.
- Share your ideas with the group. Ask them to help you improve your ideas.



Drafting

- Use your plan to write a draft of your letter. Your letter should be one page long.
- Use the Checklist for informal letters to make sure you include everything.

Checklist for informal letters

- Your address is in the right-hand corner.
- The date is underneath your address.
- There is an informal or semi-formal salutation (*Dear ...*).
- The first paragraph is an introduction. (For example: *How are you?*)
- The next paragraph is the main body. (Describe what happened to you.)
- The conclusion is followed by your first name (*Love from ...*)
- The language is informal or semi-formal.
- You have used a variety of sentences. (For example: *simple and complex*)
- You have used conjunctions that link sentences together in a logical order. (For example: *and, then, when, as, after*)

Revising, editing, proofreading and presenting

- Read through your letter three times. Use the Checklist above to help you to revise and edit it. The body of your letter should be between 120 and 140 words long.
- Work with a partner. Swap letters and check each other's drafts.
- Write a final version of your letter. Proofread it once more to check that it makes sense and there are no mistakes.

Your teacher will assess your letter using the rubric on page 263.

Total: 10 marks

Language

Turn to page 38 in Chapter 3 for tips on how to write and present an informal letter.

Appendix K2: Textbook Lessons Grade 9

Seashore - 5 May 2018

Weeks 1–2

reputation – what other people think about someone



cleft – a split

sombre – very serious and solemn

relentlessly – without stopping, mercilessly

Activity 4 (continued)

Sometimes in life there is no happy ending. I am nearly sixty years old now but that is a lesson I learned when I was twelve.

His name was Munaaf. He was tiny for a Grade 8 boy, scruffy, with shoes that were too big for him and socks that sagged round his ankles. But man, he had attitude! I suppose that's why I landed up as his protector. The school bully had cornered him and I stepped in to fight on his behalf. From that day on we were firm friends. His parents owned a café on 6th Avenue and I lived on 10th Avenue so we used to walk home together.

Life wasn't perfect for me then. In fact, things at home were quite hard. At school they weren't great either. My friends and I had a bit of a **reputation** as troublemakers with the teachers. But there's something pretty great about being twelve and belonging to a group of good friends.

Exams were no big deal for us. We weren't stupid, you know. Also, we could leave school early as soon as we had written our papers for the day. We were supposed to go home and study. Instead, on a gloriously sunny day, seven of us jumped on the train and headed for the beach.

We went to a small beach where we were the only ones around. The feeling of freedom was incredible. We were still wearing our uniforms but we took off our socks and shoes and waded in the icy water.

The beach was rocky with lots of seaweed and stones under the surface of the water. Munaaf cried out and we carried on smiling. But then we heard a note of something odd in his voice – something like surprise and something like pain – and we all grew strangely still.

"Hey, Munaaf, what's up, man?" I shouted.

"I'm stuck!" he shouted back. Stung by the panic in his voice we all went closer to have a look. His foot was wedged in a rocky **cleft** under the waters and he couldn't get it free. I remember being puzzled more than anything else. If you can get your foot into a space, surely there must be a way to get it out?

Soon our mood had turned **sombre**. We shouted, pushed, pulled, argued, shoved, all to no avail. There were no cellphones in those days, no lifeguards on the beach.

On that sunny day, as the tide crept **relentlessly** in, I watched my friend drown. In all the time since, and it's been nearly fifty years, I've never felt so helpless as I did in the face of his suffering. Once his protector, I had become nothing but a useless witness to his end.

Activity 4 continues ▶

Activity 4 (continued)

Now write down the answers to the questions. Work on your own.

- 3 Write down the words in the first paragraph that hint that this is not a happy story.
- 4 When the narrator in a story explains what happened from his or her own perspective, we say that the story is narrated in the ___ person.
- 5 Who are the two main characters in this story? How would you describe
 - a each one as an individual?
 - b the relationship between them?Use words from the story to help you with your descriptions.
- 6 Paragraph 2 is written in the past tense. Change the verbs in brackets to the present tense: The school bully (had cornered) him and I (stepped) in to fight on his behalf. From that day on we (were) firm friends. His parents (owned) a café on 6th Avenue and I (lived) on 10th Avenue so we (used to walk) home together.
- 7 The first sentence in the second paragraph is a ___ sentence because it has only one finite ___ .
- 8 Read paragraphs 3 and 4 again, paying attention to the style of the language. Decide whether the style is conversational or formal. Write down one sentence that illustrates your answer.
- 9 Compare the mood of paragraph 5 with the mood of paragraph 10. Explain how they are very different. (Focus on the feelings of the characters.)
- 10 What is the main setting of the story? (Where does most of the action happen?)
- 11 “Hey, Munaaf, what’s up, man?” I shouted.
“I’m stuck!” he shouted back.
Rewrite this exchange in reported speech. Start with the following words:
I shouted to Munaaf to ask him ...
- 12 In your own words, explain how Munaaf got stuck and what happened to him.
- 13 Do you think it was anybody’s fault that Munaaf drowned? Give a reason for your answer.
- 14 How do you think you would have reacted if you found yourself in the position of the narrator? Start like this: If I had been in his position I would have ...
- 15 What do you think people should do after they have lived through such a difficult experience?
- 16 Choose a suitable title for this short story.

Remember

Sometimes when people write about things that have already happened, they write in the present tense to make it feel as though those things are happening right now.

Activity 4 Read a short story and answer the questions

LB page 71

Group and individual work: 80 minutes

Activity guidance

- Before learners read the short story, discuss whether or not the class agrees that people find it awkward to talk about death (about 15–20 minutes). Also discuss how the class thinks the topic of death should be treated in society. Be sensitive to the fact that some learners may find this topic difficult or upsetting to talk about.
- Let the learners write the answers to the questions individually.

Assessment suggestions

Assess informally. Take in the learners' books and mark them or go through the learners' written answers together orally in class and give feedback. Let the learners mark their own work, or mark each other's. Let them suggest answers to the questions, then discuss whether or not these were correct. Discuss their mistakes and explain where necessary. Assess from their answers whether they have understood the story, are able to describe the characters and setting and give a personal response to the story. Can they compare the mood in different parts of the story?

Answers

- 1 No answer required. Learners discuss.
- 2 No answer required. Learners read.
- 3 'No happy ending'
- 4 first
- 5
 - a The narrator is a Grade 8 schoolboy. He was brave because he protected Munaaf from the school bully. Munaaf is also a Grade 8 boy. The story says that he was very small for his age, untidy and that his shoes were too big for him, but he had a bold attitude.
 - b They were 'firm friends'. The narrator was Munaaf's protector. They walked home from school together.
- 6 The school bully *corners* him and I *step* in to fight on his behalf. From that day on we *are* firm friends. His parents *own* a café on 6th Avenue and I *live* on 10th avenue so we *walk* home together.
- 7 ... simple sentence ... one finite verb.
- 8 The style is conversational. It sounds as though the narrator is talking to the reader: 'We weren't stupid, you know.'
- 9 In paragraph 5 the characters in the story feel excited to feel the freedom of being on the beach on their own. The mood of paragraph 10 is helpless and hopeless.
- 10 Most of the action happens at the beach.
- 11 I shouted to Munaaf to ask him what was up/what was happening. He shouted back that he was stuck.
- 12 His foot got stuck in a rock under the surface of the water. He couldn't get it out, so when the tide came in, he drowned.
- 13 Some learners may think that the boys were irresponsible to go off to the beach on their own. Others may think that it was just an accident and nobody's fault. Either approach is acceptable.
- 14 Responses should reflect the learners' own views, but check for the correct sentence structure, e.g. If I had been in his position, I would have felt very sad and guilty that I couldn't help my friend.
- 15 Learners' own views, e.g. I think they should go for counselling; I think they should tell people how they feel; I think they should just wait for time to pass and then they will feel better; etc.
- 16 Open. Learners choose a title for the story.

Mossie - 15 Aug 2018

Week 1-2

Activity 6 Design and create a poster

Now plan and complete your poster. Work with a partner.

Your poster must:

- have the correct format (a catchy headline, information and a picture)
- achieve its purpose, to advertise an event to a particular audience
- use suitable language to achieve the goal.



Reading and viewing

Reading an extract from a youth novel

You are going to read a passage from a youth **novel**. A novel is a book with a made-up story. Books of this type are called **fiction**. The events in a novel usually take place over an extended period of months, or even years.

Activity 7 Pre-reading

- 1 Study the cover of the book *Skyline* and discuss what you see.
 - a Describe the two photographs that illustrate the front cover.
 - b What do the photos tell you about the setting of the novel?
 - c What do you think a 'skyline' is? Look for the skyline in the cover illustration.

Activity 7 continues ►

Activity 8 Read and answer questions

Read the extract carefully.

Chapter 17

Mossie's second-best in the world are her roof birds. I take her up to the roof every day after school so she can change their water and put down food. She puts out bowls of bread chunks, sunflower seeds, birdseed, chopped-up leftovers, chopped-up **vrot** fruit from 7Eleven and water. Raphael buys her the seed from Atlas Trading and she keeps it in the storeroom near the washing lines, also on the roof.

In the beginning I didn't mind the birds, there were only about ten of them.

But now there are close on a thousand coming down to eat. So there's lots of bird crap. Mainly pigeons and seagulls come to Mossie's roof restaurant, but she also feeds starlings and now and then white-eyes find their way here.

Mossie likes to keep all the birds under control. She wants the little birds to eat first, then the doves, then the pigeons. The seagulls have to eat last and they can polish off the leftovers. They don't like the **system** much and line up on the wall like soldiers waiting for a gap. She's got them all quite well trained now, but if she turns her back the seagulls move in with lots of **agro** and push their way to the best food.

I know you're not going to believe me, but I swear she knows every bird that she feeds. And the way she knows when a bead is missing she also knows when a bird is gone. They haven't got names or anything, they just make a pattern in her mind, so when one's missing, it's **obvious** to her. They all look the same to me.

Source: *Skyline* by Patricia Schonstein Pinnock

Now answer the following questions on your own.

vrot – (Afrikaans)
rotten, gone bad

system – a way of
doing or organising
something, usually in
a number of steps
agro – slang, short for
aggression, anger

obvious – clear, easy
to understand

Activity 8 continues

Weeks 1–2

Activity 8 (continued)

- 1 Who is the main character? Write four things you know about her.
- 2 Try to imagine the place where this part of the story takes place. Describe it in your own words.
- 3 How often does Mossie go up to the roof? Which words tell you that?
- 4 What system does Mossie use for feeding the birds? Which type of bird doesn't like this system and why?
- 5 Retell the passage in your own words. Use about 7 to 10 sentences.
- 6 What does the narrator find surprising about Mossie's knowledge of the birds? (paragraph 4)
- 7 Is the language in this passage formal or informal? Which words tell you that? Do you think the person speaking is a young person or an adult?
- 8 Choose three adjectives that you think describe Mossie from this list: careful elderly caring patient impatient lazy fair
- 9
 - a What does 'second-best' mean here?
 - b Which two-word verb in paragraph 3 means 'finish'?
 - c What does the narrator compare the seagulls with while they wait for their food? What do you call this figure of speech?
- 10
 - a A **noun** is a word that names a person, place or thing. **Pronouns** stand in place of a noun. In the last paragraph of the text, what do the pronouns **she**, **they** and **her** refer to?
 - b Retell the paragraph, but this time, tell it as though Mossie is a boy.

Assessment suggestions

- Informal assessment. Walk around while the learners are discussing the questions and give help where needed.
- Take the learners' written answers in for marking for baseline assessment of reading comprehension skills. You could give each learner a symbol, for example:
 - **A Excellent:** Answered all or most questions accurately and correctly.
 - **B Good:** Answered most questions accurately and correctly.
 - **C Fair:** Answered about half the questions accurately and correctly.
 - **D Achieved:** Answered some questions accurately and correctly, but with many errors.
 - **E Not achieved:** Answered very few or no questions correctly.
- Go through the learners' marked work when you return it and discuss the correct answers and common errors or misunderstandings. Point out common language mistakes (grammar) that the learners have made.

Answers

- 1 Learners give their opinions. Accept reasonable answers. Example: The text is both a poster for Youth Day and an advertisement for Channel O, a South African-based music station that plays African music such as kwaito and mbaqanga. The advertiser's name, Channel O, appears at the bottom of the text.
- 2 The poster refers to the years of the struggle against apartheid. (But it could also refer to other struggles in other countries.)
- 3
 - a The young people (of South Africa) who made a stand (fought against) apartheid.
 - b Learners write their own ideas of the message of the poster. Example: Music has always helped young people in South Africa (in their struggle for freedom, etc.) or Take strength from music and celebrate your freedom.
- 4 Learners' own response to the poster. Answers will vary. Accept any reasonable answer with a justification.
- 5 Open. Learners give three words, phrases or sentences they think are emotive. There are many examples: days were dark as Babylon sun (sounds scary, frightening); more fire (suggests energy and strength, power), music be the sun (suggests happiness, joy, strength), sweet whisper (suggests something soft, gentle and secret, like love), filled us with hope, promise of freedom, sufferation (suffering), life is a song worth singing. Accept any reasonable answers.
- 6 Lines that express a message to young people of today: 'Life is a song worth singing – cherish this freedom.' Learners write the message in their own words, for example: Life is good, enjoy and value your freedom.
- 7
 - a dem – those
 - b Our noses were attacked (by the teargas) – meaning: I was attacked with teargas.
 - c Music is the sun
- 8 Sufferation is not the correct form. Correct form: suffering.

Fifteen - 22 Aug 2018

Reading and viewing

Poetry

The **mood** of a picture, a poem or a piece of writing is the feeling that you get from it. What feeling do you get from the picture alongside?

The **theme** of a poem, a story or a novel is the main idea that underlies it, for example love, war, responsibility, or courage.

Poems usually have a **structure**: they are divided into long or short lines. The lines are usually grouped into **stanzas** (verses). What do you notice about the structure of the poem below?

You should always read poems aloud so you can hear the rhythm and repetition of sounds.

Activity 4 Read a poem

Read the poem and discuss the questions that follow.

Fifteen

| | |
|--|--|
| When I was five I always thought ten more years and I'll be fifteen. The perfect age when you go out with boys, The perfect age when you fifteen. The perfect age when you go out with boys, The perfect age when you can wear make-up, The perfect age when you can stay out till twelve or even one, The perfect age when you have lots of books to carry home from school, have lots of books to carry home from school, The perfect age when you can kiss – properly – and even swear! It seemed all a dream and adventure . | But now that I'm fifteen I wish I were five again. The innocent age when you're not heartbroken and confused over boys, The innocent age when you The innocent age when you're not heartbroken and confused over boys, The innocent age when you don't get pimples and spots, The innocent age when you're not blown up about being in late, The innocent age when you don't have so much work to do, The innocent age when you don't have so much work to do, The innocent age when you aren't teased about the way you kiss. But, I wonder , being twenty-one must be ... <i>Miranda Rajah</i> |
|--|--|

Source: *New Outridings* compiled by Robin Malan, Oxford University Press, 1993



innocent – not yet knowing about something evil, difficult or bad

innocent – not yet knowing about something evil, difficult or bad

confused – not knowing what to think, having two different feelings about the same thing

blown up – shouted at

blown up – shouted at

teased – laughed at and joked about by others

wonder – ask yourself, think about something

adventure – an activity that is fun and exciting

Activity 4 continues ▶

Weeks 3–4

Activity 4 (continued)

- 1 What is the poem about? Choose the best answer:
 - a The poem is about things you do when you're five.
 - b The poem is about the difference between what you think will happen when you're a teenager, and what really happens.
 - c The poem is about the difficulties of being a teenager.
- 2 How did the poem make you feel? Have you ever felt like this about being a teenager?
- 3 Which of the adjectives below do you think describes the mood of the poem? Give reasons for your choice or choices.
angry happy thoughtful calm hopeful sad
- 4 Do you think the poet is trying to give teenagers a message? If you think so, what is the message?
- 5 The last line of the poem ends with an ellipsis (...). This tells you that the sentence is not finished. How would you end this sentence?
- 6 **Proverbs** are sayings that teach a life lesson. How could this proverb be useful for teenagers? 'It's no use crying over **spilt** milk.'
- 7 Write your own poem about being a teenager or a younger child. You can use the same structure: The perfect age when you ..., The innocent age when you're not

spilt – a liquid is spilt when it has flowed out of its container

Red Kite - 13 Sept 2018

Activity 4 Read and answer the questions

This extract comes from a section near the beginning of the novel.

- 1 Read the extract quietly to yourself. It begins with Mr Patel, the Maths teacher, speaking to the class. Remember that the use of three dots shows that some text has been left out. Words that are not in the original text are printed in square brackets to show what happens in the longer bits that have been left out. Discuss anything you don't understand with your partner.

A Red Kite in a Pale Sky

"Mrs Maartens and I have decided to send you home **on account of** the **torrential** rain." He liked doing that. Using big words. "We feel that there is the possibility of the school being isolated from your homes if it continues like this. You're all to go home without any delay." ...

The rain was still **pelting down** when we stepped off the stoep. The track back down the hill was a stream of grey running mud. Steep **banks** were being carved out on either side, and water was cascading down alongside the houses and scooping away soil around the walls. ...

All that water had to be going somewhere. And Horace and I raced down to the river to see what it looked like. We had a special place down there, where we'd tied a rope from a branch of a flat-topped thorn tree so that you could swing

continues ▶



on account of – because of

torrential – very heavy, falling in great quantities

pelting down – falling in huge amounts

banks – piles of earth with sloping sides

Weeks 7–8

tagged along – followed
particularly – specially

A Red Kite in a Pale Sky continued

out over the river, then let go and jump in. At least it was my special place. Horace always just **tagged along** after me. He doesn't **particularly** like water.

... I couldn't believe what I saw.

The rope was gone. The trees were gone. The motor car tyres that we'd stuck between the rocks to dam up the water were gone. Even the bank we'd jumped from was gone. The water was right over it. The Umhlatuzana wasn't even a river any more. It was just an enormously wide tumbling torrent of brown water that stretched far across. And in the middle of the boiling and foaming, trees and other bits and pieces were being swept by so fast that I didn't even have time to see exactly what they were.

Horace and I just stood there ... while the water thundered and ate away chunks of ground at our feet.

[That night the sound of the swollen river keeps the two boys awake.]

A deafening roar rose from it and still the rain beat down. ...

"Are you awake? ... What if the water reaches us?" Horace whispered in a way that I knew he was scared.

"It might."

"Go to sleep." ...

"But if it does what'll we do?"

Horace could drive anyone crazy with his questions. "We'll swim." Silence for a while. I suppose I shouldn't have said that, knowing how Horace feels about swimming. But I get so tired of babying him.

spurts – short bursts

I listened to the way he sucked in his breath in short, sharp **spurts**. And then I felt bad. "Ag man, Horace, the river'll never reach us. Our house is too high. And the rain's going to stop soon in any case." I said it in a way that would make him believe me, but in my heart I wasn't so sure.

Source: *A Red Kite in a Pale Sky* by Dianne Hofmeyr, Tafelberg, 2006 © NB Publishers

Now answer these questions with your partner.

- 2 What is the main idea in this text? How do other ideas support this main idea?

Activity 4 continues

Activity 4 (continued)

- 3 Which of the adjectives in the box does *not* describe Horace? Use your dictionary if you need to.

afraid anxious brave nervous

- 4 The writer of this text uses the relationship between language and power to show us how it works. For example, when Laurence says that he gets tired of babying Horace. His use of the word ‘babying’ shows us that he has power over his younger brother.
- a Does the narrator, Laurence, always use the power he has over his brother, Horace, kindly? Use examples of his language to explain your answer.
- b What kind of tone do you think Laurence uses when he tells Horace that the rain is going to stop soon? Choose two of the adjectives in the box to describe this tone. Use your dictionary if you need to.

angry gentle reassuring irritable

- c The writer of this novel has Laurence tell us that Horace “doesn’t particularly like water” and we learn that Laurence understands that Horace is scared. In both these examples Laurence is sympathetic towards his brother. Do you agree? Explain your answer.
- d Later on in this extract, we hear Laurence tell Horace that if the water reaches them they will swim. He says this to his brother because he is tired of Horace’s questions even though he knows that Horace doesn’t like water. What do you think has happened to Laurence’s sympathy? What does the writer **infer** here about the relationship between Laurence’s unsympathetic language and the power he has over Horace?
- 5 From the text itself, work out what the phrases ‘cascading down’ and ‘scooping away’ mean.
- 6 What effect does the cover picture have on you? Does it make you want to read this book? Does it frighten you? Does it excite you? Explain your opinions.
- 7 We read that Laurence ‘wasn’t so sure’ about whether or not the rain would stop. Why do you think the author chose to tell us that he was unsure, but also chose not to tell us right away if Laurence had good reason to be unsure?
- 8 Summarise the extract from *A Red Kite in a Pale Sky* in about 60 words.

infer – lead you to think

Activity 4 Read and answer the questions

LB page 165

Individual and pair work: 90 minutes

Activity guidance

- The learners now read the extract quietly to themselves. They discuss any difficulties they might have with a partner. Then they work in pairs to answer the questions.
- Go through the questions with the learners and make sure that they understand what is required of them.

Assessment suggestions

Assess informally. Listen to the learners' discussions of the answers to the questions and join in as you think necessary. Give feedback. Assess whether the learners have understood the extract and if they have grasped the requirements of the questions.

Answers

- 2 The main idea in this text is that the pouring rain has caused the river to rise and Laurence and Horace are anxious about the safety of their house. The view from their special place on the river supports this idea and so does the loud roar of the swollen river.
- 3 Horace is not brave.
- 4 The writer of this text uses the relationship between language and power to show us how it works. For example, Laurence says that he gets tired of babying Horace. His use of the word *babying* shows us that he has power over his younger brother.
 - a Sometimes the narrator, Laurence, is unkind to his brother. For example, he talks about Horace tagging along and there is a tone of mockery in his statement that Horace doesn't particularly like water. He also complains that 'Horace could drive anyone crazy with his questions.'
 - b He is first irritable, then reassuring.
 - c In some ways both these examples could show that Laurence understands that Horace is scared, but he could be mocking Horace when he says that Horace doesn't particularly like water. Let the learners discuss these possibilities.
 - d At times Laurence gets tired of his brother's questions and this makes him less sympathetic. His language then shows us how he feels. The writer infers here that Laurence has much more power than Horace has.
- 5 'Cascading down' means pouring down like a waterfall. 'Scooping away' means that the power of the water was removing the soil from around the walls of the houses.
- 6 Open. Let the learners discuss this and offer their own opinions.
- 7 This is how writers build up interest in a text. They give us clues and hints and we have to read on to find out if we have understood these hints and clues correctly.
- 8 Here is a suggested summary: The learners are sent home because of the heavy rain. Laurence and Horace go to the river and discover that it is in flood. That night, the sound of the river keeps them awake. Horace is afraid and keeps asking Laurence questions about their safety, but Laurence reassures him and says that the rain will stop soon. [57 words]