

**INTRODUCING AN INTERVENTION PROGRAMME FOR GRADE 2 AFRIKAANS
HOME LANGUAGE LEARNERS WITH READING, COMPREHENSION AND
PHONICS BARRIERS**

By

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DECLARATION

I, Marina de Jager, hereby declare that this dissertation for the degree of Magister Educationis (M.Ed) is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for another qualification.

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TO WHOM IT MAY CONCERN

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LIST OF ABBREVIATIONS

ADD	Attention deficit disorder
ADHD	Attention-deficit/hyperactivity disorder
ANA	Annual National Assessment
DBE	Department of Basic Education
DoE	Department of Education
DBST	District Based Support Team
CAPS	Curriculum and Assessment Policy Statement
ECED	Eastern Cape Education Department
EFA	Education for All
FAL	First Additional Language
FAT	Formal Assessment Task(s)
GET	General Education and Training
HOD	Head of Department
ILST	Individual Learner Support Team
IQ	Intelligence quotient
IQMS	Integrated Quality Management System
ISP	Individual Support Plan
LAT	Learner Attainment Targets

LEA	Language Experience Approach
LSEN	Learners with Special Educational Needs
LOLT	Language of Learning and Teaching
MDG	Millennium Development Goals
NCS	National Curriculum statement
NIM	Neurological Impress Method
NSC	National Senior Certificate
NMMU	Nelson Mandela Metropolitan University
PIRLS	Progress in International Reading Literacy Study
PPCT	Process, Person, Context and Time
RTI	Response to intervention
SASAMS	South African School Administration and Management System
SATE	South African College for Teachers Education
SBST	School-Based Support Team
SES	Senior Educational Specialist
SIAS	Screening, Identification, Assessment and Support
SMT	Senior Management Team
SNA	Special Needs Assessment
SNE	Special Needs Education
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNISA	University of South Africa
VAKT	Visual, Auditory, Kinaesthetic and Tactile
ZPD	Zone of Proximal Development

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SUMMARY

This research study was aimed at the Grade 2 Afrikaans Home Language learners who encounter reading, comprehension and phonics barriers in an inclusive classroom. The Grade 2 Curriculum and Assessment Policy Statement (CAPS) Home Language curriculum and pass requirements that the learners have to master in the mainstream, was a major concern.

Consequently, seventy per cent of the Grade 2 Afrikaans learners have already failed Grade 1 or 2; and some seemed to be borderline cases; as their pace of development was so slow.

The intervention programme was implemented intensively outside normal school hours, through qualitative and quantitative data collection, known as the multi-method. The research approaches were conducted through action research and case-study research.

Bronfenbrenner's model indicated that intrinsic and extrinsic factors cannot be disregarded in the learner's holistic development; therefore, parent involvement was vital during the research study. As the Individual Learner Support Team (ILST) co-ordinator at the research school, I have experienced the despair and perplexity of the teachers, when dealing with teaching challenges; but also, that of the learners, who face barriers to learning.

A sample of six learners was identified; and one parent in each household was active during the study. The parent's responses varied from limited to worthy feedback throughout the intervention programme. The learners' responses were observed during the intervention programme, the classroom situation; and their perceptions during the semi-structured interviews were recorded.

The intervention programme links with the Screening, Identification, Assessment and Support of SIAS process; and it involved the assistance of a remedial expert by applying remedial education, without psychometric tests.

The findings revealed that the learner must be intrinsically motivated to co-operate fully. And this relates to both intrinsic and extrinsic influences.

Recommendations are offered to the various stakeholders, who are directly or indirectly engaged in the learner's scholastic development, to ensure corrective and supportive measures, which are conducive to learning.

KEY WORDS

Barriers to learning

Holistic development

Inclusive classroom

Intervention programme

Intrinsic and extrinsic factors

Mainstream

Mixed-method

Parent involvement

Remedial education

Teaching challenges

CHAPTER 1

RESEARCH ORIENTATION AND OVERVIEW TO THE STUDY

There is no way to predict which intervention method, or combination of methods, would be effective. Learners should be treated as individuals, according to their own abilities and inabilities.

(Daly, Chafouleas & Skinner, 2005, p. 97)

1.1 INTRODUCTION

The nationwide literacy concern in South Africa is acknowledged by the Department of Education (DoE), which has declared its intention to improve the literacy performance by up to 50% by 2015, and it is assured of the collective support of the Education for All (EFA) and the United Nations Educational Scientific and Cultural Organisation (UNESCO) Literacy Decade (2003–2013), to endeavour to achieve the Millennium Development Goals (MDG) for literacy (DoE, 2008a, p. 4).

The Department of Basic Education (DBE) (DoE, 2012, p. 2) distributed the manual: Action Plan to 2014: Towards the realisation of schooling 2025, whereby they aim to increase the learners' performance, educators' competence, plenty of learning and teaching resources, and to promote conscientious principals in society. According to the manual, the first goal for 2014 was to improve the 2009 literacy results of the Grade 3 learners from 48% to 60% (DoE, 2012, p. 4). Unfortunately, our local district could not improve on this 2014 Annual National Assessment (ANA) Home Language target, and the Grade 3's achieved an average of only 47%. The data were obtained from the provincial General Education and Training (GET) Language planner, Mr C. Blignaut, during the 2015 ANA Road-show, which was held on 28 July 2015 in our district. According to these results, our district has provincially obtained the 21st

position out of 23 clusters in the Eastern Cape Province, and nationally the 76th position out of 81 clusters (Blignaut, 2015).

Spaull (2013, p. 32), an educational researcher, refers back to the Grade 2 Eastern Cape learners of 2001, of whom only 20% successfully achieved a Grade 12 National Senior Certificate (NSC) in 2011, whilst Gauteng had a 60% pass rate, and the Western Cape 50%. These percentages were attained by taking the number of pupils into account who originally started Grade 2, and who completed Grade 12. The reason why there is a reduction in the number of learners from Grade 2 to Grade 12, could be due to learners who left school earlier, learners who were retained or who resettled in another province or country. Spaull (2013, p. 32) argues that similar socio-economic conditions in the different regions cannot be compared with each other to evaluate underperformance, as the pass rate can vary, but schools and provincial administrators can bring about a change.

The DoE, (2011d, p. 2) confirms that learners underperform for different reasons. There are barriers to their learning, and the barriers could be within the learner, in the home, due to curriculum challenges, in the school setting, the community when socializing, politics or economic factors.

The focus of this research study is to identify and select the Grade 2 Afrikaans Home Language learners in my class with reading, comprehension and phonics barriers, and then to provide additional support to these learners through an intervention programme. The latest Grade 1-3 Home Language Curriculum and Assessment Policy Statement (CAPS) stipulates that the language timetable should offer opportunities to assist learners with learning difficulties, and that each learner's "progress can be tracked, monitored, and be used to inform the next step in the learning pathway" (DoE, 2011a, p. 20, 2011b, p. 19).

My Grade 2 Afrikaans-Home Language learners may fall academically more behind each year, and by the time they have reached high school, this discrepancy could be too overwhelming to catch up. Spaull (2013, p. 33) warns that academic setbacks

may cause early school-leavers. Donald, Lazarus, and Lolwana (2010, p. 327) concur that without supportive measures, learning barriers may increase, unless they are immediately attended to.

Thus, the starting point of this research will be to give more background and motivation to the study concerning the research school, the national curriculum, and the existing Home Language requirements within the educational system of South Africa.

1.2 BACKGROUND AND MOTIVATION FOR THE STUDY

The research school, the extensive Grade 2 Afrikaans Home Language curriculum and assessment expectations, pass requirements, plus the nationwide reading concern within an inclusive education system will serve as the background and motivation for the study.

1.2.1 Background of the research school

The research school is a former Model C school, and Vandeyar (2008) explains that this occurred in the “apartheid” era, when “white schools” had to operate financially independently, without government funds, and the parents managed the school's finances.

The research school is in the outskirts of a well-established town in the Eastern Cape, and the Languages of Learning and Teaching (LOLT) are English and Afrikaans. The majority of the learners at this primary school are Xhosa learners, who are educated in English, and only 11% are Afrikaans Home Language learners. At first, all the classes were dual-medium tutoring, thus English and Afrikaans. The outcome hereof was that the Xhosa learners, particularly in the Foundation Phase, are not familiar with the LOLT at school, because they lack the necessary language skills and vocabulary.

Since many of the Xhosa parents are not proficient in the English language themselves, their children are not exposed to English discussions at home. Several Xhosa Home Language parents rely solely on the educators to teach their child English at school. Consequently, the number of Learners with Special Educational Needs (LSEN) at the school have increased radically, due to their language and learning deficiency.

Donald et al. (2010, p. 3) confirm that a barrier to learning can be viewed as anything that is an obstruction towards a learner's ability to learn. A large number of learners at the research school experience various socio-economic challenges at home, such as financial instability, divorced parents, single parenthood, poor parent involvement – due to strenuous working conditions or lack of interest, learners who stay with their grandparents or guardians, and even illiteracy cases. This brought about that the DBE granted a smaller learner-teacher ratio in 2010, which made smaller classes and more effective learning opportunities possible. The benefit thereof was that the smaller ratio permitted a separate, but combined class for the Grade 1 and 2 Afrikaans Home Language learners to receive tuition in their mother tongue.

Small holdings surround the school, and most of the Grade 2 Afrikaans Home Language learners come primarily from middle-to-lower class families. In many cases, the father is the only breadwinner, and he usually works as an artisan, whilst the mother manages the household, and the parents are renting accommodation from the landowner, since this kind of housing is more affordable.

I took up the challenge in 2010 to teach the Afrikaans Home Language multi-grade class, and I discovered that most of the learners' workbooks and progression reports portrayed inadequate marks in reading, comprehension, phonics and writing. It is evident in the research school that many Foundation Phase learners are unable to read and understand the instructions independently; consequently, they struggle to perform the tasks successfully. That brings me now to the National Curriculum in South Africa.

1.2.2 National Curriculum in South Africa

South Africa's curriculum is endorsed by the National Curriculum Statement (NCS) Grades R–12 document, which is constructed on the democracy notion of the Constitution (Act 108 of 1996) that considers all human beings as valuable, and it aims accordingly to enhance each one's life style (DoE, 2011a, p. 4). The NCS was revised in 2002, and again in 2009, due to the continuous challenging educational conditions. To enhance the quality of schooling, the NCS document was once more improved, and since 2012, three supplementary national documents were added to support the NCS, namely: the CAPS, the National protocol for assessment Grades R–12, and the National democracy curriculum statement on promotion requirements from Grades R–12.

CAPS determines the curriculum requirements that the Grade 2 Afrikaans Home Language learners must attain in their mother-tongue language, which includes reading, phonics and comprehension. The purpose of the National protocol for assessment Grades R–12 describes the passing levels for each subject within each grade, and the National democracy curriculum statement on promotion requirements from Grades R–12 determines the passing requirements for each grade. The effect that these documents have on the Grade 2 Afrikaans Home Language learners will now be discussed.

1.2.2.1 Curriculum and Assessment Policy Statement for Afrikaans Home Language learners

Prior to the launching of CAPS, a team of investigators was authorised by the Minister of basic education, Mrs A. Motshekga, to investigate the NCS curriculum's needs, and they discovered that the majority of the learners are enrolled for English First Additional Language (FAL), mainly because English is the universal language in education (DoE, 2009, p. 41). In the report of the task team, the investigators recommended that the language gap between the Foundation Phase and the

Intermediate Phase be minimised, if FAL is added as a second language in the Foundation Phase, with the implementation of CAPS in 2012 (DoE, 2009, p. 42).

The initial timeframe for the Home Language was 9 hours a week, but with the implementation of CAPS, it was reduced to 8 hours a week at most, to make provision for FAL. The proposed teaching time for CAPS Home Language (DoE, 2011a, p. 8) is 7 to 8 hours and 2 to 3 hours for FAL. The weekly tuition time for both the languages is influenced by each other, thus, when the educator reserves 8 hours for Home Language, then FAL would be 2 hours, alternatively it means 7 hours devoted to Home Language and 3 hours to FAL.

The CAPS Home Language components (DoE, 2013, p. 51 & 2011a, p. 10) comprise:

- “Listening and speaking;
- Reading and phonics; and
- Writing (including handwriting, language structure and grammar).”

The CAPS Home Language document (DoE, 2011a, p. 12) splits the reading needs into: “shared reading, group guided reading, paired or independent reading, as well as phonics, which involve phonemic awareness.” To assist the Afrikaans learners to become more skilled in the reading, comprehension and phonics concepts in their Home Language, it is imperative to make use of the maximum time for Home Language instruction. This implies 5 hours a week for reading and phonics.

The total time management for each component per week comprises 1 hour 15 minutes for shared reading, 2 hours 30 minutes for group reading, and 1 hour 15 minutes for phonics (DoE, 2011a, p. 10). Therefore, the daily individual tuition time is 15 minutes a day for 5 days for shared reading, as well as for phonics, and 30 minutes a day for group reading, meaning 2 groups for 15 minutes each per week (DoE, 2011a, p. 10).

The Afrikaans Home Language CAPS document (DoE, 2011a, p. 11) and the 2014 Framework manual (DoE, 2013, p. 53) clearly state that “listening and speaking lay the foundation for vocabulary development, whilst reading and writing” are needed to learn each and every learning area. The DoE (2011a, p. 12) proposes that the educator performs shared reading collectively with the entire group of pupils, by reading a short story or non-fiction text for a period of “two to four days.” In lesson one, the learners watch, listen and respond, and in lesson two, the learners look for visual cues, comprehend, decipher words and practise language-use skills. During lessons three and four, the learners read the lesson independently. However, to attain fluent reading and the appropriate reading style, the learners must be able to cope with the reading text, and be on their expected grade-reading level. The reading categories and reading developmental stages will be discussed in Chapter 2, Paragraph 2.6.3.

The DoE (2011a, p. 15 & 2008, p. 11) and researchers, like McEwan (2009) and Sousa (2006, pp. 185-187) are in agreement and strongly emphasize that the following five vital language skills must be accomplished when giving reading instruction, namely:

- “Phonemic awareness;
- Word recognition (sight words and phonics);
- Comprehension;
- Vocabulary; and
- Fluency.”

Dednam (2005, pp. 119-144), DoE (2011b, p. 14), Hauptfleisch and Grovè (1986), Reutzel and Cooter (2007, p. 103), Richek et al. (1983) and Wearmoth et al. (2003, p. 234) agree that explicit teaching time should be devoted for each component, therefore, the reading, comprehension and phonics components will be discussed separately in this study. Another motivating factor why these three components will be discussed separately is because a remedial programme is based on diagnostic

assessment and the reading, comprehension or phonics mistakes are individually identified and addressed through remedial teaching activities or strategies.

In Reutzel and Cooter (2007, p. 103), Shanahan (2003) declares that the National Reading Panel discovered that the “five-block reading/writing essentials model” is highly successful, due to the individualised daily structured tuition sessions for each component, namely: “word work, writing, fluency, comprehension and reading.” Fluency is a reading skill that gradually minimizes the short fall between word-recognition and comprehension, because the learner can focus on the meaning of the text (Sousa p. 187).

In the Afrikaans CAPS Home Language manual, the DoE (2011a, pp. 17-18) describes various methods to enhance the learners’ lower- and higher-order comprehension skills, which appear in Paragraph 2.7.2, Table 2.6. The comprehension questions are examined after the reading text, or during oral conversations, but the learners struggle to think in an abstract way. Exposure to these comprehension skills and questions will make the learners think reflectively whilst reading, to develop their metacognitive thinking skills (DoE, 2008a, p. 18). Apart from reading with comprehension, comprehension skills are also acquired during the listening and speaking, and language periods as illustrated in Paragraph 2.7.2, Table 2.6 (DoE, 2011a, pp. 17-18).

Phonemic awareness is a sub division of phonological awareness and is viewed by St. John, Loeschner, and Bardzell (2003, p. 35) as a connection between “oral and written language”, to which Sousa (2006, p. 186) adds that the word l-e-g can be segmented into “first, middle and last”, thus three single phonemic units. These phonemic units: for instance f-a-n forms the word fan, which enables the learners to tell which letter, is needed to change fan to fat, whereby the DoE (2011a, p. 15) adds that the outcome is that each additional word can form part of a sentence. Blank (2006, p. 9) explains that converting letters into words means “decoding”, and to understand this processing of letters into words, requires comprehension. The Grade 2 Afrikaans Home Language learners need additional time, in addition to their

normal class hours to develop their decoding and comprehension skills, as they relate to phonemic and phonological awareness.

Phonological awareness entails a broader awareness of sounds, and involves that the spoken language “can be divided from sentences into words, words into syllables” and syllables into single sounds (Sousa, 2006, p. 186). Sousa (2006, p. 186) clarifies that phonological awareness means to identify and manipulate “onset and rimes”, to be aware of sound patterns, rhyme words, syllables and “intonation.” This awareness is to hear for instance, the dissimilarity between can and man and also between man and men (Sousa, 2006, p. 186).

Phonics is constructed on the “alphabetical principal,” and entails that the learner must be able to answer which letter of the word ring, must be replaced to build the word sing (Sousa, 2006, p. 186). Phonics is interrelated with spelling and the DoE (2011b, p. 16) stipulates that no formal spelling activities must be done in Grades 1 and 2, but spelling only becomes formal from Grade 3.

The Grade 2 CAPS Afrikaans Home Language document (DoE, 2011a, p. 11) comprises various language concepts that the learners have to master, and the required number of Formal Assessment Tasks (FAT) is as follows:

- “Term 1: 1 task;
- Term 2: 2 tasks;
- Term 3: 2 tasks; and
- Term 4: 2 tasks.”

The quarterly FAT curriculum specifications for phonics are set out in Chapter 3, Table 3. 5. Sections 1.2.2.2 and 1.2.2.3 deal with the rating and pass requirements for the Grade 2 Afrikaans Home Language learners.

1.2.2.2 National protocol for assessment Grades R–12

The implications of the national protocol for assessment Grades R–12 manual is that the rating scale has changed with CAPS from four levels to a rating scale of seven levels in the Foundation Phase, in order to adapt to the higher grades (DoE, 2011d, p. 13). The manual (DoE, 2011d, p. 13) specifies that Grade R–3 educators must utilize the national codes and descriptions for recording and reporting purposes, as specified in Table 1.1.

Table 1.1 Codes and descriptions for recording and reporting in Grades R-3

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

The latest average pass requirements for Literacy are a level 4, thus a learner has to attain (50%–59%), as specified in the seven-point scale. The average literacy performance of the Grade 2 Home Language class can ultimately be classified from very weak (not achieved) to average (adequately achievement), thus level 1 to level 4, at the most level 5, indicates a substantial achievement.

1.2.2.3 National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12

The national policy on promotion requirements (DoE, 2011e, p. 10) specifies the pass requirements for each subject in the Foundation Phase in Table 1.2. The fourth

subject, being Life Skills, is only to expose the learners to the vital Life Skills components, namely: beginning knowledge, personal and social wellbeing, creative arts and physical education, and these, therefore, need no pass requirements.

Table 1.2 Guidelines to determine whether a learner should be permitted to progress from Grade 1- 3 in the Foundation Phase

Passing Requirements for Grades 1 – 3	
Level	Subject
4	Home Language
3	First Additional Language
3	Mathematics

The national policy document (DoE, 2011e, p. 10) and White Paper 6 (DoE, 2010, p. 20) announce that, according to the 1998 Policy on Assessment, scholars are permitted only one additional “year per phase, and an additional year may be granted by province’s head of education”. However, the policy in general specifies that the learner should not be retained another year on the assumption that educators should attend to the learners’ diverse barriers.

Since 2012, the DoE (2013) has executed, on an annual basis, a national research through the ANA to investigate the CAPS Grades 1-6 and the NCS Grade 9 learners’ performance. The 2014 Framework for improvement manual (DoE, 2013) will shed more light in which literacy areas the Grade 2 Foundation-Phase learners underperform.

1.2.3 Annual National Assessment

In an effort to establish the curriculum needs, knowledge and skills of all the grades, the DoE implemented the ANA nationwide, whilst concurrently identifying which

educators need additional curriculum support (DoE, 2013, p. 7). The Grade 2 learners were assessed in their Home Language and in Mathematics.

The 2014 ANA Framework for improvement manual was published in 2013, but distributed to the schools during June 2014, and it is divided into two sections:

- “Part A consists of the 2013 ANA diagnostic report that identifies the learner’s weaknesses and analyses the ANA examinations; and
- Part B is the 2014 ANA Framework for improvement, and suggests the application of a remedial intervention approach, as well as the accountability of the four vital stakeholders of the national DBE, namely: the DBST, the provincial, the district, and the school” (DoE, 2013, p. 7).

From the DoE’s research results in the 2013 diagnostic report, the Grade 1-3 Foundation Phase learners are not at their appropriate reading stage, and they portray weak reading, comprehension and writing skills (DoE, 2013, p. 51). The phonics skills for Grade 2 were not separately assessed during ANA, and the only reference made to phonics in the manual is the teaching time thereof (DoE, 2013, p. 129).

After the ANA examinations, each teacher has to mark and capture the ANA results obtained by his/her class, by using the prescribed formatted question-by-question analysis recording sheet that automatically calculates the average mark for each question individually. This enables the educator to identify the question in which the learners underperformed, for example: punctuation marks. After the question-by-question analysis, the educator has to complete an ANA improvement plan.

The ANA improvement plan entails the recommended teaching hints or remedial strategies that the educator would need to apply, in this case it would be to expose the learners to more punctuation exercises. Then, the educator has to specify the needs, and what support she requires from the Head of Department (HOD), Senior Management Team (SMT) and fellow colleagues. For instance, class visits, book

control, frequent grade meetings and feedback. Then, she has to provide the time frames, according to the CAPS stipulations, that she will implement for the improvement plan in class.

In 2014, each Gr. 1-3 educator had to complete a Home Language and Mathematics improvement or remedial strategy plan that was submitted via their cluster leader to the local DoE office. With ANA, the learners get assessed on their written responses, and not on any oral or verbal responses. The Grade 2 educator first reads the question, then the learners write the answer, and this step is repeated until the learners have completed their question paper. The learners have the reading text in front of them when they sequence or complete the answers about the text. Therefore, a true reflection of the learners' genuine reading ability cannot be established during the ANA exams, and the intervention programme would be ideal to investigate more deeply the learners' reading, comprehension and phonics shortfalls.

During the intervention programme, the learners' comprehension skills will be investigated through lower and higher questions, once they have read the reading text. This entails that the learner has to read the unfamiliar reading text, turn the page, face down, recall and answer the comprehension questions asked by the educator, without being allowed to check for the answers. The 2014 ANA results and the intervention programme results will be discussed in Chapter 4, Table 4.18.

However, to support the learners with their various learning barriers and needs, educators require knowledge, and an understanding of the term 'inclusive education', and how to approach and support these learners in an inclusive classroom. Therefore, the White Paper 6 (DoE, 2010, pp. 14-18) declares that educators must identify and be able to deal with any challenges and barriers in the classroom. The CAPS Home Language document (DoE, 2011a, p. 5) also emphasises that "inclusivity should become a central part of the organisation, and of planning and teaching at each school", and educators must identify, deal with, and take the various needs of the learners into consideration, when they teach and plan their

lessons. The next discussion in Paragraph 1.2.4 will be on the term 'inclusive education' in South African schools, in order to provide more background and the implications of inclusive education.

1.2.4 The inclusive education system in South Africa

During 1994, South Africa united with 94 states to sign the Salamanca Declaration to make education accessible for all children (DoE, 2010, p. 8). Major educational reform has taken place in our country since 1994, and many changes and amendments were made in the policy documents to modify the educational challenges and the diverse barriers to learning within inclusive education. Green and Engelbrecht (2007, pp. 2-9) state that the meaning of inclusive education is to teach all learners in the "main stream", and not to separate them from their fellow learners into special classes, despite their handicaps.

In 2008, South Africa officially agreed to article 24 of the United Nations Convention on the rights of persons with disabilities, and declared that "Persons with disabilities should be guaranteed the right to inclusive education at all levels, regardless of their age, without discrimination, and on the basis of equal opportunity." The human rights section forms the fundamental principle of the NCS, and it is endorsed through legislation by parliament (DoE, 2011a & DoE, 2010, p. 8). This democratic notion implies that a learner with barriers must be accepted in the main stream, on condition that the learner receives the required assistance and the reinforcement of the relevant stakeholders, namely: the educators, parents, along with support from the professional experts (DoE, 2010, p. 13).

Consequently, the DoE introduced the Screening, Identification, Assessment and Support (SIAS) document in 2008, together with the input of the DBST, to provide teachers with insightful information and guidance to attend to learners with barriers in the main stream within an inclusive class. A revised SIAS draft-policy document (2014) is available on the DoE's website, and it promises to be more user-friendly and practical to utilize. This will be discussed in Chapter 2, Paragraph 2.3. To

understand a learner with learning difficulties, the circumstances and barriers of the learner within his/her environment must be identified. A barrier to learning is any obstruction that hinders the learner's learning.

The SIAS draft document (DoE, 2014, pp. 12–13) and Bouwer (2005, pp. 45-95) maintain that learners face challenges during the learning process, due to a wide range of experience in the classroom, at school, at home, in the community, and/or because of health conditions and disabilities.

The SIAS (DoE, 2014, pp. 12–13) states that these challenges are referred to as learning hindrances, and they may include:

- “Socio-economic aspects (such as a lack of access to basic services, poverty and under-development);
- Factors that place learners at risk, for example, physical, emotional, and sexual abuse, political violence, HIV and AIDS, and other chronic health conditions;
- Attitudes;
- Inflexible curriculum implementation at schools;
- Language and communication;
- Inaccessible and unsafe structural environments;
- Inappropriate and inadequate provision of support services;
- Lack of parental recognition and involvement;
- Disability;
- Lack of human-resource development strategies; and
- Unavailability of accessible learning and teaching support materials and assistive technology.”

[From: DoE, 2014, pp. 12-13]

Mitchell (2008, p. 28) announces that Asia and South Africa experience great problems with the execution of inclusion in mainstream, because of issues, such as:

- “Large classes;
- Negative attitudes to disabilities;
- Examination-orientated education systems;
- Lack of support services;
- Rigid teaching methods;
- Assessment dominated by a medical model; and
- Lack of parent involvement.”

[From: Mitchell, 2008, p. 28]

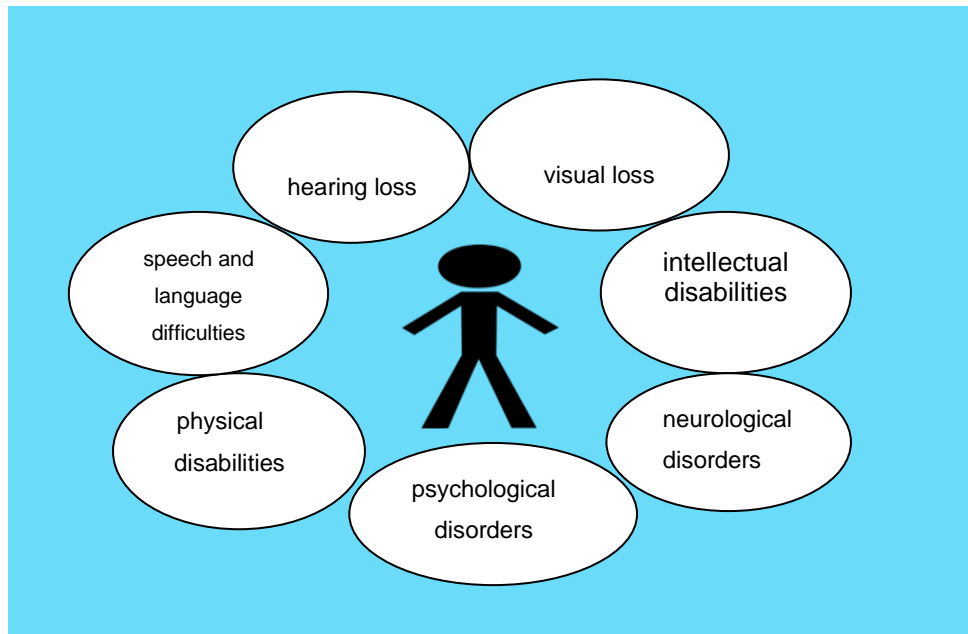
Therefore, when a learner encounters depressed or inferior feelings, rejection or poor parent involvement, this may lead to learning barriers, hence, conjointly intrinsic and extrinsic indicators (DoE, 2010, p. 12). Donald et al. (2010, p. 20) state that the term LSEN refers mostly to intrinsic indicators in South Africa, but where a lot of “social and educational disadvantages” occur, the extrinsic indicator is more evident.

Craig and Baucum (2002, p. 346) mention that specialists would give different judgements on how to treat the learning disability – when investigating the source, origin and its symptom, as the barrier may be due to “attention, memory, perception or cognitive-control processes.”

The Special Needs Education (SNE) guidelines (DoE, 2010, p. 9) notify educators to be wary, and not to misinterpret every impediment as intrinsic, by reducing the NCS curriculum’s standard and expectations by means of easier work exercises for struggling learners.

White Paper 6 (DoE, 2010, p. 12) clarifies that “most understandings of disability relate to individual (intrinsic) deficits”, as illustrated in Figure 1.1, since an impairment is viewed as a hindrance to learning properly.

Figure 1.1 Most common intrinsic deficits present in the individual



[From: DoE, p. 2010, p. 12]

Accordingly, the White Paper 6 (DoE, 2010, p. 10) advises that educators must alter their teaching methods when they apply differentiation during each lesson, that vary from the simple to the more advanced stage, in order to accommodate the diverse “cognitive abilities” of the learners, hoping that the learners would be able to master the concept. Mitchell (2008, p. 31) describes the predicament that, on the one hand, there is the syllabus expectations, and contrary thereto is whether the learner is able to meet these expectations during examination.

Nevertheless, should the learner be unable to perform a complicated work task or to perform an easier written task within a group or amongst fellow learners, it may be equally embarrassing for the learner. In both cases, this may have an emotional effect on a learner, leading to insecurity and a negative behaviour, thus an interaction from the intrinsic to the extrinsic indicator, which may have an influence on teaching and learning.

Donald et al. (2010, p. 20) confirm that both the intrinsic and extrinsic indicators have an influence on each other, and they cannot be classified unconnectedly. Swart and Pettipher (2005, pp. 3-23) maintain that these are the “factors between the systems” that result into a reciprocal process due to the interrelation between the intrinsic and extrinsic indicators. This issue will be discussed in Chapter 2. The next focus will be on the reading distress that occurs, since reading is regarded as the foundation of all learning.

1.2.5 Reading concern

Reading is regarded as the foundation of all learning, and despite all the efforts to improve reading in the curriculum, Blank (2006), Moats (2009) and Van Staden and Howie (2012) agree that it remains a major concern – not only in our country, but also globally. According to Blank (2006, p. 2), the United States Education Department revealed in their “National assessment for Education Progress Report of 2001 that 40% of all perfectly healthy children experience difficulties in learning to read”, and critics frequently diagnose the child to have a learning disability, and they do not try to find the learning problem in the “system.”

Moats (2009, p. 380) states that many research studies on reading have been done, and researchers will continue to observe what amendments in “education policy” would be needed to prepare and get educators ready for reading tuition. The nationwide reading and writing concerns are acknowledged in the ANA document (DoE, 2011d), and specific recommendations and teaching strategies are proposed. South Africa’s Grade 5 learners participated in 2006 in the Progress in International Reading Literacy Study (PIRLS), and our country performed the weakest globally (Prinsloo, 2008/2009, p. 61).

Howie, Van Staden, Tshele, Dowse, and Zimmerman (2011, p. 113) state that the latest PIRLS results of 2011 reveal that the South African Grade 5 English and Afrikaans participants are still below the benchmark, without any major improvement, compared to 2006. Howie et al. (2011, p. xvi) state that the outcome of the Grade 4

pre-PIRLS and Grade 5 PIRLS provide global evidence that the schoolgirls attained higher success than the schoolboys in reading. Howie et al. (2011, pp. 109 & xvi) further mention that, according to the PIRLS' survey, the involved headmasters substantiated that the PIRLS achievers had received the appropriate reading skills and methods prior to, or since Grade 2, and their parents were also passionate readers. Eventually, a supportive intervention programme is essential for the learners, which brings one now to diagnostic assessment and remedial education.

1.3 DIAGNOSTIC ASSESSMENT AND REMEDIAL TEACHING

The use and purpose of diagnostic assessment in the classroom are emphasized in this section, but diagnostic assessment also forms an integral part in remedial education. The Eastern Cape manual for school management (DoE, 2001, p. 650) stipulates that "classroom-based diagnostic assessments" are when educators plan their assessment tasks, to obtain a "clearer picture of learner performance", and to establish which aspects need attention when setting up a support programme. The term diagnostic assessment in the research study, investigates which kind of reading, comprehension, phonics or spelling mistakes are made by the learner, and these must be addressed in the intervention programme.

McKenna and Dougherty Stahl (2009, p. 2) state that reading barriers frequently reveal "deficits within the learners", and when a diagnostic assessment is made of the learner's reading or phonics performance, such a diagnosis has a remedial impact and is viewed as the deficit model. In Chapter 2, Paragraph 2.3, Swart and Pettipher (2005, pp. 3-23) make reference of the medical-deficit model, and although the research study is executed through remedial teaching, it does not involve any psychometric assessments by a psychologist, in order to establish the learners' cognitive abilities. Donald et al. (2010, p. 14) explain that the remedial concept is to support learners to become proficient in mastering their learning or scholastic impediments. Grovè and Hauptfleisch (1986, p. 112) assert that remediation differs from daily tutoring in a classroom, because remediation is an individual, direct and intensive focus on the learner and his/her learning barrier. Thus, the purpose of

remedial teaching is to provide individual, direct and intensive support to the learners to overcome their reading comprehension and phonics barriers.

1.4 THE PROBLEM FORMULATION

Against this background and motivation, the problem was formulated as:

We don't know what the causes are for the reading, comprehension and phonics barriers of the Grade 2 Afrikaans Home Language learners, and to what extent the parents are contributing towards these barriers, and whether the implementation of an intervention programme would support these learners to expand or improve their language skills, and thus increase the level of teacher-learner relationship and parent involvement.

1.5 RESEARCH AIM, OBJECTIVES AND THE RESEARCH QUESTION

1.5.1 Research aim

The aim of this study is:

To implement an intervention programme to expand the reading, comprehension and phonics skills of the Grade 2 Afrikaans Home Language learners, to track the causes of each individual's learning barriers, whilst aiming to keep the parents involved throughout the programme.

1.5.2 Research objectives

Objectives of this study are to:

- 1.5.2.1 Determine the common mistakes the learners make in reading, comprehension and phonics.
- 1.5.2.2 Identify the possible causes of reading, comprehension and spelling barriers.
- 1.5.2.3 To develop supportive intervention strategies for learners with reading, comprehension and phonics barriers.

- 1.5.2.4 To investigate the parent's involvement in their child's learning, and in the intervention programme.
- 1.5.2.5 To implement an intervention programme that would be most suitable to address the reading, comprehension and phonics barriers of the learners.

1.5.3 Research question and sub-questions

The research question for the study is:

How can an intervention programme be implemented to reveal and reduce the reading, comprehension and phonics barriers of the learners, and to concurrently determine the degree of parent involvement?

The following research sub-questions are:

- 1.5.3.1 What are the most common mistakes that the learners make in reading, comprehension and phonics?
- 1.5.3.2 Why do the learners struggle with reading, comprehension and phonics?
- 1.5.3.3 Which supportive intervention guidelines would be suitable to deal with these barriers?
- 1.5.3.4 How involved are the parents in their child's learning, and in the intervention programme?
- 1.5.3.5 How successfully can the intervention programme be implemented to address the barriers of the learners?

1.6 RESEARCH METHODOLOGY

The methodology includes the concern to be investigated, the selection of the sample, as well as the approaches and methods that will be utilized to collect and analyse the data. Bray (2008, pp. 296-315) describes "methods" as the procedures that must be followed to gain information, and "methodology", as the technique in which these procedures are used to solve the theoretical concern in a research

study. Bray (2008, pp. 296-315) emphasises that to solve the theoretical concern, the contextual influences of the individuals must be examined.

Babbie (2005, p. 27) states that social sciences are expected to execute “social research” by enquiring about people and to look for answers to explain their social circumstances. Therefore, Bronfenbrenner’s model will serve as a theoretical background in Chapter 2 to investigate the influence that the environmental and circumstantial factors may have on the Grade 2 Afrikaans Home Language learners’ overall development and the causes of their barriers to learning.

1.6.1 Research approaches

Baumfield, Hall, and Wall (2008, p. 19) mention that mixed-methods refer to more than one technique to gather the data, and in the “social sciences”, the two significant approaches to collect the data are:

- Qualitative data that focus on words, for example semi-structured interviews; and
- Quantitative data that focus on quantities, for example assessment marks.

Struwig and Stead (2001, pp. 6 & 142) add that the collection of quantitative data refers to empirical inquiry.

Babbie (2005, p. 23) differentiates the qualitative and quantitative approaches as non-mathematical and mathematical information. Yin (2009, p. 174) calls the collection of qualitative and quantitative information the “mixed-method” approach. The reason for the mixed-method approach in this study, is to “build on the results” from both the qualitative and the quantitative approaches during the intervention programme (Creswell, 2009, p. 205). In Yin (2009, p. 174), Datta (1997) states that through the mixed-method, all the proofs of the gathered data are combined, whereto Della Porta and Keating (2008, p. 2) agree that “triangulation” is needed to avoid that the social research results contradicting each other.

Delport and Fouchè (2011, pp. 433-448) and Neuman (2011, p. 164) explain that triangulation provides various measuring tools to complement each other, when observing the occurrence or person. In this research study, triangulation is utilized to ensure reliability and validity. This will be discussed in Chapter 3, Paragraph 3.7. A brief overview of the action research and case-study research methods will be discussed in Paragraph 1.6.2.

1.6.2 Research methods

McNiff (1992, p. 7) promotes action research as a subtle method to take the learners' needs into consideration. On the other hand, Yin (2009, pp. 3-4) remarks that a variety of societal investigations are vital to minimise research shortfalls, and case-study research is ideal when investigating learner achievement, since this method maintains the overall and significant features of a real-life case. Neuman (2011, p. 42) views a case-study as an intensive investigation with multiple information over a period of time. For this reason, both action research and case-study research will be utilized to improve the quality of this research study. These will be described in Chapter 3 in detail.

1.6.3 Sampling

Struwig and Stead (2001, p. 109) advise that to gather precise data for a research study, the researcher should rather choose a sample than investigating the whole group. To get genuine evidence, the sample will be a selected number of Grade 2 Afrikaans Home Language learners with reading, comprehension and phonics barriers. In this research study, the participants will be chosen from the whole Grade 2 Afrikaans Home Language population at the research school (Struwig & Stead, 2007, p. 118). Creswell (2009, p. 178) and Struwig and Stead (2001, pp. 121-122) clarify that purposeful sampling entails the researcher choosing the participants selectively to obtain comprehensive and valuable information for the study. Since the Grade 2 Afrikaans Home Language learners are also easily reachable, convenience sampling is also applicable in this study (Struwig & Stead, 2001, p. 111).

1.6.4 The data collection

Both qualitative and quantitative data will be collected first-hand in this research study through the multi-method or mixed-method approach. Delpont and Fouchè (2011, pp. 433-448) suggest that certain qualitative data may be grouped together, due to their information, whereas quantitative research requires measuring tools. The observation data will serve to determine the intervention route, whilst providing a “chain of evidence” (Yin, 2009, p. 3).

The qualitative data collection in this study will be all the unmeasured data from:

- The learner’s responses and their parents’ opinions;
- Certain observation data, open-ended questionnaires by the parents; and
- Semi-structured learner interviews.

The quantitative data will be collected from all the measured data, like:

- All the written phonics tests;
- Measured reading responses;
- Quantified information from the learner and the parents’ observation checklist;
- Certain parent and learner perspective scores calculated from the open-ended questionnaires by the parents, and from the semi-structured interviews by the learners; and
- Intervention and school-attendance data.

Babbie (2005, p. 419) suggests the use of Microsoft “Excel spread sheet” for coding, and to categorize the questionnaire information. The same procedures were followed in this research study with the semi-structured interviews, the observation of the participants’ responses, as well as during the informal or formal assessment results of the learners. Baumfield et al. (2008, p. 107) assert that the purpose of the

diary is to observe and record the participants' behavioural or academic responses throughout the entire research, and then, to make a true judgement.

1.6.5 The data analysis

Delport and Fouchè (2011, pp. 433-448) state that when the qualitative and quantitative approaches are integrated, this is known as the mixed-method, whereby the qualitative information is analysed qualitatively, and the quantitative information is measured quantitatively.

Babbie (2005, p. 394) asserts that the purpose of analysis is to investigate the specific situation, and the main technique is to organize the information into separate segments that can be saved in a Microsoft word document, as a back-up to regain the data. All the qualitative and quantitative data were analysed and divided into their respective categories, whilst comparing them for similar or dissimilar findings (Strauss & Corbin, 1990, p. 62 in Babbie 2005, p. 395). Babbie (2005, p. 460) suggests that in the research study all the relevant, but also the conflicting information, must be discussed, during the data analysis.

1.7 DEFINITION OF KEY CONCEPTS

The main concepts used in this Grade 2 Afrikaans Home Language research study have the following meaning:

1.7.1 Inclusive education

Inclusive education means that all the learners' diverse needs and disabilities must be dealt with in the main stream, and the educators must support these learners and apply the necessary inclusive guidelines and intervention strategies (DoE, 2010).

1.7.2 Learning barrier

A learning barrier is, when the learner finds it difficult to reach certain scholastic or

academic skills in a particular learning area, for instance in either reading, writing or mathematics, but the learner has an average intellect with no “sensory or motor” impairment (Craig & Baucum, 2002, p. 345).

1.7.3 Reading barrier

Sousa (2006, p. 185) simplifies and defines a reading barrier when the “three neural systems” in the brain does not gather prompt information naturally, from the visual (scan the written text) and auditory (pronouncing of the word) processes, to finally, attach meaning” to the written text via the “frontal lobe. However, with proper intervention, the learner can develop these three vital skills (Sousa, 2006, p. 185).

1.7.4 Comprehension barrier

A comprehension barrier, can be defined when learners do not or cannot understand what they have read, and cannot recount what they have read (McKenna & Dougherty Stahl, 2009, p. 161). Inquiring is a conservative approach, through which the educator would be able to evaluate and measure the learners’ comprehension skills (McKenna & Dougherty Stahl, 2009, p. 161).

1.7.5 Phonics barrier

Grovè & Hauptfleish (1986, p. 116) defines a phonics barrier as the inability to recognise the letter-and-sound relationship, to build words or write regularly used words.

1.7.6 Reading and comprehension intervention

To commence with a comprehensive reading intervention programme, the educator must determine the learner’s acquisition of the basic phonetic skills, which entail the connection between the letter and the sound, general word recognition, the learners’ present reading level and comprehension skills. To accomplish a successful reading

intervention programme, the educator must focus on “fluency, vocabulary-building and comprehension”, as the three related skills (Shapiro, 2004, p. 194).

1.7.7 Phonics and spelling intervention

Grovè and Hauptfleish (1986, p. 124) mention that the intervention programme involves awareness of the correct pronunciation of the letter or word, which relates to the recognition and reading of the basic letter-and-sound relationship, and then the writing of the letter or word. Finally, Grovè and Hauptfleish (1986, p. 122) conclude that there is no ultimate method to remediate spelling mistakes.

1.8 OVERVIEW OF THE CHAPTERS

Chapter One gives an overview of the study and outlines the problem. Through the research objectives and questions, the reading, comprehension and phonics barriers of the Afrikaans Grade 2 Home Language learners will be investigated, in order to implement an intervention programme.

In Chapter Two, Bronfenbrenner’s Ecological Model demonstrates and explains through a framework of systems the learner’s holistic development, the role that the various domains play in the life of the learner, and the overall effect that the environment has on the learner’s literacy performance. Discussions in this chapter communicate the support route within the inclusive-education system, reading barrier factors, useful reading measurements, and the intervention strategies utilised to target these barriers.

Chapter Three presents the research methodology. The purpose of the informal, formal and diagnostic assessment tasks is to select participants with similar reading and phonics impediments to steer the research study. Through observation, interviews and questionnaires, one can gain valuable information and obtain a true reflection of the learners’ real performance during the programme, and the parents’ point-of-view on the intervention programme. The mixed-method approach of

qualitative and quantitative research will be applied through action research and a case-study research project.

Chapter Four presents and describes the findings of the study.

Chapter Five draws conclusions and summarises the study. Recommendations are proposed to set up an intervention programme, and to stakeholders, educators, and for future research.

1.9 SUMMARY

This chapter provides the background of the educational and literacy demands that the Grade 2 Afrikaans Home Language learners experience within an inclusive education system. The worldwide reading predicament in schools is discussed. The problem formulation has determined the aim and objectives for this research study: primarily to investigate the causes of the reading, comprehension and phonics barriers, but simultaneously to assist the learners during the intervention programme.

CHAPTER 2

THE LITERATURE REVIEW

2.1 INTRODUCTION

Neuman (2011, p. 85) maintains that a “theoretical framework” consists of conjectures, conceptions and social philosophies. De Vos and Strydom (2011, pp. 28-44) highlight that a social framework actually provides only a layout, with uncompleted characteristics, but this enables the researcher to pay attention to the particular subject matter. To view the current and future holistic development of the Grade 2 Afrikaans Home Language learners within their surroundings, Bronfenbrenners’ model (1977, p. 513) will be used to serve as a framework in this study, with insights from Donald et al. (2010, pp. 40–43) and from Swart and Pettipher (2005, pp. 3-23).

Hereafter, the SIAS process will be outlined. The possible causes of reading barriers, supportive literacy strategies and reading measuring tools from the DoE will be discussed, together with more details of the intervention programme.

2.2 BRONFENBRENNER’S MODEL

Bronfenbrenner’s ecological models of human development (1977) illustrate that human development occurs through a series of actions of increasingly complex interrelations between a living individual and another individual or entity in a close surrounding (Bronfenbrenner 2005, p. xiii).

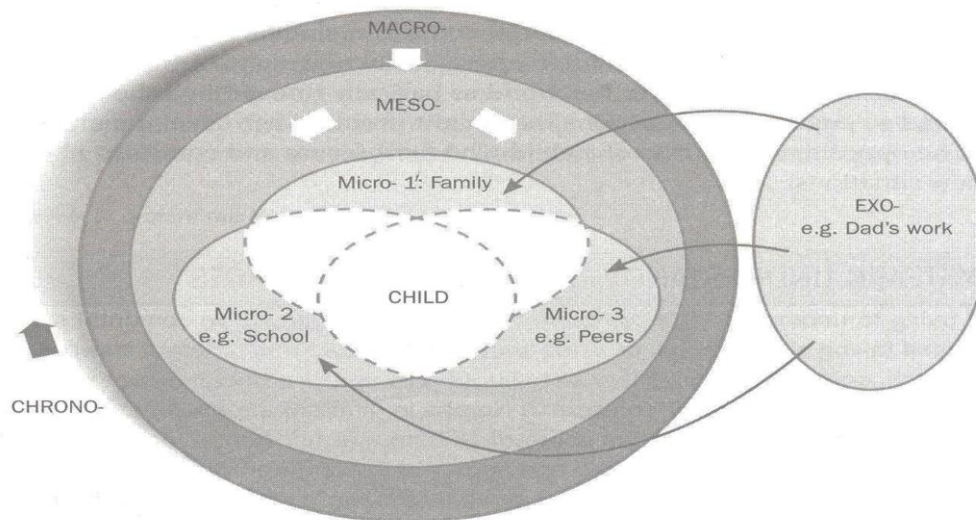
Bronfenbrenner (2005, p. xv) and Donald et al. (2010, p. 40) have pointed out that the centre of the Bio-ecological model interconnects with the “Process, Person, Context and Time (PPCT)” elements during human development, namely:

- Person involves the individual’s developmental factors;

- Process refers to the interconnection between the learner and the environment (context);
- Context includes the wider surroundings and interconnections with various people; and
- Time involves the effect these shifts will have on the individual or the surroundings over a period of time.

Figure 2.1 illustrates the Bronfenbrenner's systems model and the impact the systems have on the child (Donald et al., 2010, p. 41).

Figure 2.1 Bronfenbrenner's system model



[From: Donald et al., 2010, p. 41]

In addition, the first three elements of Bronfenbrenner's PPCT model intertwines with the continuous interconnections that occur, firstly, intrinsically inside the learner, due to his developmental factors, secondly, between the learner and his direct surroundings, and thirdly, all the external interconnections that emerge between the learner, the broader community and the people. Fourthly, all these elements alter with time, as a result of the learner's growth towards adulthood (Donald et al., 2010, p. 40).

Donald et al. (2010, p. 40) mention that Bronfenbrenner refers to this process as “proximal interactions” that take place between a child and a parent, relative, friend or educator over a period of time, which would mould the child’s development. Thus, constructive proximal interactions can influence the child positively, but destructive criticism would inevitably have a negative impact on the individual, the people and the surroundings in which it takes place. Bronfenbrenner (1994, p. 38) positively confirms that when a child originates from a loving, steady and good family environment, the learner functions well during proximal interactions, but alas, the opposite occurs in undisciplined, neglected or unstable surroundings. The learner-surrounding situation has an immense effect on child development, and when, for example, poor socio-economic factors arise outside the learner, extrinsic barriers to learning become evident. And these have an impact on the learner’s direct needs.

Bronfenbrenner (2005, p. xiii) refers to his theoretical model of 1977 and categorises the surroundings into five ecological systems, namely: the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem. These five specific layers form an entity, and they have an inextricable influence on each other, and must be taken into consideration when working with scholars, the educator, family or the broader community (Swart & Pettipher, 2005, pp. 3-23). Sections 2.2.1-2.2.5 will give clarity and an understanding of what really takes place in the world of the Grade 2 Afrikaans Home Language learners and the effect that the five intertwined systems have on the learners’ overall achievement at school.

2.2.1 The microsystem

The microsystem is the direct surroundings in which these learners function, for example: the home environment, at school in class, as well as on the play and sports grounds. The people involved can be the parents, family, friends, scholars and the educator. Bronfenbrenner (1977) elaborates that the action depends on when, what, how and where the learners will partake, but in addition, the daily physical actions mould the learners’ “cognitive, social, emotional, moral and spiritual development” (Donald et al., 2010, p. 40). Additionally, I would add physical development, since, all these developmental domains are dependent on each other.

Although I systematically refer to the developmental domains, it must be kept in mind that they construct a whole, and can never exist separately.

2.2.1.1 Physical development

Craig and Baucum (2002, p. 318) state that Grade 2 learners do not really increase in physical size, but the brain is already 90% big in relation to that of grown-ups. Louw, Van Ede, and Louw (2011, p. 322) concur that experts in psychology virtually view physical development as an insignificant stage from the age of six to twelve years, but the “cognitive, social, emotional and self-concept development” are critical issues.

However, various physical factors influence the cognitive developmental domains of, which I will mention a few. Visual and auditory discrimination relates to perceptual development, which involves comparing and differentiating between similar and dissimilar letters and their sounds (St. John et al., 2003, p. 19 & Grovè & Hauptfleish 1986, p. 5). Louw et al. (2011, p. 236) refer to a perceptual barrier, when a learner cannot “interpret information received via the senses, like motor development, gross motor skills, fine motor skills”, which link with the physical, but also cognitive development, for instance, reading and phonics.

An example hereof is a simple pattern or figure that must be copied, but the learner experiences difficulties in joining the dots correctly, therefore it is essential to expose the learners to similar exercises, in order to overcome their perceptual barriers. Consequently, this aspect will be dealt with during the intervention programme.

Moreno (2010, p. 72) simplifies physical development as the “changes in the body and motor skills.” Craig and Baucum (2002, p. 317) mention that, whilst the learners compete passionately in racing, ball games and adventurous games, they develop their fine motor and gross-motor skills, which in turn, would enhance their strength, control and co-ordination. Louw et al. (2011, p. 326) add that “boys develop their motor skills faster than girls”, and it is noticeable at school that the boys of this age are more actively engaged and enthusiastic to practise their physical skills. Gross

motor skills refer to climbing, balancing on objects, whilst walking – or to changing direction when running. Fine motor skills entail cutting with scissors, grasping pencil with thumb and fingers, writing or drawing.

A learner's nutritional regime, hygiene and health condition all form part of his physical development. Grovè and Hauptfleish (1986, p. 4) stress that learners must have a healthy developed body to engage in formal reading readiness tasks, which entail good hearing, sight, and speech ability. Alant and Harty (2005, pp. 78-95) and Grovè and Hauptfleish (1986, p. 41) declare that a learner with deprived health conditions already experiences barriers to learning. An unhealthy body can have a negative impact on the learners' school performance, influence his concentration, interests and joy of life. Therefore, the educator has to observe whether the learners appear neglected, due to malnutrition, or to an unhygienic home environment.

Social development is remarkably influenced by the learners' physical wellbeing, since the learners exercise their motor skills during physical activities and mutually develop their social skills by accomplishing various character traits (Louw et al., 2011, p. 326). When a physical disability is experienced, it would be a definite obstruction for the learner when the learner cannot participate actively, and bystanders could make an unwanted remark that might influence the learner's self-esteem. Louw et al. (2011, p. 326) claim that these traits are further developed as each physical activity has its own rules, with which the learner has to comply, whether it demands team co-operation or competing against one another.

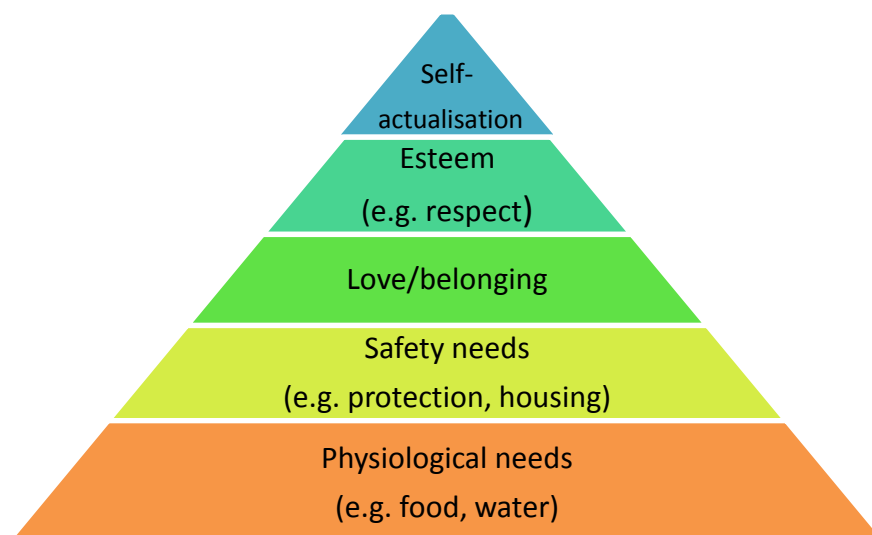
Louw et al. (2011, p. 326) declare that Papalia and Olds (1995) comment that physical developmental differences occur, due to the diverse ethnic groups, their backgrounds and domestic situations, and that both heredity and ecological issues have an impact on physical development. Heredity includes those traits that individuals genetically receive from their father or mother, and these traits have a life-long influence (Louw et al., 2011, p. 17). According to Louw et al. (2011, p. 17), genes establish a resemblance from a parent, such as curly hair, or a bad temper, and these would be further manifested with time, as genetic conditions are influenced by the surroundings, and it requires certain environments, in order for

inherited qualities to appear. To summarise the reciprocal influence between heredity and the surroundings in a nutshell, Grovè and Hauptfleish (1986, p. 249) remark that a renowned scientist once declared that genetic conditions are latent possibilities, but the right surroundings are needed for them to appear.

Louw et al. (2011, p. 21) explain that the immediate surrounding factors influence the physical, social surroundings and the occurrences around them, therefore, learners are daily affected through their immediate surroundings – whether good or bad. Louw et al. (2011, p. 21) mention that the surroundings have an immediate snowball effect on the learner: for instance, when the parents separate, or the father loses his job, this influences the house-keeping and can lead to poor health conditions or eating disorders, contributing to physical, emotional, medical and social barriers.

In Figure 2.2, the five layers of Maslow's hierarchical needs (1954, p. 92) are depicted in a pyramid, and the first layer is psychological needs, of which air, nutrition and water are the fundamental requirements. The hierarchy of needs pyramid model of Maslow (1943) is represented, as follows in Donald et al. (2010, p. 95).

Figure 2.2 Maslow's hierarchical needs



[From: Donald et al., 2010, p. 95]

Louw et al. (2011, p. 23) explain that the first layer forms the basis for the functioning of a healthy body, and reduced intellectual ability may occur when malnourishment has been present over time during the first childhood years, or during the prenatal period. Consequently, physical development is the first layer to make the cognitive, social, emotional and moral development possible. Louw et al. (2011, p. 18) explain that a physically disabled individual would be unable to become a good athlete, and an individual with a head injury may experience “brain” injury, therefore, the physical needs and the life-style of the individual change when a health problem or severe injury occurs. Despite these physical impediments, the basic needs of the individual must first be met through plenty of love and security, before the higher needs of the individual, namely a positive self-esteem, can be reached. For instance, a plant is dependent on sunlight and nutrition from the surroundings. The same is true for the individual, when interacting with the surroundings.

Therefore Maslow (1999, p. 222) concludes that throughout human development the individual takes a series of decision-making steps, which entail real-life against one’s aspirations, and Maslow (1954, p. 93) states that this internal growth leads to the fulfilment of the individuals’ total development.

Maslow (1954, p. 183) states that self-actualization is actually a matter of latent growth, namely: self-actualisation is really growth-initiated instead of deficiency-initiated, therefore, learners need assistance from adults to reach the fulfillment of their full potential, and the emphasis is on the learners' strengths, rather than on their deficiencies or weaknesses.

2.2.1.2 Cognitive (including language) development

Moreno (2010, p. 72) states that cognitive development brings about the way the “mind and mental processes change over time.” Cognitive development increases rapidly since Grade 2 learners are engaged with multiple tasks and stimulation at school. Donald et al. (2010, p. 218) and Louw et al. (2011, p. 91) maintain that the various facets of cognitive development consist of perception, reasoning, thinking, to comprehend and memorize.

According to Louw et al. (2011, pp. 331-333), memory is a vital factor in the learners' lives, which includes the "working, semantic and episodic memory." In short, the working memory refers to the learners' ability to manipulate temporary information, in order to acquire more difficult cognitive activities, while semantic memory refers to the knowledge of the meaning of words, and episodic memory is all about remembering personal experiences, and the attempts to gather the detail of what, where and when something happened (Louw et al., 2011, p. 331-333). Learners need prior knowledge to learn the new skills, for example, how to spell a word. They have to recall the consonants and vowels already taught, thus, the semantic memory should improve gradually in the course of time, as new knowledge and concepts are learned.

Louw et al. (2011, p. 331) clarify that Piaget's theory focuses on how children think, and he declares that their knowledge affects their ability to memorise a variety of cognitive tasks – in order to learn new skills and information. Craig and Baucum (2002, p. 328) add that at this age, the learners use their metacognitive developmental strategies to plan, apply decision-making and problem-solving skills, as they consider about their own thinking. In Craig and Baucum (2002, p. 328) Hasselhorn (1992) affirms that metacognitive skills are more effective when the work or resources are not unfamiliar to the learners.

The DoE (2013, pp. 128-130 & 2011a, p. 17) give exercises to enhance the learners metacognitive skills by asking "lower- and higher-order questions", therefore, brainstorm activities and mind-mapping exercises form part of the daily instructions in class.

Piaget and Vygotsky have different theories regarding cognitive development, which are divided into different developmental stages. According to Piaget's theory (1896-1980/1976, p. 8), the Grade 2 learners are in the concrete-operational stage, namely stage three, where the learners start to solve the obstacles of protection, making use of concrete apparatus and relying on personal occurrences. Piaget (1896-1980/1976, pp. 10-11) claims the phrase "operational groupings" implies that the learners have not reached the total logical reasoning stage of classification and

connections. Classification in this instance, implies that the learners can perform “simple grouping operations” by seeing that the marbles have different colours, and realize that although the blue marbles will be subtracted from the full total, these still form part of the full total. This implies the need to assume the protection of the full total (Piaget, 1896-1980/1976, pp. 10-11). Piaget (1896-1980/1959, p. 78) highlights that during the concrete-operational stage, the Grade 2 learners go through more intellectual interaction, and they start to differentiate between their way and their friends’ way of thinking.

In addition, Piaget (1896-1980/1959, p. 78) indicates that an individual can give an explanation to another on how to do a complex task, which refers to peer tutoring, therefore, it is advisable that the perceptive learner can be used to explain the concept in a simpler manner in the class situation, which corresponds with peer tutoring.

In Chapter 1, Paragraph 1.2.5, the PIRLS results reveal that the girls performed better than the boys in reading. Craig and Baucum (2002, p. 341) declare that the perception in society is that language skills are feminine-centred, while figures and mathematical concepts are masculine-centred. Craig and Baucum (2002, p. 341) claim that Kimura (1992) declared that “brain development” can differ slightly between the two genders, but there may be a tendency to believe that maths and technology are careers for boys, and languages are for girls.

Mitchell (2008, p. 149) refers to Vygotsky’s “zone of proximal development” (ZPD) theory and advises that educators must pinpoint, which skills fall within the learners’ ZPD level. They must know what the learners’ knowledge and understanding ability is, what activities they can do, and what they are unable to do. Moreno (2010, p. 90) comments that Vygotsky used the ZPD term, to explain the difference between the child’s actual development and his potential level – with the guidance of a parent, educator, or elderly person. This is a similar principle to scaffolding, but Mitchell (2008, p. 149) warns that if the work is too advanced and not within the learners’ ability, the scaffolding process will be ineffectual, and it would be of no use.

Louw et al. (2011, p. 253) point out that language development is closely linked to “cognitive, personality and social development.” Vygotsky (1896-1934/1987, p. 192) distinguishes between two types of thinking, namely: the verbal conversations that learners have when socializing and the “egocentric speech” that the learner uses individually when expressing himself audibly, without chatting with somebody.

Piaget (1896-1980/1959, p. 9) views private speech as egocentric, whilst Vygotsky (1896-1934/1987, p. 194) regards it as an important thinking instrument, and although “egocentric speech” fades with ongoing growth, it has been found that “egocentric speech” continues to occur when a human being finds himself in a difficult situation. Vygotsky (1896-1934/1987, p. 196) is of the opinion that private speech is actually external speech, because the individual is “thinking out loud.” The Grade 2 learners have reached the stage where they move away from their previously egocentric ideas to more logical arguments, and their previously inflexible thought, starts to change to a more abstract and flexible thinking pattern.

Newcombe (1996, p. 280) stresses the valuable connection of cognitive development within social development, since cognitive development enables learners to adapt to their cultural and social surroundings. When learners cannot express themselves properly, due to a lack of language skills, they would be unable to communicate effectively with peers and other individuals, and that handicaps their social development. Piaget (1896-1980/1959, p. 127) reveals that 7- and 8-year old learners can comprehend the conversations amongst each other. When communicating with others, the child’s response depends on how the child perceives or understands the situation (Bronfenbrenner, 1979, cited by Thomas, 2005, p. 350).

Piaget mentions that “cultural influences” do not have an impact on cognitive development, but many researchers oppose his statement, because personal relationships with parents and friends would clearly have an effect on how learners think (Moreno, 2010, p. 87). Every culture has its own beliefs, views and sense of values and exposure, which causes them to act, in accordance with their cultural values. However, there are differences within the same culture, for every household has its own preferences regarding sanitation, appropriate bedtime, eating habits, or

etiquette – on how to behave amongst children and adults – and these influence the way learners think and act.

Moreover, Craig and Baucum (2002, p. 329) mention that the learners increase their language and socialising skills through proximal interconnection with young or old people. When parents communicate in an orderly manner, the learner would respond appropriately, but when poor language and socialising skills are used at home, or with friends at school, this would inspire the learner to react in a similar manner. During their developmental stage, the Grade 2 learners have the ability to use their language for communicating their feelings, and they learn the correct manner to socialize and take care of their relationships. Thus, the more social opportunities the learners get, the more they can practise their language acquisition, and development can take place.

Language does not only allow communication during socializing, it manifests a deeper function, in which learners reason with themselves and make decisions about their own actions that would lead to socially acceptable behaviour and the approval of peers. Therefore, a learner's cognitive ability and emotional maturity rely on each other, and an intelligent learner is more likely to achieve a higher emotional maturity level. Louw et al. (2011, p. 340), as well as Piaget (1896-1980/1959, p. 243), mention that the communication technique and interaction are adjusted, since learners speak differently to the educator or elderly persons than the speech used when communicating with a peer. This then leads to the issue of social development.

2.2.1.3 Social development

Moreno (2010, p. 377) states that when learners feel rejected, this relates to a low self-esteem, a lack of intrinsic inspiration, or poor scholastic performance, that develops into behavioural problems. Moreno (2010, p. 377) refers to Bronfenbrenner (1986), who claims that "alienation" is the result of isolation and separation of learners' experience from their friends, educators or the school, parents, or the home environment.

Such alienation can be caused by an unwanted remark that is addressed privately to the learner, or is spoken in the presence of a group by a peer, parent or educator. Poor parental involvement towards school work, school functions or parent meetings, may also leave the child with a sense of alienation.

Vygotsky (1896-1934/1997, pp. 174-175) commends an orderly societal surrounding and a steady behavioural pattern, as the ideal situation for a learner to come into contact with new interrelations, and when his first unexpected incidental response occurs, s/he would discover new ways on how to respond, which would enhance his/her thinking. Unlike Piaget, Vygotsky (1896-1934/1987, p. 196) believes that the social environment affects the way learners construct their knowledge, and as the learners grow older they acquire and gain higher critical thinking tools through communication and social activities.

In order to assist learners with these skills, the DoE (2011c, p. 9) has implemented Life Skills, as a subject to shape the learners to acquire the necessary values and norm-skills for their life-journey ahead.

Furthermore, Vygotsky (1896-1934/1997, p. 217) declares that children from 7 to 14 years find themselves in new-found unguided surroundings without the experience that grown-ups have, therefore, they do not always know how to act when entering these surroundings. Specialists in the field of psychology agree that it is an awkward stage for the child. Vygotsky (1896-1934/1997, p. 217) affirms that the child experiences discord with the surroundings and the inner-self. Since Grade 2 learners do not know how to handle a disagreement, it is typical that they would approach the educator to assist them to resolve their problems. However, this is the ideal opportunity to develop the learners' thinking when investigating the matter so that they can distinguish between acceptable and unacceptable behaviour.

Vygotsky (1896-1934/1997, p. 175) puts it clearly that the progress of thought is the “highest form of behaviour” since the learners must be aware what the quandary is, and the components needed to find a solution.

Vygotsky’s view (1896-1934/1997, p. 175) is that “if you would like him to learn well, take care to place obstacles in his path.” Educators can assist learners to obtain these skills during brainstorming activities and discussions in class by sketching predicaments, for example, a dialogue between a bully and the victim, or an oral discussion on what to do when your transport fails to pick you up after school. Vygotsky (1896-1934/1997, p. 217) emphasizes that children are relying on adults to steer them, therefore, educators must be attentive of a learner’s body language or any inappropriate behaviour, since this may be a learner in need of guidance.

Taking each learner’s special needs into account, would generate a social bond of synchronization between the learner and the adult. Thus, a stable and tranquil classroom and home environment is essential. Learners need a sense of belonging, therefore, educators, parents and individuals must be thoughtful and not insensitive to their remarks or questions in front of others.

Unfortunately, there are timid learners who lack confidence to discuss their inner conflict with an adult or elderly person, and as a result, they may not learn from the incident – leaving them to think immaturely – and to perceive the incident unsatisfactorily, with the result that their mindset and thinking may not develop adequately, and this would present as emotional immaturity. This will now be discussed.

2.2.1.4 Emotional development

Erikson’s theory of emotional development stipulates that humans have eight emotional stages of growth. Hamacheck (1985, pp. 136–142) maintains that each of these stages manifests a struggle between two contrasting emotions, comprising one optimistic and one pessimistic emotion. According to Erikson (1963, pp. 258–259), the Grade 2 learners’ emotional stage will be the Industry versus Inferiority

phase, and as the learners become part of the school and class situation, they realize they are expected to develop academically, and that they need skills for their current and future roles.

Erikson (1963, p. 259) maintains that the individual responds diligently to his environment and endeavours to apply the equipment provided to him, seeing that he is older and ready for school. During this process, the educators and the parents are stakeholders in the learner's career, but due to the increasing social challenges that cross the learner's path his parents' role become more hazy, leaving the learner with discontent and disillusionment (Erikson, 1963, p. 259).

Erickson (1963, p. 259) opines that this is a vulnerable stage in the learner's life, because the learner may start to feel inferior and lose hope, causing him not to utilize the correct instruments within the circumstances. Ultimately, the turning point is where adults play a critical role in steering the child to grasp the current circumstances, in order to reverse the learner's inferiority feelings into the development of industry (Erikson 1963, p. 259). Louw et al. (1998, p. 53) clarify that, in order to successfully accomplish the industry level, the learners must confidently master their socialising and academic skills, rather than reverting to feelings of inferiority.

Hence, if the home environment is unstable, or the parents do not support the child unconditionally, then the learner may fail to construct his life meaningfully towards the industrious level. Erickson (1963, p. 260) accentuates that intrinsic and extrinsic obstructions influence each other, and they can cause intrinsic discontentment, when the learner finds it challenging to communicate with other individuals, which again refers to extrinsic obstructions.

To worsen this predicament, learners reach a stage in which they become aware of their own abilities and inabilities, their home circumstances, whether they are poor or wealthy, and this concurrently develops their own ego and personality, maintains Erickson (1963, p. 260). To illustrate these feelings, a poor self-concept would have an influence on a learners' school performance, language use, actions or attitude.

Louw et al. (2011, p. 344) confirm that through socializing, learners become aware of their own intrinsic feelings, and on how their friends perceive them, therefore, their self-image can control their actions to a certain extent.

Erikson (1963, p. 408) comments that learners cannot distinguish between fearfulness and tension, and therefore, they are reliant on grown-ups to guide and instruct them to distinguish between the actual and the fictitious risks. Notwithstanding this, Erickson (1963, p. 408) maintains that although it is human to portray certain emotions, one must learn to deal with one's actions and emotions by remaining calm and "Keeping your cool."

Grovè and Hauptfleish (1986, p. 6) express their concern that learners have to be emotionally mature to be willing and eager to read. An emotionally immature learner will develop a feeling of tension and fright when reading, state Grovè and Hauptfleish (1986, p. 6), and hereto, one could add comprehension and phonics, or any other academic activities. Sousa (2006, p. 44) adds that the manner with which the individual perceives and experiences learning, affects the time he will spend on a task. Sousa (2006, p. 65) refers to this as "intrinsic motivation", and in Sousa (2006, p. 65) Wigfield and Eccles (2002) stress that learning experience occurs when a learner is internally motivated.

An immature learner struggles to cope with the daily tasks and portrays scholastic, social and emotional barriers in class, and because the learner cannot make meaningful decisions, s/he is unmotivated, and may try to seek attention in an inappropriate way. Grovè and Hauptfleish (1986, p. 10) refer to these three concepts as: school maturity, social maturity and emotional maturity. Learners receive guidance at school and at home to cope with their emotions, which vary from being overwhelmed with joy, being frightened, or being sad. Louw et al. (2011, p. 345) mention that Turner and Helms (1995) also refer to this, as the emotionally mature stage when the learners move away from being dependent to becoming more independent.

Louw et al. (2011, p. 345) further state that “gender-role stereotyping” manifests, as boys are educated to act differently in behaviour. For example, boys must not shed tears, while girls, on the other hand, must be more ladylike in their actions. Thus, the ideal requirement for emotional development is that learners need to control their emotions and apply the correct response in each situation. Since, youngsters are victims of household outrage, they battle with their own underdeveloped “emotional intelligence skills”, that may cause deviant behaviour and aggression (Strydom, 2005, pp. 96-115).

2.2.1.5 Moral development

Thomas (2005, p. 429) writes that experts who have studied the behavioural pattern concerning moral development in individuals have concentrated on their character traits, namely, how they react, whether they acknowledge their own wrongdoings, and how they judge someone else’s actions.

Louw et al. (2011, p. 374) maintain that moral development happens in cycles and the Grade 2’s stage is called “heteronomous morality”, where the learners believe in superior power, that includes adult authority, like that of the father, mother, educator, and spiritual aspects, like Jesus Christ or legal aspects. A learner may observe that her best friend transgresses by taking a pencil that does not belong to her. The observer may experience these intrinsic conscious feelings that discipline must be addressed, because rules should not be broken and a penalty for stealing is necessary, therefore, the observer may tell the teacher what her best friend did.

Louw et al. (2011, p. 374) maintain that Piaget (1932) professes that the “moral and cognitive” processes interrelate with each other. Piaget (1896-1980/1976, p. 82) asserts that morality consists of the intrinsic conscious feelings and that these mental structures guide the thoughts. According to Piaget's (1976, p. 82) explanation: When a learner is busy with homework and the desire arises rather to play outside, but the learner carries on performing his homework, then the willpower and responsibility overrule the wish, but if the learner goes outside to play, then the wish overrides the responsibility and the will power.

Louw et al. (2011, p. 376) cite Lawrence Kohlberg (1964, 1966, 1978 & 1985), who disagreed with Piaget's belief that Grade 2 learners have attained their full growth of moral development concerning values, norms and the authority component, without considering their lifestyle and surroundings.

Kohlberg (1973, p. 631) calls his first stage of moral development, the pre-conventional stage. He declares that learners are responding to the norms and values that are familiar to them within their life style. This level entails two opposites: of what is acceptable and what is unacceptable. Kohlberg (1973, p. 631) maintains that the learner is aware of the "punishment-and-obedience" course and adults have control and influence through either penalty or incentive. Therefore, the Grade 2 learners know that their wrongdoings entail the need to bear the consequences. Kohlberg (1973, p. 631) states when being obedient, punishment will be avoided.

At this developmental stage, the learner realises that when he tells the truth, he has accomplished a good deed, but should he lie to save his own neck, the punishment would be even more severe. The fiduciary relationship may suffer and it would not be easy to trust the learner again in future. However, when a learner is brought up in a household where one or both parents have the tendency to lie, it could also influence the child to do the same.

Thomas (2005, p. 435) describes a study that Kohlberg (1971, p. 190) conducted amongst cultures of different socio-economical classes, and the studies revealed that the average class-learners show more improved morality values than the deprived learners. In contrast, Thomas (2005, p. 435) refers to another study conducted by Kohlberg's colleagues, who established that although the learner's surroundings may be deprived, the household is, nevertheless, loving and stable, and this is a valuable plus factor conducive to moral development. Thomas (2005, p. 435) mentions that Kohlberg differs in opinion from his colleagues, because Kohlberg feels strongly that the surroundings must provide the learner with ample events and situations, since appropriate decisions have to be taken by the learner. Obviously, the debate carries on, and one cannot generalise, because learners from

a very poor community, may have religious and honest parents, truly 'salt of the earth' people.

2.2.2 The mesosystem

Bronfenbrenner (1976, p. 5) comments that the mesosystem is actually a series of micro-systems, which are inescapably interconnected with each other. Bronfenbrenner (1976, p. 6) explains that this mainly implies mutual interconnections between the people in the learner's life, like the parents, direct relatives or educators at school, and it includes activities that the learner enjoys, such as the cross country at school, or any fun activities at home.

Many Grade 2 learners would speak openly about their home circumstances, particularly when there is a good educator-learner relationship, therefore, I am of the same opinion as Bronfenbrenner (1976, p. 10) on the need to be attentive and to examine the comments that the learners make, because the linkage between the home and the school surroundings have a definite influence on the learner. Craig and Baucum (2002, p. 329) add that although the interconnections are different, this is a learning curve for the learner, and it contributes to the development of their language skills, as well. Nevertheless, a learner who grows up, and is exposed to jargon at home would express himself in the same manner, whilst the opposite would occur when a learner is exposed to good sophisticated language use that may increase their sense of values in life.

Bronfenbrenner (1976, p. 10) adds that he based his study on children in their own surroundings, and he did not investigate how these children would respond in an unknown environment. Bronfenbrenner (1976, p. 10) further agrees that it is possible that when the circumstances are much different, these may influence the learner's reaction and developmental factors that include the cognitive, social, emotional and moral development.

In Craig and Baucum (2002, p. 343), Kaplan et al. (1992) point out that kids whose parents rate school work higher than pleasure incline to do better at school than kids

whose parents display a *laissez-faire* attitude towards academic performance. A learner who underperforms scholastically can display a good self-esteem, due to his sporting achievements, but he is reliant on how his father, mother, peers and people in his direct surroundings perceive him (Craig & Baucum, 2002, p. 354).

Pretorius (2009, p. 295) states that when parents ignore, accuse or intimidate the child, this may be an outcome of the parents' own intrinsic feelings or inability to show love, but eventually, this "cold parenting" behaviour can develop into an insecure feeling within the child, which in turn influences the child's relationship with peers, family and educators. Pretorius (2009, p. 150) further confirms, that when a learner displays a poor sense of worth, people have the same opinion of the learner. Contrary to this, Donald et al. (2010, p. 40) state that when a learner receives appropriate support from an educator, friend or exemplary adult, the learner may regain his dignity systematically over time. To conclude, Donald et al. (2010, pp. 40-41) confirm that these happenings within the microsystem all interconnect in the mesosystem, thereby influencing the relationship with all the individuals with whom the learner interconnects.

2.2.3 The exosystem

Bronfenbrenner (1976, p. 2) states that the exosystem is a step further away from the direct surroundings, but it has an impact and definite control on the direct surroundings of the learner. Bronfenbrenner (1976, p. 2) and Donald et al. (2010, pp. 40-41) elaborate on the effect that indirect influences have on the learner via the institutions in the society. For example, the family splits apart – due to a third party, single parenthood, the mother not being a housewife anymore, physical abuse or the father gets injured at work. When parents experience financial problems, namely dismissal from a job or inadequate salary from the parent's employer, various implications may develop and have a direct influence on the learner. These would include food, clothes or a safe haven for the learner, assert Donald et al. (2010, p. 41).

Alant and Harty (2005, pp. 78-95) state that joblessness can cause destitution and unhealthy conditions. Should the family have to move to a smaller inconvenient house, because they cannot pay the rental, the car breaks down, or the child cannot come to school, due to no money for petrol, all these challenges have a ripple effect on the whole household, and that influences all the systems. When parents cannot cope with their situation, the father is more often at the bar than at home, and alcohol abuse is present, which causes that the mother to become more focused on her own circumstances than the child's needs, and does not care whether the child attends school or how he gets to school, then truancy is experienced.

In addition, these circumstances affect the whole family to such an extent that the learner is concerned about the household challenges that his parents experience. Consequently, he is not interested in coming to school, cannot concentrate, or develops a negative attitude towards school. Should the same learner portray regular truancy at school, it is the educator's responsibility to enquire of the parents, get the stakeholders of the DoE involved, and when the condition continues, then the assistance of the social worker or even the police, in severe cases, might be needed.

2.2.4 The macrosystem

Bronfenbrenner (2005, p. 81) explains that the microsystem, mesosystem and exosystemic factors are integrated within the macrosystem. The macrosystem refers to the broader surroundings of our country. Thus, meaning the cultural context, such as the customs and principles in which the child grows up (Donald et al., 2010, p. 41). The entire process is illustrated by Donald et al. (2010, p. 41) as an expansion on how parents, educators and others educate the individual. And then, there are the higher overarching body, which includes professional and societal assistance to help families with financial funding or educational legislation policies. And consequently, all four layers are involved. Alant and Harty (2005, pp. 78-115) refer to the large number of domestic challenges in our country, and the influence this cycle has within the group and wide-ranging nation, and therefore, a supportive macrosystem is critical in shaping youngsters during their developmental years.

2.2.5 The chronosystem

Bronfenbrenner (1994, p. 40) declared that the term chronosystem refers to the last scheme that is a further extension to the surroundings, and it refers to lifestyle adjustments, or no adjustments, that individuals experience over a period of “time”, which includes household adaptations, changing jobs, socio-economic circumstances that have an effect on the individual’s traits and his immediate surroundings. Bronfenbrenner (2005, p. 82) elaborates that the connotation between the chronosystem and the “chronological age” is like sequencing human beings, according to “how long they have lived”, thus people who were born and lived at the same time may have encountered similar experiences as those who come from a different era. The purpose of the chronosystem model is to recognise the effect of past happenings to which one was exposed, and to those that either occurred separately, or in a sequence, to those at a later stage (Bronfenbrenner, 2005, p. 82).

Consequently with time, situations may alter continuously, and that would have an influence, on the interconnections in which the learners are engaged, according to Donald et al. (2010, p. 41). Donald et al. (2010, p. 41) state that depending on the surroundings in which learners live, they would in time develop their own perceptions on how they see their surroundings, and they would react accordingly. Ultimately, Bronfenbrenner's model illustrates the continuous influence that the various interconnected systems have on the individual in the school setting and surroundings. Swart and Pettipher (2005, pp. 3-23) inform that these developmental changes affect all individuals involved, but they may produce learning barriers when applying “inclusion in society.”

Maslow’s hierarchical needs also affirm that all individuals have definite needs to reach self-actualization, which leads me to inclusive education that deals with all the individuals’ diverse learning needs. For the relevance of this research study, the literacy challenges within an inclusive education system will be discussed in Paragraph 2.3.

2.3 INCLUSIVE EDUCATION AND SUPPORT ROUTE

In this section, the departmental route that must be followed to assist and support a learner with a barrier to learning will be discussed, but first the impression and needs of teachers regarding inclusion will be explored.

Green and Engelbrecht (2007, pp. 2-9) quote Browder and Cooper-Duffy (2003), Molto (2003), as well as Schmidt, Rosendal, and Greenman (2002) as educators from various nations are comfortable with “social inclusion, but do not favour academic inclusion”, and they reject any new teaching strategies. In Oswald (2007, pp. 140-158), Reddy (2004) states that teachers experience personal and educational deficiencies when attending the teacher-training programmes, because the teachers feel that their needs are not met, as they were not part of the decision-making process to organize the workshop themselves.

The 2014 SIAS document (DoE, 2014, p. 15) stipulates that the first level of support is managed by the educator to primarily screen, and to identify each individual’s learning barriers, and to intervene and keep the evidence of the intervention process. The second level is the School-Based Support Team (SBST), or Individual Learner Support Team (ILST) at school level, and the third level is when action is taken by DBST professionals for learners with a high level of learning barriers (DoE, 2014, 15).

The implication of the SIAS (DoE, 2014) process is that educators must do everything in their power to assist learners with a learning impediment in collaboration with the parent. When the educator has intervened without achievement and requires additional support, the SBST or ILST gets involved in the process.

Table 2.1 shows the progression in the SIAS process and the liable stakeholders, where Special Needs Assessment (SNA) phase 1 starts with the teacher, to the second SNA 2 phase, where the parents and the SBST collaborates, and the next SNA 3 phase, where the DBST becomes involved (DoE, 2014, p. 31).

Table 2.1 The SIAS progression phases and diagram of responsibilities

Forms	Filled in for whom?	Filled in by whom?
Road to health Card. Reports from health screening (ISHP6)	For all learners: For learners who have an indication of vulnerability.	Health professionals (The class teacher captures all relevant information on the learner profile).
Learner Profile	All learners	Class teacher
Support Needs Assessment Form 1 (SNA1)	For learners: <ul style="list-style-type: none"> • For whom additional support must be put in place from the outset, e.g. Learners with disabilities (see also the health and disability assessment form); and • Who are identified in the course of teaching and learning as having additional support needs indicated via the learner profile. 	Class teacher or teacher who is tasked to be the case manager.
Support Needs Assessment Form 2 (SNA 2)	For learners who have not benefited enough from the teacher's intervention and need additional support from the school's experienced and/or highly qualified teachers.	School Based Support Team (SBST) in consultation with the teacher and parents.
Support Needs Assessment Form 3 (SNA 3)	<ul style="list-style-type: none"> • For learners who need a high level of support from outside the school or placement at a full-service/inclusive school or special school; or • For the training of the school's staff to be able to support the learner. 	DBST in consultation with teacher(s), SBST and parents.

[From: DoE, 2014, p. 31]

The SIAS document (DoE, 2014, p. 19) specifies that the SBST can appeal to the DBST for “learning support or remedial education” on condition that adequate proof of intervention is provided. The DBST (DoE, 2014, pp. 8-9 & p. 17) will only consider psychometric assessments when severe learning impediments occur, in order to establish the support level of a learner - “as part of the Individual Support Plan (ISP).”

The SNE requirements in White Paper 6 (DoE, 2010, p. 9) mention that educators must perceive the diverse barriers from the pupil-background relationship and encourage supportive techniques that involve learning and teaching. This technique reveals more data about the particular learning impediment and the way it influences the learning occurrence, but the document specifically refers to full-service schools or resource centres that are completely equipped with professionals and a range of resources to deal with any impediments to learning.

When dealing with learners with diverse barriers to learning, ordinary inclusive schools are truly in need of a range of comprehensive supportive measures. Swart and Pettipher (2005, pp. 3-23) claim that “support is the cornerstone of successful inclusive education”, and the interrelation between colleagues, schools, the neighbourhood and all parties involved, are more valuable and effective than to attend a single workshop.

Gable and Hendrickson (2004, pp. 2-17) state that most teachers did not receive additional and expert training to assist learners with their diverse barriers to learning. Mitchell (2008, p. 29) highlights that the successful accomplishment of inclusive education requires informed and well-trained teachers, who rely on the guidance of the DoE officials at “national, provincial and district level to pass the necessary laws and to provide the appropriate resources.” In Oswald (2007, pp. 140-158) Engelbrecht and Oswald (2005) emphasize that inclusive education was executed effectively in three schools in the Western Cape through the universal approach, which incorporates “school-based professional development with institutional development”, but this execution remains an obstacle in the deprived communities and states in and around South Africa.

Swart and Pettipher (2005, pp. 3-23) explains that inclusive education entails an enormous “shift from the medical deficit or the within-child model to a social system’s change approach”, as society sometimes carries the blame, and not the learner. Swart and Pettipher (2005, pp. 3-23) remark that the term for certain inclusive concepts are not completely adapted, because preference is still given to refer to the individual “first”, and this remains a debatable topic that reflects individual differences.

Nevertheless, the learner cannot be fully separated from his circumstances, and the term LSEN is commonly used in schools and in education. However, the goal of the inclusion approach is to act without prejudice, and to assist learners to achieve their full potential – where the medical deficit model expected professional experts to diagnose and classify the learner’s capabilities and inabilities in-depth in the past, to such an extent that these learners were segregated from their ordinary environment to “special schools” or classes (Swart & Pettipher, 2005, pp. 3-23).

2.4 LEARNING BARRIERS

In this section the specified learning barriers are briefly discussed and explained, since it occur in one particular learning zone. According to Craig & Baucum (2002, p. 345), the American Psychiatric Association, (1994), categorizes the learning barriers as follow:

- Dyslexia (reading disability);
- Dysgraphia (varying from spelling, and handwriting to syntaxes in language use and structure); and
- Dyscalculia (maths disability).

These three learning barriers are associated with insufficient perceptual skills, and studies revealed that 80% of the learning barrier cases, are boys (Craig & Baucum, 2002, p. 345).

The White Paper 6 (DoE, 2010, p.13) verifies that studies have proved that learners with a specific language inability do not benefit by failing a grade, and policies must be implemented for learners with:

- “Dyslexia (difficulty with words) and the inability to reach expected reading, writing and spelling standards; and
- Dyspraxia and communication.”

Examples of possible causes of learning barriers are pointed out in Chapter 1, Paragraph 1.2.4, together with the contributing intrinsic and extrinsic factors. Donald et al. (2010, p. 326) emphasise that learning barriers entail an interrelation of heredity, “neurological or educational” influences, and the neurological influences may be:

- “Congenital” influences;
- Childbirth complications or “developmental” barriers;
- Particular diseases with “high temperatures”;
- Non-treated “epilepsy”; and
- Brain damages.

Donald et al. (2005, p. 326) refer to Hallahan and Kauffman (1994) who maintain that heredity influences can be transferred from one generation to the other, for instance, when a mother or grandmother has experienced a learning disability in reading, spelling or mathematics the child may experience the same. Poor teaching instruction or truancy, may cause underperformance and a learning barrier, but appropriate parental support and proper tuition in the early school years, can bring a turnabout (Donald et al., 2005, p. 327).

Catts and Kamhi (2005, p. 61) state that Stanovich (1991) argues to perform a non-verbal intelligence quotient (IQ) test on dyslexia learners, but this does not really relate to reading attainment. Notwithstanding their intellectual abilities, dyslexic learners encounter learning disabilities, due to the inadequate functioning of the “language and phonological” areas or non-linguistic zones of the brain, which cause

reading barriers (Sousa, 2006, p. 188). McCormick (2007, p. 15) maintains that dyslexic learners need intensified remedial education as they are inclined to resist treatment. In Wearmoth, Solar, and Reid (2007, p. 68) Burden (2002) emphasises that the “holistic and humanistic” approach is to identify the specific zone of learning difficulty and then support the learner, without tagging the learner. Donald et al. (2010, p. 329) explain that when a learner keeps on making particular uncommon language mistakes in a specific zone, for example: constant incorrect language structure and use, that differs totally from the rest of the class, then a particular learning barrier can be presumed.

2.5 READING, COMPREHENSION AND PHONICS BARRIERS

This paragraph outlines the interaction that occurs between the reading, comprehension and phonics components. Wearmoth et al. (2007, p. 5) state that when reading, there is a relationship between these three actions, namely: how the word sounds, how the word looks, and what the word means. Dedman (2005, pp. 119-148) and Donald et al. (2010, p. 330) concur that the majority of learners who struggle with oral language and reading, find the written language difficult or they do not understand the printed language, which includes phonics. Phonics is conversed from reading, as the learner say the sounds of the word, or hear them, then write the word (Donald et al., 2010, p. 330). In Table 2.2 is a broader picture of how these three vital components have an effect on each other, and this causes further barriers.

Table 2.2 The effect of reading, comprehension and phonics barriers

Effect of reading comprehension and phonics barriers	
Area	Description
Letter-sound relationship (phonics) miscues (Association from letters to sounds)	The learner cannot visually differentiate between the visual letters, sequence these letters in writing, and find the connection to pronounce the actual sounds into a word.
Language structure and use miscues	Isolates the words, without connecting them to the grammar flow of information
Misinterpretation of the text	Does not understand meaning of what was read

[Adapted from: Donald et al., 2010, p. 330]

The phonic strategy involves both the auditory, visual and phonological aspects, and when joining the word as a whole, the learner must be able to identify what the word means, and the advantage of this strategy according to research, is that the learners tend to spell more correctly (Joubert et al., 2013, p. 109). The phonic strategy can be used for reading, but Joubert et al. (2013, p. 109) claims that the disadvantage of this strategy as a reading method is that the learners' portray:

- “Slow reading speed;
- Inadequate eye-span;
- Poor comprehension skills, due to mechanical reading;
- Insufficient knowledge of contextual clues of the text”; and
- Disinterestedness to read independently.

In Chapter 5, Paragraph 5.4, more specific intervention strategies are discussed for the participants in this study, which can be also be utilized for learners with similar reading, comprehension and phonics barriers.

The possible causes for reading, comprehension and phonics are relevant to one another, therefore, the mutual discussion of all three components will now be discussed. Wearmoth et al. (2007, pp. 5-6) quote that Reid (1998) explains that the following three aspects may cause reading, comprehension or barriers:

2.5.1 “Linguistic factors

- The flow of oral language does not always make the break between words clear;
- Learners may have difficulty in breaking the words into constituent sound and sequences;
- They may have problems in retaining the sounds in their memory;
- They may have difficulty in articulating sounds; and
- They may have difficulty in recognising the sounds in written form.

2.5.2 Visual factors

- Learners unable to recognise the visual cues of letters and words;
- Unfamiliar with left-right orientation; and
- Do not recognise word patterns or letter and word shapes.

2.5.3 Auditory factors

- Inability to recognise letter sounds;
- Inability to recognise sounds and letter groups or patterns;
- Inability to sequence sounds;
- Cannot correlate sounds with visual stimuli; and
- Inability to discriminate sounds from other sounds, or the sounds within words.

[From: Reid, 1998 modified by Wearmoth et al., 2007, pp. 5-6]

Dednam (2005, pp. 119-148) clarifies that auditory difficulty causes speaking, reading and writing barriers in language, as well as in other subjects.

2.5.4. Additional causes that may relate to reading, comprehension and phonics barriers

McCormick (2007, pp. 31-67) emphasises that the following eight causes can correlate with reading barriers:

- “Physiological factors (sensory impairments: vision, visual perception, hearing, speech and neurological difficulties, like brain damage, neurological dysfunction, mixed cerebral dominance, attention-deficit disorder (ADD), prenatal crack/cocaine exposure, motor co-ordination);
- Hereditary factors;
- Emotional factors;

- Socio-cultural factors (socio-economic status, culturally determined gender roles, ethnic and racial identification);
- Educational factors (lack of time on task, or inappropriate instructional materials);
- Cognitive factors (intelligence, preferred learning modality, left and right brain hemispheric functioning, memory or other cognitive processes); and
- Language factors (See Paragraph 2.5.1).

[From: McCormick, 2007, pp. 31-67]

Sousa (2006, p. 188) states that “sensory, motor and cognitive” factors may be the possible causes that hamper the learner’s reading ability for instance: inability to decode words, recall or comprehend a word, or differentiate between the words. Dednam (2005, pp. 119-148) asserts that insufficient memory can lead to poor sight word recognition and weak analysis skills, which may cause uncertainty when breaking words into syllables. Therefore, it can once again be accentuated that there are compound intrinsic and extrinsic factors that may cause reading, comprehension and phonics problems which strain the learner’s learning and the intensity of these factors would influence the progress of each individual.

The poor reading results made the DoE recognise the literacy handicap, and now follow the reading targets (DoE, 2008d), reading level indicators (DoE, n.d.) and the Teaching reading manual (DoE, 2008c) to uplift the literacy performances countrywide.

2.6 READING TARGETS AND BENCHMARKS

In an effort to develop and improve the learners’ poor reading skills, both the national DBE and the Eastern Cape Education Department (ECED) are committed and have diligently set out reading criteria for the educators.

2.6.1 Learner attainment targets

In 2008, the ECED initiated the *Learner Attainment Target (LAT) manual for the Grade 1-3 educators* in the district, and they proposed specific reading targets that should be reached each term (DoE, 2008d, pp. 13 & 15).

The three criteria for the Grade 2 learners are shown in Table 2.3 for easy reference.

Table 2.3 Grade 2 Home Language learner attainment targets for reading

Criterion 1	Term	Requirements per term
Learners must be able to read the following number of words in a prescribed text with increasing speed and must be able to answer questions about the text.	Term 1	100 words
	Term 2	125 words
	Term 3	175 words
	Term 4	200 words
Criterion 2	Cycle	Requirements per term
The learner should read the high frequency words or sight words from the reading lesson with increasing speed.	Term 1	40 of the 250 words
	Term 2	40 of the 500 words
	Term 3	40 of the 750 words
	Term 4	40 of the 1000 words
Criterion 3	Cycle	Requirements per term
When reading aloud, the learners must be able to apply the correct application of punctuation marks rules, pronounce the words correctly and give verbal feedback after the reading lesson.	Term 1	No specifications
	Term 2	Lowers voice when there is a full stop in the text
	Term 3	Reads all four punctuation marks correctly in text
	Term 4	Phrasing and reading with expression

[From: DoE, 2008d, pp. 13 & 15]

The 2008 LAT can serve as a helpful source, to track the learners' reading performance on a quarterly basis, and allow the educator to establish what the

learners are unable to do, and another manual, *The ECED classroom level indicators* (DoE, n.d.) aims to offer reading intervention to educators.

2.6.2 Reading programme: Classroom level indicators for teaching of effective reading lessons

The document (DoE, n.d., pp. 4-5) claims that the latest reading measures in Table 2.4 are CAPS-oriented for Foundation-Phase educators, and this aims to be an effective indicator for teaching reading.

Table 2.4 Classroom level indicators

Criteria 1	Term	Requirements per term
Word identification for high frequency and sight words	Term 1	100 words
	Term 2	120 words
	Term 3	140 words
	Term 4	160 - 200 words
Criteria 2	Cycle	Requirements per term
To achieve fluent reading the learner must reach these targets towards the end of the term	Term 1	40 words per minute
	Term 2	60 words per minute
	Term 3	70 words per minute
	Term 4	90 words per minute
Criteria 3	Cycle	Requirements per term
Educator monitors the quantity of narratives the learner has read and must not be less than the indicator	Term 1	10-15 books
	Term 2	15-20 books
	Term 3	20-25 books
	Term 4	20-25 books

[From: Doe, n.d., pp. 4-5]

The latest Grade 2 CAPS complying indicators in Table 2.4 (Criteria 1) of the ECED, is discernibly reduced compared to the 2008 LAT Table 2.3 (Criterion 1) regarding word recognition. On the contrary, are the fluent reading requirements (words per minute) in Table 2.4 (Criteria 2), quite high to achieve for my Grade 2 learners, but it depends whether it is a demanding, easy, prepared or unprepared reading text. Therefore, the requirements for the reading text should first be specified to establish this target.

Richek, List and Lerner (1983, p. 122) explain that the following formula can be used to calculate a reading score (The same principle can be applied for comprehension and phonics):

$$\frac{48 \text{ (words correct)}}{57 \text{ (total words)}} \times 100 = 84\%$$

Number of words correctly: 38
 Total number of words: 57
 Calculate the number of words correct to a percentage: $48 \times 100 = 4800 \div 57 = 84\%$
 Deduct the correct number of words from the total: $57 - 48 = 9$ words incorrect
 Calculate the number of words incorrect to a percentage $9 \times 100 \div 57 = 16\%$ ($100 - 84 = 16$)

The *Teaching reading in the early grades teacher’s manual* (DoE, 2008c) is a national document that is well-promoted during workshops and in the 2014 ANA Framework manual, and it contains reading measuring tools, which will be discussed in the next paragraph.

2.6.3 Teaching reading in the early grades

Sousa (2006, p. 184) stated that “there are no areas of the brain that specialize in reading. Reading is probably the most difficult task we ask the young brain to undertake.”

Helpful clues are provided by the DoE (2008c, pp. 38-39) to observe and establish a pupil's reading approach. These approaches (DoE, 2008c, pp. 38-39) indicate the three categories in which the pupils can read, and these levels are categorized from the best to the worst, namely:

- Independent level;
- Instructional level; and
- Frustrational level.

In summary, the independent reading level means that a pupil reads independently with comprehension, while at the instructional level, the pupil requires further assistance, and reading on the frustrational level implies that a simpler reading piece is needed, because the pupil reads with frustration (DoE, 2008c, pp. 38-39, Dednam, 2005, pp. 119-148 & Richek et al., 1983, pp.124-125).

Richek et al. (1983, pp. 124-125) propose a formulation to calculate “word identification and reading comprehension”, which can be utilized as a measuring tool in the findings (See Chapter 4, Tables 4.8, 4.9 & 4.13).

These three reading level categories may also be valuable to identify the participants' approach to reading:

	Oral reading	Comprehension
Independent level	95-100%	90-100%
Instructional level	90-95%	70-90%
Frustrational level	Less than 90%	Less than 70%

The educator's manual (DoE, 2008c, pp. 9–11) also promotes the six reading developmental stages, and only the important facts will be stipulated as a monitoring

tool to verify the individual reading stage of the Grade 2 learners. For the purpose of this research study, Stages 1 and 2 do not appear in Table 2.5, as the Pre-reader and Emergent reading stage is more applicable to Grade R and early Grade 1. Table 2.5 illustrates the reading Stages 3-6, as the Grade 2 learners are on Stage 3, that matches word-by-word reading.

Table 2.5 The stages of reading development

Reader stage	Reading stage	Characteristics
The early reader	3	<ul style="list-style-type: none"> • Knows most letter sounds and names • Recognises some common words • Can retell an age-appropriate story • Can read 70% of words correctly in a familiar text at their level • Reads aloud when reading to self • Reads word by word / not yet fluent • Reads early readers and picture books
The developing reader	4	<ul style="list-style-type: none"> • Uses phonics (makes loud sounds) to decode words • Combines words into phrases rather than reading word for word • Retells beginning, middle and end of story with some details • Has basic sight word vocabulary of at least 50 words • Begins to read silently • Corrects self after making an error, begins to apply punctuation to reading • Reads longer books, as long as text is easy and book has large print
The early fluent reader	5	<ul style="list-style-type: none"> • Uses different “cueing” systems (phonics / sounding out), language knowledge (familiar sentence structures) to make meaning • Recognises more or less 200 sight words • Reads fluently at least 60 words per minute • Uses punctuation to enhance comprehension / stops at all full stops
The independent reader	6	<ul style="list-style-type: none"> • Uses different cueing systems, (phonics, language and general knowledge) unconsciously, integrate them into his general approach to texts • Reads fluently at least 60 words or more per minute • Understands books with unfamiliar settings • Reads and understands implied meanings • Reads fiction and non-fiction books

[From: DoE, 2008c, pp. 9–11]

At present there seems to be a dissimilar comparison concerning fluent reading between Table 2.4 (Criteria 2) adapted from (DoE, n.d) and Table 2.5 (Stage 5)

adapted from (DoE, 2008c, p. 10) regarding the 60 words-a-minute discrepancy. Then, the manual (DoE, 2008c, pp. 10-11) specifies in Stage 4 that the learner should read a minimum of 50 “sight” words with a remarkable increase of 200 words in Stage 5, but there are unfortunately no sight-word vocabulary specifications in Stage 6. These variances complicate the educators’ effort to draw an equivalent parallel, and would need some revision in future editions. However, it is important to note that, regardless of the discrepancies, these parameters provide some kind of data that can be utilized as a reading measurement for educators. Since, the reading, comprehension and phonics components are applicable in the intervention programme, further literacy strategies in the CAPS document will be discussed.

2.7 READING, COMPREHENSION AND PHONICS STRATEGIES

In this section, we will look at the CAPS Home Language document, specifically the proposed reading, comprehension and phonics teaching strategies for educators, as well as the ANA teaching or remedial strategies and the responsibility of the various stakeholders.

2.7.1 Group guided strategies

In group guided reading, the learners are divided into groups, according to their reading skills. In the CAPS Home Language document (DoE, 2011b, p. 12), there are guidelines to categorize the readers in groups, according to their noticeable reading manner:

- The reader must have the ability to read the reading lesson easily and be able to decipher and understand the more difficult words in the text;
- The learner must be able to identify and “decode 90%–95% of the words”;
- The learners are supposed to complete the reading piece within 60 seconds, and apart from one another;
- The learners are able to read effortlessly with intonation;
- The learners read with enjoyment;
- The learners read without pinpointing at the text; and

- The learners read softly.

[From: DoE, 2011a, p. 13]

2.7.2 Comprehension strategies

The DoE (2011b, pp. 16-18) promotes multiple comprehension techniques for educators in the CAPS Home Language document, in order to develop the learners' reasoning and thinking skills, like:

- "Literal comprehension, namely to identify, describe, show, or state the person or name in the text;
- Reorganisation, such as to compare, list, classify characters, summarise, and in what way is the character or story different;
- Inferential comprehension, for example to pretend, what implications or consequences there are;
- Evaluation, where the learner has to give his opinion or describe; and
- Appreciation, like why, or what do you think?"

[From: DoE, 2011b, pp. 16-18]

2.7.3 Phonemic awareness strategies

The DoE (2011b, pp. 14-15) suggests the following teaching strategies for phonemic awareness:

- "Activities that focus on words that rhyme;
- Activities that focus on syllable units;
- Activities that focus on onset (part before the vowel) and rime (vowels and consonants) like str + eet or dr + own;
- Matching activities: Does it start with the same sound? sandwich/sandbag;
- Isolation activities: What do you hear at the beginning of black?
- Substitution activities: What word will you have if you replace st- in stool with f-?

- Blending activities, for example blending of phonemes str/a/p, blending onset and rhyme str/ain, blending of syllables like sta/ble;
- Segmentation activities: What part do you hear in the word? Sta/ble means separating syllables and d-o-g refers to separating phonemes; and
- Deletion activities: Say stirfry without the stir is syllable deletion, friend without the fr- is onset deletion, and Pete without the p- is phoneme deletion.”

[From: DoE, 2011b, pp. 14-15]

In the 2013 Diagnostic Report (DoE, 2013), the term "remedial measures" is used. (See Table 2.6, Column 2). Remedial measures in this report are merely teaching hints, and they differ completely from the actual and specialised remedial teaching concept and approach that will be used during the research study (See Tables 2.7 and 2.8).

Therefore, reference is made to Table 2.6 as the ANA intervention strategies. Table 2.6 is an extract from the manual (DoE, 2013, pp. 128-130) and it also reflects on the responsibility of the four stakeholders, namely, the national DBE, province, district and school.

Table 2.6 The annual national assessment intervention strategies

Reading skills					
Diagnostic analysis: Identified weaknesses	Remedial measures to improve classroom practice	Responsibility			
		DBE	Province	District	School
Low reading levels and poor reading skills	Plan structured reading lessons focussing on whole class shared reading and small group guided reading lessons as per CAPS	Provide a reading plan, monitor and report on the implementation thereof	Provisioning of Big Books, graded readers and phonics programmes, library books and reading posters	Monitor utilization of DBE workbooks and reading resources	Monitor utilization of DBE workbooks and reading resources: <ul style="list-style-type: none"> • Use flash cards and sentence strips to teach high frequency and common sight words • Make a word wall display of high frequency words
		Development of reading norms and national reading assessment baseline	Implement provincial reading norms and national reading assessment for Grades 1-3	Monitor reading benchmarks for Grades 1-3 and national reading assessment in targeted schools	School benchmarks for Grade 2: Read 1-2 books per week
		Distribution of: <ul style="list-style-type: none"> • DVD: Getting literacy teaching right in the foundation phase • Teaching reading in the early grades: A teacher's handbook 	Monitor and support reading at classroom level. Empower and capacitate curriculum specialists on reading methodologies and strategies	Roll-out reading workshops focusing on reading methodologies prescribed in CAPS to underperforming schools	Monitor and support reading at classroom level
Low reading levels and poor reading skills	Instructional reading lessons of at least 1 hour long with: <ul style="list-style-type: none"> • Whole class shared reading: 15 minutes • Group guided reading: 30 minutes • Phonics, word and sentence level work: 15 minutes 	Distribution and provisioning of CAPS documents National reading campaigns and festivals	Develop curriculum coverage tool for CAPS implementation Provincial reading festivals	Monitor and support curriculum coverage as per CAPS requirements District reading campaigns and festivals	<ul style="list-style-type: none"> • Plan, teach and assess reading lessons as per CAPS requirements • Set up a reading corner in the classroom with fiction and non-fiction books that are grade specific • Observe reading events and celebration • Establish reading and writing clubs • Implement reading programmes

Paragraph 2.8 deals with the intervention programme procedures that will be executed in the study.

2.8 INTERVENTION PROGRAMME PROCEDURES

The intervention programme corresponds, with the procedures of the response to intervention (RTI) programme Tier 1, which refers to “screening, monitoring, evidence-based interventions, decision-making and implementation”, as cited by Fox et al. (2009, pp. 1-2).

According to Fox, Carta, Strain, Dunlap and Hemmeter (2009, pp. 1-2), the Tier 2 stage is where parents are reliant on direction and assistance. McEwan (2009, p. 33) declares that the Tier 3 stage is an individualised stage, where learners receive intensive tuition from an expert outside the classroom context, that may refer to remedial education.

Donald et al. (2010, p. 293), Alant and Harty (2005, pp. 78-95) and Grovè and Hauptfleish (1986, p. 113) concur that when assisting a learner, tuition must start at the level where the learner is comfortable, so that the child enjoys the intervention programme and feels that he has achieved something. Therefore, this starting level is regarded as the baseline assessment in this research study. However, this whole approach is a diagnostic assessment approach, when enquiring into the kind of errors that occur in reading, comprehension and phonics, during the programme and informal and formal assessment tasks. Donald et al. (2010, p. 293) claim that “remedial intervention is no more than basic good teaching”, and when assisting learners with a short-term deficiency, the approach must be accommodating to alter the approach when one is not successful. This remedial approach is applicable to the intervention programme and coincides with the cycling process method of the case-study and action research methodology (See Paragraph 3.3.3), as well as the SIAS process, namely to screen, identify, assess and support (See Paragraph, 1.2.4).

2.8.1 Reading and diagnostic approach

All the diagnostic assessments in this study were conducted in the manner that both the learner and the evaluator have a separate copy or assessment sheet with the letters, words or reading text. The evaluator marks the mistakes that the learner makes on an answer sheet, to enable the learner to read without being disturbed (Groviè & Hauptfleish, 1986).

Groviè and Hauptfleish (1986, pp. 60-61) give tips to educators on how to establish the learner's reading level and to analyse the type of reading errors by using the possible proposed codes of the authors. The DoE (2008c, p. 37) affirms that when a pupil makes "between 5 to 10 reading" mistakes, the educator must shift back to the prior reading level with a simpler text. A reading barrier is sometimes the cause that learners cannot read at their age-appropriate reading stage, and they display inadequate reading abilities (DoE, 2013, p. 51).

When a learner makes 10 or more mistakes, the assessment will be ended, and this rule should serve as a reading and measuring tool in the intervention programme, and the pupils must also be able to answer the comprehension questions about the reading text afterwards (Groviè & Hauptfleish, 1986, pp. 59-60).



The meaning of the code "*f*" means instead of, and the inappropriate reading and comprehension styles are also added to Table 2.7. The codes in Table 2.7 are slightly adapted, according to the Grade 2 learners' most common reading errors.

Table 2.7 Most common reading errors

Possible reading errors	Possible error code
Word-by-word reading	
Pauses after each word, no flow	"Ben / is / siek" Counts for 3 errors
Sounding out of words	
Trying to sound out words and does not know basic sight words and vocabulary	s – for sound "k – vir klank"

Confusions	
<ul style="list-style-type: none"> Letters: d and b (deb/bed) Vowels or vowel diagraphs Sounds and letter names 	“d/b deb/bed ei/ie sein/sien i/ie lid/lied”
Omissions	
Omits letter, words or phrases	“naam” exclude the word or part of the word, namely “naam / naamlik”
Repetitions	
Learner rereads words or phrases	r – rereads the word “h – herhaal die woord” ←
Inversions / reversals	
Reads “las/sal” or “pot/top” Reads letters in reverse e.g. d/b or p/g Reverses words within sentence e.g. /”die kat jaag die rot / die rot jaag die kat”	sal top las pot link with d/b, p/g confusion kat rot “Die rot jaag die kat”
Substitutions	
Guessing of words. The learner reads: “Die man bestuur die motor / Die man bestuur die trok”	trok “Die man bestuur die motor ”
Insertions	
Learner adds words that are not present	nie “Ben is ^ siek nie”
Mispronunciation	
Faulty mispronunciation of words	Write faulty word on top of the word
Difficulty of syllabification	
Breaking words into syllables	“taf/el / ta/fel”

Possible inappropriate reading styles

- Moves head while reading
- Restricted eye movements
- Points with finger
- Moves lips while reading (silently reading)
- Skip lines  draw a circle or  arrow / loses the place
- Reads too slowly
- Keeps the book too close to his eyes
- Sounds word before he pronounces it
- Guessing of words
- Does not know the sounds
- Misses full stops and pronunciation marks
- Poor sight words
- Poor word attack skills

Comprehension barriers

- Reads too fast or inattentively for comprehension
- Lack of comprehension

[Adapted from: Grovè & Hauptfleish, 1986, pp. 60-63]

2.8.2 Phonics intervention

Grovè and Hauptfleish (1986, pp. 120 & 124) recommend that a close diagnosis must be made regarding which incorrect spelling tendency occurs, and to investigate the reason for this. However, the uniqueness of the learner must be kept in mind, when planning an intervention programme to address the wrong spelling pattern.

Table 2.8 is slightly altered from Grovè and Hauptfleish (1986, p. 118-121) to suit the Grade 2 Afrikaans Home Language intervention programme. The phonics errors are recorded on the learner's response sheet. To avoid confusion, when analysing the spelling errors, due to the possible overlapping between confusions and reversals, preference will be given to the word confusion, as outlined in Table 2.8. The table also displays the possible errors than can occur, but only one misspelled word will be given as an example.

Table 2.8 Most common phonics errors

Possible phonics errors	Possible error code
Confusions	
Vowels: i and u Consonants: d and b v and f t and d Confusion of long and short vowels u and uu	“i/u bis/bus d/b deb/bed v/f siv/sif t/d bet/bed u/uu dur/duur”
Diphthongs: ee and eu ei and ie ei and ui confusion of y and ie confusion of ng and nk	“ee/eu seen/seun ei/ie veis/vies ei/ui meis/muis y/ie vlys/vleis ng/nk bang/bank”
Reversals	
Consonants: b and d interchange of letters showing visual similarity interchange of letters/vowels in words	“b/d deb or ded/bed n/u slnk/sluk g/d delg/geld”
Omissions	
Problems with sound blends	“k/lk wok/wolk”
Insertions	
Vowels or consonants	“sneeuw/sneeu”
Specific or additional phonics barriers	
<ul style="list-style-type: none"> • Phonetic spelling “shaal/sjaal” • Problems with silent letters “daal /dwaal” • Problems with faulty pronunciation or language interference “trekka/trekker” • Problems with open and closed syllables “waater/water” • Problems with homophones “hael/haal” • Lack of awareness of spelling rules or carelessness “frokie/frokkie” • Visual-sequential “nues/neus” • Sounds are misheard, missing or wrongly sequenced 	

[Adapted from: Grovè & Hauptfleish, 1986, pp. 118-121]

2.9 CONCLUSION

Swart and Pettipher (2005, pp. 3-23) state that Bronfenbrenner's ecological systems theory gives and enables a new outlook to grasp the issues within the educational structure, and the multifarious role that the surroundings and numerous "systems" have through direct or indirect interface with the child.

Thomas (2005, pp. 361-362) summarises Bronfenbrenner's ecological theory and rates the model as "moderately well", and Thomas declares that he does not dispute the fact that a child's developmental process is influenced by the surroundings. Thomas (2005, pp. 361-362) mentions that he does not evaluate the model based on whether it is able to adjust to new conditions and can withstand in the long run, thus the model can be regarded as a contributing tool to explain and foretell the influence the surroundings may have on the learner.

Educators definitely play such a big role and must grab the opportunity to build a good learner-educator-relationship in guiding the learners to acquire the right perspective that is needed for future development. The parents' role should not be overlooked, and it is the teacher's duty to make the parents aware of the child's needs and deficiencies within the school setting. To ensure that the learner bears good fruit, a learner must be steered correctly, and there is a saying "A tree must be bent, while it is young."

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION AND METHODOLOGY TECHNIQUE

Babbie and Mouton (2006, p. 74) state that the research design is: "A plan or blueprint of how the researcher intends to conduct the research." In this study, the mixed-method approach formed the design plan, which involved data gathering through the "qualitative and quantitative" approach (Creswell, 2009, p. 4).

Research starts with a pattern of presumptions, a "paradigm" that a person obtained through "knowledge" (Hiles, 1999, p. 11). Neuman (2011, p. 94) defines that a paradigm is viewed as a model to gather logical beliefs or presumptions, core concerns and "methods" to gain clarification of the research issues. The constructivist paradigm, involves that the researcher investigates the "participants' views of the situation" and interpretations are made by the researcher through social communication (Creswell, 2009, p. 8).

The action research and case-study methods, were incorporated to support the mixed-method, to improve the quality of my study and to develop comprehensive knowledge, while specifically investigating the learners' shortfalls and progress in a real-life situation (Blichfeldt, & Andersen, 2006, p. 3). McNiff (2002) states that the "methodology of action research" is to reflect continually on the success of the process, as action research happen in a sequence of events. In addition, the case-study "methodology" allows the researcher to gain more information by using a range of sources, whilst investigating a specific situation or situations over a period (Creswell, 2007, p. 73).

First, we will look closely at the two research approaches, namely, the integration of the qualitative and quantitative approaches, and then we can discuss the research methods, the scope of the study, plus the data collection and the analysis thereof.

3.2 THE RESEARCH APPROACHES

Cresswell (2007, p. 74) cites Yin (2003), who promotes both the quantitative and qualitative approaches for a “case-study development.” Baumfield, Hall, and Wall (2008, p. 10) are proponents of action research, and to prevail over flaws in the research, they propose a mixed-method approach, thus a combination of the “quantitative and qualitative” approaches collectively as the data-gathering instruments.

3.2.1 The qualitative approach

Cresswell (2007, p. 37) explains that qualitative research starts when discovering certain pre-assumptions, such as the collection of theoretical data for the investigation of this case, and the people in the study implies the learners and their parents. In this study, the qualitative approach was built on the outcome of all the data that were not calculated into a score. The learners’ parents also gave feedback in writing how they felt about their child’s progress during the intervention programme.

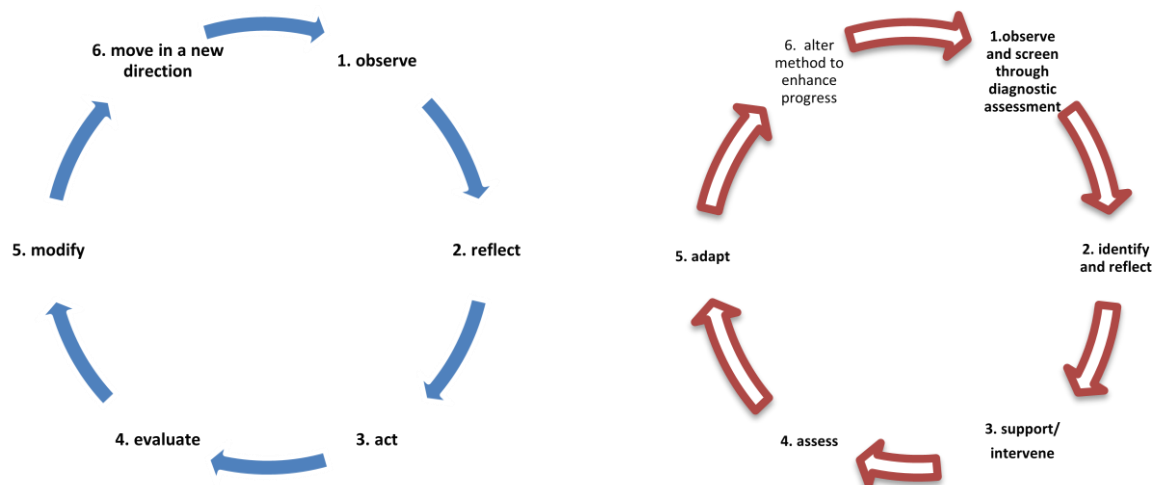
Consequently, Cresswell (2007, p. 39-40) advises that qualitative research is ideal in certain cases, and I will only mention some of the main reasons that are applicable to this research study: Firstly, to investigate the concern, thus the common reading, comprehension and phonics mistakes plus the responses of the learners and parents. Secondly, to identify first-hand what causes the reading, comprehension and phonics barriers through a personal research study. Thirdly, to grasp the problem and the surrounding conditions, in which the learners produce their literacy challenges. Fourthly, the acquired information was used to provide learner assistance that was gained from the qualitative and the quantitative data.

McNiff and Whitehead (2005, p. 58) assure that reflective questions are the core of action research, meaning through constant enquiring, the investigator maintains the need to take responsibility when conducting the study. McNiff and Whitehead (2006, p. 7) add that when planning to take social-action, the following action research steps are:

- “What is my concern?”
- Why am I concerned?
- What kind of evidence do I produce to show the situation as it is?
- What can I do about the situation?
- How can I check whether any conclusions I come to are reasonably fair and accurate?
- How do I evaluate the validity of my account of learning?
- How do I modify my practice in the light of my evaluation?
- How do I explain the significance of my work?”

Figure 3.1 is based on the action-reflection cycle of McNiff and Whitehead (2006, p. 9).

Figure: 3.1. The action research intervention programme cycle



[From McNiff & Whitehead, 2006, p. 9]

To enable me to find concrete answers to validate my concern, further evidence was gained through the quantitative approach.

3.2.2 The quantitative approach

Struwig and Stead (2001, p. 4) state that the quantitative approach implies “conclusive research.” All the learners’ reading, comprehension and phonics scores indicated their performance during the intervention programme, as well throughout the informal and formal assessment sessions. The well-renowned Goue Reeks and Stamstories Grade level reading books measured the reading level of the learners, and these findings will be discussed in Chapter 4.

3.3 RESEARCH METHODS

For clarification purposes, the action research and case-study methods will be addressed separately, and then the relationship between these two methods will be discussed in Paragraphs 3.3.1-3.3.3.

3.3.1 Action research as a research method

McNiff and Whitehead (2006, p. 41) state that the term action research comes in, when “action” is taken. McNiff and Whitehead (2006, p. 42) also distinguish between the “living theory” method, which refers to the separation of the subjects, but when working with human beings, connections must be made to apply living theory through action research. In the research study, the utilization of Bronfenbrenner’s model enabled me to execute a holistic approach during the intervention programme to investigate what the relationship was between the learners’ scholastic achievement, or underachievement, and the learner’s direct and indirect connections between these systems.

Through remedial teaching, I endeavoured to enhance my own tutoring instruction to the benefit of the learners, which indeed comprise “educational research” that relates

to action research (McNiff, 1992, pp. 4-5). Any reflective self-study that educators consciously or unconsciously apply to assist learners by means of alternative teaching and learning methods, is a form of action research. McNiff (2002, p. 4) suggests that research workers must conduct a self-reflection investigation on their own way of teaching. McNiff (1992, p. 7) admits that action research is not the only solution to each education challenge, and another method is necessary, when collecting or comparing the data or analysing the statistics.

Therefore, the need for a supplementary method, namely, the case-study method was added to calculate any measured data, which point towards “empirical inquiry” (Struwig & Stead, 2001, p. 6). Neuman (2011, p. 60) explains that empirical inquiry is to gain definite proof through observing, which can be qualitative or quantitative data that is not intended to examine a “theory.”

3.3.2 Case-study as a research method

Della Porta and Keating (2008, p. 12) mention that a case-study may entail a comprehensive study, but “social” scientists are also likely to link a “case-study” only to a specific occurrence to be investigated over a period to understand the situation, but not necessarily the people. However, this case-study provided learner data to steer and alter the intervention process, but the holistic development of the learner within their surroundings gave additional clarification concerning the degree of progress each learner achieved in the research study. This will be discussed in Chapter 4 of the research study.

Yin (2009, p. 18) describes a case-study as:

- An extensive empirical investigation of an existing observable event within a real life setting, especially when
- The borders between the observable event and the setting are not clearly evident.

Therefore, an in-depth study is vital to provide sufficient evidence. Struwig and Stead (2001, p. 8) state that the case-study research method is rarely used, as it consists of tiny groups, or a few participants only. However, Yin (2009, p. 98) strongly recommends that the case-study research is ideal for obtaining the following six important resources, namely: information of recent and recorded material, inquiring conversations, observing the case, the participants, as well as the real “artefacts”, accordingly definite proof is required.

Yin (2009, p. 98) mentions that when performing a case-study, vital overarching factors and proof of a variety of resources are needed.

3.3.3 Action research and case-study similarities

McNiff (2002, p. 10) states that the basis of action research entails the ability to recognize the concern to be researched, to think about a way of resolving the problem, to take action, to examine, reflect and decide whether you need to alter your method. Creswell (2007, p. 163) mentions that similar characteristics transpire with regard to the case-study method.

McNiff and Whitehead (2005, p. 58) and Creswell (2007, p. 163) underline that the action research and the case-study methods are ideal to review when adaptations take place. Then, the intervention programme can be altered, when new findings occur. Therefore, when the learner struggles, for example, with a sound, word or language concept, the method was re-examined and adapted, and a lot of concrete and practical exercises were found to be necessary. Through thorough monitoring, it was obvious which learners had mastered the concept, and they automatically, progressed and worked at their own pace.

3.4 SCOPE AND EXECUTION OF THE STUDY

The scope of the study includes the need to scrutinize, which Grade 2 Afrikaans

Home Language participants will be drawn from the population. In this section, the site and setting will be discussed, as well as the sampling method to be implemented during the intervention programme.

In order to assist the Grade 2 Afrikaans Home Language learners, I had to decide which 6 of the 10 learners would participate in the research study. The learners' progress was monitored in March 2014, and I hereby provide the scholastic progress status of the learners:

- Three learners had never failed a grade, of which one learner performs well, and does not require any intervention;
- Three learners had repeated Grade 1 in 2012, and passed Grade 1 in 2013, but two of these learners are currently borderline cases in Grade 2;
- Two learners are currently repeating Grade 2; and
- Two learners failed Grade 1 twice, and were promoted to Grade 2, as, in accordance with the restricted retention specifications of the 1998 Policy on Assessment (DoE, 2010, p. 20), document that a learner may only fail once in a phase. One of the previous two learners had already been further assessed by a professional educational specialist from the DBST, and the outcome is awaited. The 2014 SIAS process was discussed in Chapter 2, Section 2.7.

It must be taken into account that the first quarter is mainly revision of the previous year's work, and the curriculum requirements become more challenging, plus the volume of work increases, as the year progresses. However, three of the failures definitely benefited from repeating Grade 1 or 2, and they appeared to be more motivated, as well as more mature, and they managed to cope with the CAPS curriculum in March 2014.

The SIAS document (DoE, 2014, p. 32) specifies only when "high level support cannot be organised, Aptitude or Psychometric tests may be applied in the admission process to gain more detail regarding the learner's necessities – on condition that the DBST "validates admission to a special school or resource centre."

Unfortunately, there was no variety of choices available to select six learner participants with six parents as a sample in the study. Strydom (2011, pp. 222-235) describes the need to investigate a sample, in order to get more understanding from the total group of Afrikaans Home Language learners, from which the sample is selected. Struwig and Stead (2001, p. 109) describe “population” as the total number of the unit, thus the total number are ten Grade 2 Afrikaans Home Language learners at school. Table 3.1 will provide more details of the sample group.

Cresswell (2007, p. 37) refers to an undemanding and accessible site as a commonplace venue, where the researcher can work together with the participants. The site comprises one primary school in the Eastern Cape, and the institute’s name is not disclosed, in order to maintain confidentiality. The investigation took place in the classroom. Struwig and Stead (2001, p. 111) and Yin (2009, p. 26) refer to convenience sampling when selecting easily accessible sampling units. The advantage here was that the learners were more relaxed, since I am the participants’ class teacher. Above all, the participants were also purposefully chosen due to their reading, comprehension and phonics barriers, which refer to purposeful sampling (Creswell, 2009, p. 178 and Struwig & Stead, 2001, pp. 121-122).

The purpose of this research study was to carefully choose learners with similar reading, comprehension and phonics barriers, and to conduct an intervention programme and establish the possible causes of these learning barriers, whilst observing the involvement of the parents. Alternatively, Neuman (2011, p. 268) refers to purposeful sampling as “judgemental sampling.”

The advantages of purposeful sampling are that it is a comprehensive method, which provides a “rich” source of evidence and information, plus the fact that many different techniques can be applied in the identification process of the occurrence (Neuman, 2011, p. 68). A disadvantage of this sampling method, according to Strydom (2011, pp. 206-221) is that the findings of one investigator can be very dominant, therefore, the competency of a remedial expert was consulted in this research study.

3.5 EXECUTION OF THE INTERVENTION PROGRAMME

To provide more participant background information, I hereby submit a brief description of the learners who participated in the case-study, and I used pseudonyms to protect their identity (See Paragraph 3.9). The chronological age of each learner was calculated on 7 April 2014, with the commencement of the intervention programme. Table 3.1 presents the six learner participants' data, their gender, school progression record and the six participating parents who gave feedback during the programme.

Table 3.1 Case-study participants

Chronological age					
Molly	Tammy	Daniël	Dave	Luke	Nolan
7 years 8 months	9 years 1 month	8 years 11 months	9 years 1 month	7 years 9 months	8 years 9 months
Gender					
Female	Female	Male	Male	Male	Male
Scholastic progression record till March 2014					
Passed every grade	Repeated Grade 2 (2013)	Repeated Grade 1 (2012), coping currently with the work	Repeated Grade 1 (2012), borderline case in 2014	Passed every grade	Repeated Grade 1 (2012), borderline case in 2014
Number of parent participants					
1	1	1	1	1	1
Mom	Mom	Mom	Dad (Mom - not prominent)	Mom	Mom

The intervention programme was only executed during terms 2 and 3, because further permission had to be obtained from the DoE to conduct research during term 4. The intervention time slot was 30 minutes before sports period, and 1 hour during the sports period, thus 1 hour and 30 minutes daily for 4 days a week. Initially, it was approximately 45 minutes with each group from Monday to Thursday, thus 3 hours for each group per week. It was difficult to get hold of the participants once they had been on the sport field, and the need arose to give the participants a break, so that they could have more time for extramural activities.

In the beginning, the participants attended the sessions together, but they were categorized in two groups, in accordance with their reading abilities, because each group read their own reading text. It became obvious that the girls performed better in reading than the boys, therefore, the two genders were mostly separated into their respective groups.

The two groups separately attended their three-hour weekly intervention sessions, as follows:

- Group 1 (girls): Monday and Wednesday during the sport period, and Tuesday and Thursday the period before the sport period
- Group 2 (boys): Tuesday and Thursday during the sport period, and Monday and Wednesday prior to the sport period

Nolan received additional assistance at times, as he could not keep up with the other boy's reading pace. The independent remedial teacher attended to the participants in their groups for one session a week in my presence, and further acted in an advisory capacity during the intervention programme to assist with the findings in Chapter 4 and the recommendations in Chapter 5.

3.6 DATA-GATHERING STRATEGIES

The mixed-method entails both qualitative and quantitative data to be used, and the information will be gathered simultaneously (Creswell, 2009, p. 206). Baumfield et al. (2008, p. 22) clarify that "quantitative data" informs one about the occurrence that is happening, whilst the "qualitative data" investigate the possible reason for such an occurrence.

In Table 3.2, Baumfield et al. (2008, p. 22) show the comparison between these two data-gathering methods, but to suit the research study, additional add-ons were made, and they appear in italics. Since the learners are not the only participants, the parents were added as well, in Table 3.2.

Table 3.2 Comparing the quantitative and the qualitative data

	Quantitative	Qualitative
Learners' attainment	<ul style="list-style-type: none"> • <i>All test scores</i> • <i>Teachers' marks</i> • <i>Examples of learners' work when converted into a score</i> 	<ul style="list-style-type: none"> • <i>Diagnostic assessment and reading styles</i> • <i>Logs or diaries</i> • <i>Examples of learners' work to be assessed diagnostically to plan the intervention programme or route</i>
Learners' attitudes and responses	<ul style="list-style-type: none"> • <i>Quantified semi-structured learner interviews</i> • <i>Participant observation by researcher and remedial therapist, when reverted into a score</i> • <i>Quantified Slim Buksies book club involvement</i> 	<ul style="list-style-type: none"> • <i>Unmeasured semi-structured learner interviews</i> • <i>Personal journal or diary with notes obtained during observation</i> • <i>Participant observation during intervention programme by researcher and remedial therapist</i>
Parents' attitudes and responses	<ul style="list-style-type: none"> • <i>Quantified open-ended parent questionnaire</i> • <i>Participant observation and open-ended questionnaire by researcher and remedial therapist, when reverted into a score</i> 	<ul style="list-style-type: none"> • <i>Unmeasured open-ended questionnaires by the parents</i> • <i>Unmeasured participant observation obtained through open-ended questionnaires by researcher</i> • <i>Slim Buksies book club involvement by signing the book record card</i> • <i>Remarks and feedback on learner's progress report</i>

[Adapted from: Baumfield et al., 2008, p. 22]

The implication and meaning of the qualitative data is merely to gather any valuable happenings or proceedings through observation, open-ended questionnaires by the parents, and semi-structured interviews by the learners. Thus, all the participants' responses that were gathered without converting the data into a score, are called the qualitative data (See Chapter 4, Section 4.2.3). The learner and parent observation checklist (Appendix 1c) is an example of quantitative-data-gathering that was converted into a score (See the findings in Table 4.1, Chapter 4).

3.6.1 The qualitative data collection

Cresswell (2007, p. 76) warns that in qualitative research, the case-study method may be initially vague, and researchers have to set borders on the number of gathered facts that they want to collect about the case. Cresswell (2007, p. 95) further suggests that another requirement in a qualitative case-study is to have information to describe the context of the situation. For this reason, the open-ended questionnaires by the parents and semi-structured interviews by the learners gave insight into the parents' and learners' perceptions towards reading, spelling, homework or school, and they provided more detail about the home and the family environment.

Parent involvement was enhanced, as the parents received a progression report on their child's performance after each intervention cycle. The parents had to write a remark and give feedback on the progression report how they felt about their child's progress. The feedback from the parents indicated the level of parent participation and involvement. The *Slim Buksies book club* was an additional effort to motivate and stimulate the learners to read, whilst involving the parents to assist their child with reading (See Section 4.4.3, Chapter 4).

Struwig and Stead (2001, p. 98) advise with qualitative research that the "purpose and aim of the study" is to produce the correct data collection methods. Therefore, through the personal research journal or diary, participant observation, semi-structured interviews with the learners, and open-ended questionnaires with the

parents, the remedial educator and I were able to obtain significant information to understand the intrinsic and extrinsic challenges that the learners had experienced.

3.6.1.1 Research journal or diary

McNiff and Whitehead (2005, p. 57) advise that the research journal must contain relevant and vital information needed for the study, and the researchers must reflect continuously on what they have learnt, and on the follow-up “action” they intend taking. In my personal diary, I reflected on the learners’ responses during the intervention programme, like whether they had attended the session, co-operated, progressed, or whether they were still struggling with the sound, the words or the reading text. The purpose of a research journal is actually similar to that of a diary, to which Baumfield et al. (2008, p. 65) refer.

McNiff and Whitehead (2005, p. 73) emphasize that there is no right or wrong way, and the researcher can monitor their progress, and also teach the participants to focus on:

- “What have I done? (Action)
- What have I learned? (Reflection)
- What is the significance of this learning? (Significance)
- How would my learning generate new actions? (Implications)”

The personal diary assisted me to evaluate and reflect constantly on the intervention process.

3.6.1.2 Observation

Baumfield et al. (2008, p. 107) describe observation as the initial action of the intervention programme, meaning that the learners were monitored prior to the start of the intervention programme, as well as during each session. The first step in the intervention programme was to acquire more learner-observation data, which included the baseline assessment findings (under Paragraph 4.3.2, Chapter 4). The

sub-skills for reading, comprehension and phonics, namely, the recognition of sounds, symbols or words, formed part of the observation process.

The observation in this study concentrated on the learners' verbal and written responses or performance during the intervention sessions, and their parents' involvement by means of feedback over a period of time – to ensure that the trustworthiness factor was objective (Struwig & Stead 2001, p. 101). Baumfield et al. (2008, p. 107) and Bray (2008, pp. 296-315) confirm that when observing participants persistently over a period of time, the educator may correctly pinpoint the learners' actions through observation.

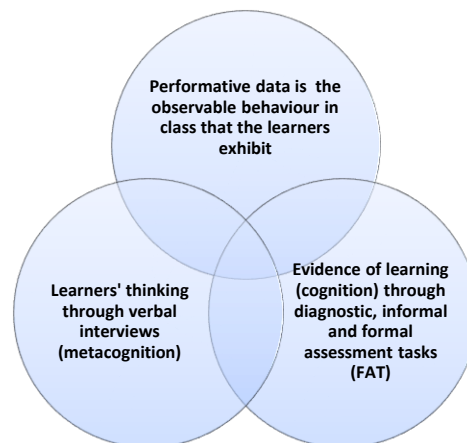
Baumfield et al. (2008, p. 107) and Bray (2008, pp. 296-315) advise that the input from more individuals is required, which necessitated the perceptions and findings of a competent remedial educator. I am in agreement with Bray (2008, pp. 296-315), who states that through continuous observation, one can determine inconsistencies, since the participators withhold the truth about really transpires, and what is supposed to transpire, and this may cause an inequitable perspective and a one-sided outlook.

The semi-structured interviews by the learners have shed more light on the learners' home circumstances and their attitude towards homework and school work, which will comprise the subject of the next discussion. (See semi-structured interviews, Appendix 1b).

3.6.1.3 Semi-structured interviews

Baumfield et al. (2008, p. 38) advocate that with regard to the pupil's perspective, there are three key research areas, which are normally examined during action research in the classroom, and I added more description here (see Figure 3.2).

Figure 3.2 Key research areas on pupils' perspectives



These research areas formed part of the study, and they appear in the findings in Chapter 4.

Bray (2008, pp. 296-315) states that interviews are vital to gain information on the participants within their surroundings. Semi-structured learner interviews allowed me to be pre-organized, by drawing up applicable questions, in order to gain vital information. Greeff (2011, pp. 341-375) states that the semi-structured interview consists of pre-arranged questions, which are more personalised. The semi-structured interview was held personally with only the researcher and one learner at a time, and according to (Greeff, 2011, pp. 341-375), it is this interview type that is normally applied during qualitative research. However, in this research study, some of these answers were quantified.

The questions focused on the six learners' views on the literacy concepts, their concerns, how they perceived the intervention programme, questions about homework, hobbies, and how the learners spent their free time. Lankshear and Knobel (2004, p. 201) confirm that although these questions are employed as a guideline, the questions lead to significant and useful responses from the learners, specifically when combined with participant-observation data and the open-ended questionnaires by the parents.

3.6.1.4 Open-ended questionnaires

Creswell (2007, p. 133) advises to ask more or less five open-ended questions with plenty of room to reply. Six parents have completed the open-ended questionnaires. The open-ended questionnaires focused on the parents' personal involvement with their child, their mindset concerning their literacy abilities and barriers, as well as the intervention programme. Struwig and Stead (2001, p. 92) recommend that these types of questions are helpful to clarify and give significant opportunities to respond to them. (See Appendix 1a).

However, this research study revealed four shortcomings with the open-ended questionnaires in qualitative research, which correspond with Neuman's (2011, p. 325) statement, namely:

- The participants provide dissimilar descriptions to answers;
- Answers may be immaterial or contain pointless information;
- Participants may feel frightened by the questions; and
- Answering the questionnaire takes up considerable room.

3.6.1.5 Books and internet resources

Yin (2009, p. 99) advises investigators to search and carefully select a variety of resources and documents to implement a research study. Books and the internet resources were gathered – mainly from the Nelson Mandela Metropolitan University (NMMU) library – to gain multiple research data.

The relevant reading resources can be found in the Educational Psychology, Remedial and Research Section of the library. Internet resources were collected from the NMMU educational library facilitator, but they can also be conducted on search engines like Google, which allow the user to type in specific keywords on a topic and find data about the Internet sites that provide the relevant information (Struwig & Stead 2007, p. 85).

3.6.2 The quantitative data collection

To identify the six Grade 2 Afrikaans Home Language participants to participate in the intervention programme, the learners were selected, according to their reading, comprehension and phonics results that they had achieved in March 2014. The Quantitative data-gathering entails the calculation of the learner participants' reading, comprehension and phonics results numerically, in order to establish and evaluate each one's achievement.

In the next section, all the quantitative data-gathering will be discussed, namely, the baseline and diagnostic assessment, but also the informal and formal assessment tasks that the Grade 2 Afrikaans Home Language learners must be able to master during each term, in order to meet the passing requirements for the grade.

3.6.2.1 Baseline assessment and diagnostic assessment

The DoE (2002, p. 9) advises all Foundation Phase educators to perform a baseline assessment at the commencement of each year, to ascertain which learners need additional attention. Baumfield et al. (2008, p. 72) agree on the importance of "baseline research data", as this enables the researcher to find definite evidence for the whole duration from the start to the end of the research study, but also to establish the learner's progress.

In Chapter 4, Paragraph 4.3.2, the six learner participants were assessed on commencement of the intervention programme. The baseline assessment consisted of:

- Eye and hand preference (qualitatively assessed);
- Visual acuity;
- Visual and auditory perceptual skills;
- Auditory discrimination test;
- Grade 1 letter and sound recognition;
- Grade 1 word recognition;
- Diagnostic assessment on reading skills;

- Comprehension skills; and
- Grade 1 phonics.

Choate (2004, pp. 38-54) describes diagnostic assessment as a "targeted" teaching method. The diagnostic assessment guided the remedial educator and me to the next phonics concept to be targeted and evaluated. In Chapter 1, Paragraph 1.3, it is mentioned that the educator can establish the type of phonics mistakes by applying diagnostic assessment, which implies the need to analyse the number of mistakes diagnostically, as illustrated in Chapter 2, Table 2.8. This actually means that when all the diagnostic mistakes are calculated, it gives a score. See the diagnostic findings of a phonics test (Table 4.10 in Chapter 4).

The diagnostic reading analysis or assessment of the six participants' reading errors was calculated to determine each learner's reading level (See Chapter 2, Paragraph 2.7.1, and the findings appear in Chapter 4, Table 4.13). In Chapter 2 (Table 2.6) the ANA reveals, under the diagnostic analysis heading, what type of comprehension problems the Grade 2 learners' experienced. Therefore, the learners were exposed to a variety of searching questions after the reading text. And the findings of the comprehension results appear in Chapter 4 (See Graphs 4.7 and 7.11).

After each intervention session, the learner participants' were assessed, or the remedial educator and I reflected on the learners' responses to ascertain the following:

- Have the learners mastered the sight words during the session?
- Were the learners able to read the reading text or book fluently, in order to move to the next reading text or book?
- Could the learners recall and answer the questions about the reading text?
- Had the participants achieved the phonics words during the session, before proceeding to the next concept?
- Which written or verbal mistakes appeared during the reading, comprehension and phonics lesson, and need further attention in the next session?

Therefore, the baseline and diagnostic assessment analysis enabled the intervention programme to take place in cycles, namely, to screen, identify the barrier(s) through assessment, apply and reinforce one concept at a time, through the remedial method, then monitor, analyse and record each participant's performance after each session.

This method links with the SIAS process, action research and case-study method. McNiff and Whitehead (2005, p. 94) stress the importance of gaining as much evidence from the data as possible. The data were kept in a table on the computer, and they will form part of the results in the findings in Chapter 4. The intervention programme supported the learners, but concurrently, the learners have to attain the term's Grade 2 Home Language curriculum requirements, as stipulated in the informal and formal assessment tasks. These will be discussed in the next section.

3.6.2.2 Informal and formal assessment tasks

The Grade 2 informal reading, comprehension and phonics exercises and worksheets simply prepare the learners for the Formal Assessment Tasks (FAT), and they are not calculated or taken into account for the learners' report card. The purpose of the informal tasks is to serve as a yardstick for the teacher, whether the pupils have mastered the reading and comprehension concepts or weekly sounds. The ECDoE prescribes no measurements for the informal assessment tasks, but suggests that the educator must record the learners' performance on a checklist with the following codes, for instance: "√ (able), ▪ (needs attention) or x (unable)" to indicate whether the learners were able to perform the tasks significantly.

In Table 3.3, there appears suggestions for the informal assessment tasks for reading (comprehension) and phonics aimed at Grade 2 CAPS Afrikaans Home Language learners for the four quarters (DoE, 2011a, pp. 81, 85, 91 & 97 & DoE, 2011b, pp. 82, 83, 88, 94,95 & 100). In this study the suggestions for phonics are combined with the guidelines to give a clearer description in Table 3.3.

Table 3.3 Suggestions for informal assessment activities

Reading and comprehension			
Term 1	Term 2	Term 3	Term 4
<p>Shared reading: Reads simple instructions; Interprets pictures and other print media; Uses visual cues i.e.cover of a book what the story is about; Identifies key details in what was read; and Answers higher order questions.</p> <p>Group reading: Reads silently and aloud; Uses pictures in text for understanding; Sightwords, phonics, contextual and structural analysis decoding skills; and Shows understanding of punctuation when reading aloud.</p>	<p>Shared reading: Uses visual cues to identify the purpose of advertisements and intended audience; and Answers higher order questions.</p> <p>Group reading: Reads with increasing fluency and expression; and Begins to monitor self when reading, both word recognition and comprehension.</p> <p>Paired/Independent reading: Reads own and others' writing; and Reads independently comics and fiction books</p>	<p>Shared reading: Monitors self when reading, both word recognition and comprehension; Identifies synonyms and antonyms; and Answers higher order questions.</p> <p>Group reading: Reads aloud from book at own level in guided reading book; Uses sightwords, phonics, contextual and structural analysis decoding skills; and Reads with increasing fluency and expression.</p> <p>Paired/Independent reading: Reads aloud to partner; and Reads own and others' writing</p>	<p>Shared reading: Expresses opinion about the story and justify the response; and Answers higher order questions.</p> <p>Group reading: Uses self-correcting strategies when reading, namely re-reading, pausing and practising a word before saying it aloud; and Monitors self when reading, both word recognition and comprehension.</p> <p>Paired/Independent reading: Reads aloud to partner; and Reads own and others' writing</p>
Phonics			
Term 1	Term 2	Term 3	Term 4
<p>Revises word families with short vowels Recognises rhyming words "gee, nee"</p> <p>Builds 3 and 4 letter words with single letters and double sounds like "aa, ee, oo, uu"</p> <p>Uses sounds, including diphthongs, to read words in texts/sentences</p>	<p>Revises diphthongs "ie, oe, ou, ui, eu, ei" Uses "aai, ooi, oei, eeu" and recognize rhyming words like "koei, roei, waai, laai, gooi, rooi, leeu, meeu" Recognize 2-letter consonant blend sounds at the beginning of words like "br-broek, bl-blik"</p>	<p>Recognises initial sounds like "st-, sl-, sw-, sm-, sn-, sk-, sp-, pl-, vl-, kl-, fl-, pr-, vr-, kr-, tr-, dr-, fr-, tw-, sw-"</p> <p>Teaching 3-letter combinations like "spr-, str-, skr-"</p> <p>Writes familiar words, for example we hear "gi, bi, vir: but we write "ge-gesien, be-begin, ver-verjaar"</p>	<p>Uses 2-letter consonant blends (vowel digraphs) at the end of words such as "rs-kers, lg-volg, ng-kring, rm-warm, lm-kalm, el-ketel, er-beker, lk-dalk, rg-berg, rk-vurk, nk-drink"</p> <p>Uses suffixes such as "-lik-sieklik, -ies-kalfies"</p> <p>Uses the "d" that sounds like "t" in "brood(t)"</p>


[From: DoE, 2011a, pp. 81, 85, 91 & 97 & DoE, 2011b, pp. 82, 83, 88, 94,95 & 100]

In Figure 3.3, there appears a brief example of an informal Afrikaans phonics “ie and ei” sound exercise or worksheet.

Figure 3.3 Informal phonics exercise example

Read the words and fill in the correct answer

<u>ie</u>	
familie	mier
fiets	nies
kielie	riet
liedjie	siek
lief	sien
dier	hier



<u>ei</u>	
brein	Mei
geheim	trein
eiland	keil
klein	klei
wei	reis
seil	meisie

1. 'n Koei is 'n _____ wat in die veld _____ .
2. Jy sing vir my 'n _____ .
3. Ek is 'n klein insek en hou van soetigheid _____
4. Ek ry op 'n spoor _____
5. Ek het 31 dae in 'n maand _____

[Adapted from: Foundation Phase work sheets or work books]

The quarterly prescribed Home Language curriculum requirements do not allow ample individual tutoring time in class for learners with diverse learning barriers, which may cause that the weaker learners to not obtain the passing requirements for Home Language (DoE, 2011a, p. 60-100).

The only FAT specifications for shared, group, independent and paired reading entail a variety of skills and texts, to which the learners must be exposed, for example, to predict the story, the sequence of the happenings, the identification of role-players in the text, decoding, reading out loud, and the recognition of the “high frequency and sightwords” (DoE, 2011b, pp. 83, 88-89, 95 & 101). These specifications are incorporated in the daily reading exercises, and they are also intended to enhance the learners’ comprehension skills.

Table 3.4 is a personal and self-designed example of a FAT reading rubric, that ranges from level 1 to 7. Each level has it’s own description, in order to assess the learner’s reading response, and the FAT attainment reading level does not prescribe standard reading level books or texts to the educators.

Table 3.4 A formal assessment reading rubric

HL FAT: Independent or group guided reading		Gr. 2 Reading rubric	
Level	Description	Ticks √ obtained	Marks %
7	Reads fluently Good tone Good understanding	16-20√	80 – 100
6	Reads reasonably fluent Reads with feeling Shows understanding	14-15√	70 – 79
5	Reads reasonably fluent Reads with some feeling Shows some understanding	12-13√	60 – 69
4	Reads with increasing confidence Reads with some feeling Sounds some of the words Shows limited understanding	10-11√	50 – 59
3	Reads hesitantly No feeling Sounds most of the words. Shows limited understanding	8-9√	40 – 49
2	Reads word for word Needs support to sound the words Reads own words instead of words in text No understanding	6-7√	30 – 39
1	Cannot read most words Struggles to sound some of the single consonants and vowels	0-5√	0 – 29

The reading FAT tasks are not aimed to determine the learners' reading level, but during the intervention programme, the 10-error analysis method was also utilized to establish the learners' reading proficiency. However, this research study gave an indication on whether the participants' FAT attainment level for reading had improved prior to and after the 6-month intervention programme. Should a learner not attain a level 4 in the Formal Assessment Tasks for reading or phonics, then the learner has not attained the Grade 2 pass requirements in the subject for the term.

In phonics, the learners are formally assessed on word building activities, grouping of sound families, dividing of words into syllables as well as their knowledge of the various sounds as illustrated in Table 3.5. In Table 3.5, there is an example of a personal FAT rating scale for phonics, which is on the same basis as that of the ANA rating scale. Educators are not restricted regarding the wording of a rubric, and they may set up their own individual FAT rubric, which can be reverted into a rating scale.

Table 3.5 A phonics formal assessment task rating scale

7 80–100%	6 70–79%	5 60–69%	4 50–59%	3 40–49%	2 30–39%	1 0–29%
16-20√	14-15√	12-13√	10-11√	8-9√	6-7√	0-5√
Outstanding achievement	Meritorious achievement	Moderate achievement	Adequate achievement	Substantial achievement	Elementary achievement	Not achieved

The ECED initially prescribed ticks √ and not marks for FAT, and the purpose of the ticks was to show how many words the learner had written correctly. This will probably change now, as the South African School Administration and Management System (SASAMS) became compulsory towards the end of 2014, and the internal

FAT recording schedules for the Foundation Phase, require marks. SASAMS is an electronic school administration and management system used in our country at each school, which provides a track record of each learner's performance, additionally, the parents' and educators' details are on the system.

After reflection and collection of the qualitative and quantitative research outcomes, the next step was to analyze the data. According to Yin (2009, p. 114), the numerous data gathered, are necessary to finally guarantee the trustworthiness and dependability, but first, the data need to be analyzed.

3.7 MIXED-METHOD DATA ANALYSIS PROCEDURE

The analysing of data in the mixed-method approach is to analyse the “quantitative data by using the quantitative approaches and the qualitative data by using qualitative approaches and procedures” (Delpont & Fouchè, 2011, pp. 433-448).

Delpont and Fouchè (2011, p. 433-448) refer to Johnson and Onwuegbuzie (2004, p. 22) who promote the following seven mixed-methods steps that were applicable to the research, namely:

- "Data reduction by reducing the data;
- Data display by involving, for example, during this research, tables, graphs and rubrics or figures for the qualitative data, and tables and graphs for the quantitative data;
- Data transformation by converting qualitative data numerically and analysing the quantitative data qualitatively;
- Data-correlation by correlating both the quantitative and the qualitative data;
- Data integration correlated with the quantified data, or the quantitative with the qualified data;
- Data consolidation by combining both quantitative and qualitative approaches, to construct new or combined data;
- Data comparison is to compare the quantitative and the qualitative sources; and

- Data integration is to get coherent whole or separate sets of qualitative and quantitative data, in order to construct a whole.”

The analyses of the qualitative and quantitative data will be discussed under the same heading, since both these approaches are reliant on one another.

Creswell (2009, p. 218) agrees that “data transformation” occurs when the researcher uses a measuring tool to calculate the qualitative research. The intervention programme was comprehensive, and a huge number of available or self-designed qualitative resources, namely: reading texts, sight words and worksheets, were used to obtain ample data, but when these results were converted into definite scores to establish the learners’ level of performance, it boiled down to quantitative data collection.

Creswell (2007, p. 148) refers to Madison (2005), Huberman and Miles (1994) and Wolcott (1994b), by specifying the three simple crucial components needed when analysing data in a research study, and a description follows:

- “Reduce the data into meaningful segments and assign names to the segments;
- Combine the codes into broader categories or themes; and
- Display and make comparisons in the data graphs, tables and charts.”

Baumfield et al. (2008, p. 100) state towards the end of the cycling process of action research, the journal and main questions can assist the researcher to explore the research process and the conclusion reached:

- “What went, according to plan?
- What was more difficult?
- What had you predicted?
- What surprised you?
- What other things would you tell someone?”

The mixed-method action plan was chosen, because this research study was conducted via “triangulation”, in order to provide a variation of available quantitative and qualitative data for analysis (Delport & Fouchè, 2011, pp. 433-448). (Figure 3.4 illustrates the triangulation concept).

When analysing the data during action research, Baumfield et al. (2008, p. 101) affirm that the researcher reflects on all the collected research information and facts, in order to provide sufficient, reliable and valid outcomes. Therefore, the open-ended questionnaires by the parents and the semi-structured interviews with the learners were analysed question-by-question, and they were categorised into headings for example:

The following open-ended questionnaires to the parents were asked and categorized under homework:

- What is the homework pattern at home; for instance, how late does your child start with homework, and who assists your child?
- How does your child respond to homework? Good co-operation / non-co-operation?
- Do you assist your child every day / regularly / occasionally with homework?
- How much time does your child spend on homework?

The following semi-structured homework questions were asked of the learners:

- What do you do when you struggle with reading or writing a word?
- Who encourages you at home to read, and to do your phonics?
- Who assists you with your homework?
- Who assists you mostly with your homework?
- When and how long do you spend on reading and phonics at home?

Although the questions asked in the questionnaires and interviews differed slightly from each other, I was able to draw up comparisons between the answers of the parent and the learner, which were examined qualitatively (See Paragraph 4.2.3.1, Chapter 4, version of researcher and participant on homework involvement).

Franklin (2008, pp. 240-262) states that due to miscommunication or misinterpretation, many individuals would not answer the questions correctly, therefore, I applied observation in the class, as well, in order to get a true finding.

Obviously, during this cycling process one reaches the analysing stage to meet the “research questions” Baumfield et al. (2008, p. 102). These outcomes will be discussed in Chapter 5. Ultimately, all the steady and truthful findings correlate with reliability and validity, which will now be discussed.

3.8 RELIABILITY AND VALIDITY

Reliability (trustworthiness) in quantitative research has the meaning that the assessment results must be “accurate, consistent or stable” (Struwig & Stead, 2007, p. 130 & Lankshear & Knobel, 2004, p. 362). To promote reliability in quantitative research, the same 6 learner participants were exposed to the diagnostic, informal and formal assessment tasks over a period of time, which ensured a reliable and valid basis of assessment. This is verified by Struwig and Stead (2001, p.130) that “test scores are dependent on the sample characteristics, the context and time when the test was administered.” Another motivating factor was that the assessment tasks were in line with the prescribed CAPS Grade 2 Afrikaans Home Language syllabus requirements (DoE, 2011b).

During the intervention programme, all the reading, comprehension and phonics mistakes were recorded, according to the remedial teaching method, therefore, this consistent pattern was regarded as reliable. The reliable diagnostic reading and phonics tests of Grovè and Hauptfleisch (1986) were used during the intervention programme. Grovè and Hauptfleisch (1986) are well-known remedial education authors, who designed a book to be administered by educators and remedial educators, which is a brilliant source that is still prescribed for educational students. The Goue Reeks and Stamstories reading-level books are well-recognised, reliable and prevalent reading resources in schools.

In qualitative research, reliability can be obtained through observation, semi-structured interviews by the learners, and open-ended questionnaires by the parents to ensure various measuring tools (Neuman, 2011, p. 214).

McMillan and Schumacher (2010, p. 331) mention that reliability indicates that the collected data must be trustworthy, credible and feasible. In Table 3.6 are strategies to illustrate that the research were conducted to obtain reliability.

Table 3.6 Strategies to obtain reliability

Strategy	Description
<ul style="list-style-type: none"> • Prolonged and persistent intervention • Mixed-method strategies and triangulation • Participants' language and verbatim accounts • Low-inference descriptions • Mechanically recorded data • Inputs of remedial educator • Member checking 	<ul style="list-style-type: none"> • Six months of intervention and data analysis to ensure a match between findings and reality; • Obtain data through open-ended questionnaires, semi-structured interviews, observation, personal journal, diagnostic assessment, informal- and formal assessment tasks; • Obtained a variety of data sources through triangulation; • Record precise descriptions of the participants' perceptions, behaviour and their responses; • Used an audio recorder to ensure verbatim capturing of semi-structured interviews; • Ensured objective and additional didactic assistance; and • Informal checking with participants to ensure accurate data collection

[Adapted from: McMillan & Schumacher, 2010, p. 331]

Struwig and Stead (2001, p. 18) declare that an element of validity in the quantitative approach implies “the truth of the findings”, therefore, the diagnostic findings that emerged in the learners’ work, were straightforward and true, and they can be viewed as valid.

De Vos (2002, pp. 339-355) comments that Lincoln and Guba (1985, p. 290) view “credibility as internal validity” in qualitative research. “Credibility” entails the outcomes of the learners’ results and performance and are evaluated to be correct, truthful and realistic (McMillan & Schumacher, 2010, p. 102). Hartas (2010, pp. 65-81) affirms that continuous participant observation enhances the credibility and reliability of this research study, because it was observable to what extent the learners performed during the intervention programme and the parents’ input could be monitored.

The learners were fully aware and intensively involved to the reading, comprehension and phonics assessment tasks, throughout the intervention programme, which substantiate “face validity” during the quantitative data collection (Struwig & Stead, 2001, p. 139).

Struwig and Stead (2001, p. 134) refer to triangulation, as a subheading of validity, as there are no set “guidelines for testing validity in qualitative research.” However, it was possible to apply “face validity” throughout the semi-structured interviews and open-ended questionnaires, because the participants were acquainted to answer the questions, due to their involvement with the intervention programme, or either scholastic or homework activities (Struwig & Stead, 2001, p. 139).

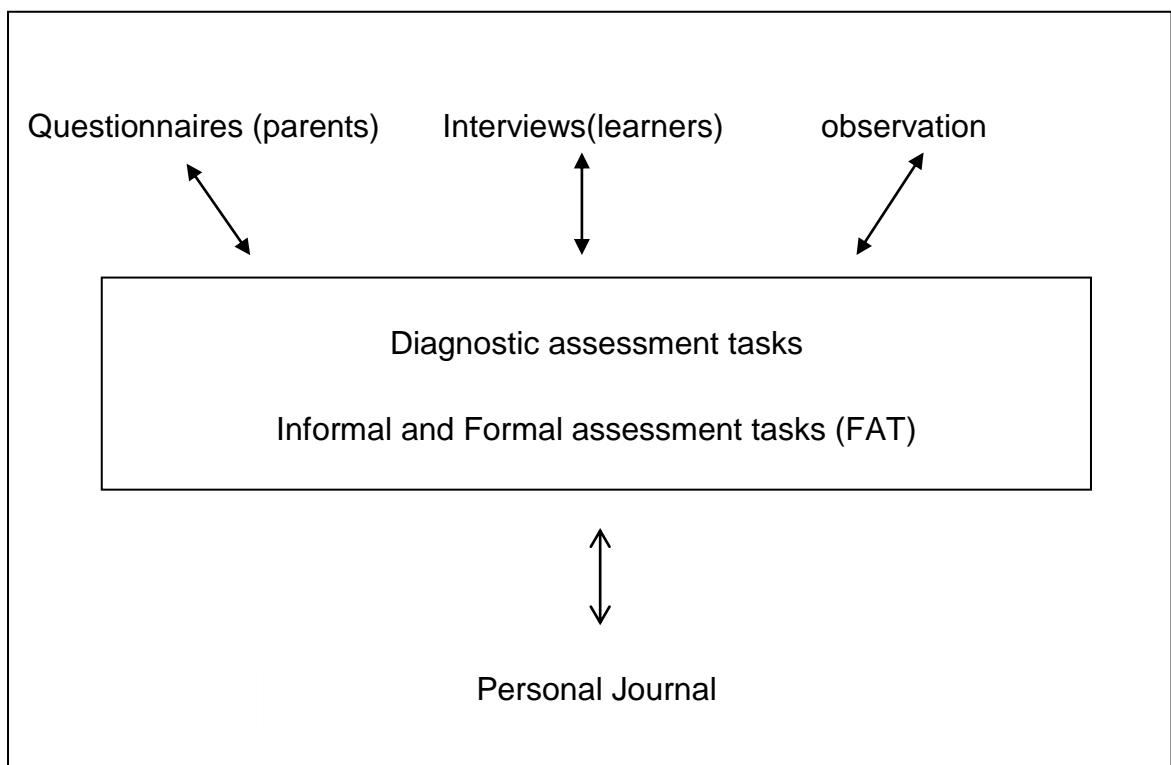
The semi-structured interview questions were initially discussed with the learners, to ascertain that the interviews had “content validity,” and the same to ensure that the parents are familiar with the content of the open-ended questionnaires (Struwig & Stead, 2001, p. 139).

In addition, Creswell (2007, p. 45) confirms that the various qualitative approaches, which incorporate triangulation, form part of the “validation strategy” in qualitative

research. To attain a valid approach during the intervention programme, a variety of both quantitative and qualitative approaches was used, to complement one another. The assistance from the remedial educator increased validity to the research, and enabled the researcher to remain unbiased, and not to draw my own conclusions.

According to Lankshear and Knobel (2004, p. 362) a “variation” is necessary through “numerous procedures.” An example of triangulation and the schematic diagram thereof, is displayed in Figure 3.4.

Figure 3.4 Schematic diagram for triangulation of the data sources



3.9 ETHICAL MEASURES

Ethical clearance was obtained from the Nelson Mandela Metropolitan University’s ethical committee, and the permission number was H13-EDU-ERE-030 (See

Appendix 3). Permission was also obtained from the DoE and the school principal (See Appendices 4 & 5).

Ethical measures require that care must be taken of the participants, and they must be safeguarded from “physical, psychological and social harm” (Shank & Brown, 2007, p. 12). My goal was to be unselfish and attentive of the rights and dignity of the participants. I kept in mind that the learners were vulnerable, young children, who relied on my guidance, and therefore I treated them with sincerity, and provided a safe haven for the learners at all times. The learners were not forced to take part in the study, and they were given the option to withdraw their participation at any time.

The rationale and benefits of the study were explained to all the parties involved, and after the learners and parents had given their written consent, the intervention programme was undertaken, on condition that each participant participated voluntarily (Babbie & Mouton, 2006). Furthermore, I encouraged the learners to relax and concentrate during the facilitation process, as the aim of the intervention programme was to improve their literacy performance, and to obtain a valid result. The benefit of the intervention programme was the additional didactic support to develop the learners’ reading, comprehension and phonics skills, and to enhance educator-parent-learner awareness. No names were mentioned in the study for confidentiality purposes, and the results will be disclosed to the school and to the parents on request.

3.10 CONCLUSION

This chapter has outlined the focus on the implementation of the research study, together with the selected approaches and methods. The data collection and the analysis of the approaches and methods were described, and the reason why it was utilized in the study, was explained. The importance of reliability and validity was also explained.

CHAPTER 4

ANALYSIS AND FINDINGS OF THE DATA COLLECTION

4.1 INTRODUCTION

The analysis and findings of the data collection will be discussed in this chapter. The research question is: “How can an intervention programme be implemented to reveal and reduce the reading, comprehension and phonics barriers of the learners, and to concurrently determine the degree of parent involvement?”

The findings of the data collection are divided in two sections:

- The first section gives a comprehensive background of the details of the participants and the degree of parent involvement, which were collected through the open-ended questionnaires by the parents and semi-structured interviews by the learners. The observation data were collected by the researcher in the classroom context – and also through both the researcher and the remedial therapist during the intervention programme; and
- The second section was conducted through action- and case-study research, which focuses exclusively on the findings of the intervention programme, plus the Grade 2 Afrikaans Home Language learners’ informal and formal assessment results for terms 2 and 3, and their achievement in ANA.

4.2 THE PARTICIPANTS’ DATA – AND THE DISCUSSION THEREOF

The analysis of the data of the participants during the research will now be discussed.

4.2.1 Findings on the degree of learner and parent involvement through observation

The Afrikaans Grade 2 Life Skills colleague, the remedial educator and I, were able to establish the degree of learner and parent involvement. In Chapter 3, the performance data refer to the observable behaviour, and the checklist was divided into two parts, namely: learner and parent participation during the intervention programme and general commitment towards school responsibilities. The scores were attached to each rating code, as seen in Table 4.1, and the observation checklist delivered the meaningful findings.

Table 4.1 Learner and parent observation checklist

Rating Codes	Always 3 ✓✓✓	Mostly 2 ✓✓	Sometimes 1✓ or No x	Molly	Tammy	Daniël	Dave	Luke	Nolan
Intervention programme and feedback									
Is the learner actively involved and committed to the programme?	3	2	2	2	2	2	2	2	1
Is the learner's parent(s) committed and actively involved?	3	2	2	1	2	2	1	2	1
Learner and parent attitude and response									
Is the learner enthusiastic and positive towards the programme?	3	3	2	2	2	2	1	1	1
Is the learner's parent(s) enthusiastic and interested?	3	3	2	2	2	2	2	2	1
Total towards intervention commitment = 12	12	10	8	7	7	7	7	7	4
Percentage	100%	83.3%	66.7%	58.3%	58.3%	58.3%	58.3%	58.3%	33.3%
Homework									
Does the learner complete his/her homework tasks?	3	3	2	2	2	2	3	3	1
Does the parent check that the homework is completed and is the homework book signed?	3	3	2	2	1	2	3	3	1
Parent meetings and school functions									
Does the learner return all the reply slips that were sent home?	3	3	2	2	2	2	3	3	1
Does the parent(s) attend parent meetings and school functions?	3	3	2	2	X	2	2	2	X
General appearance and neatness									
Does the learner appear neat and tidy for school?	3	3	3	3	2	2	3	3	2
Does the learner wear the correct school and sport clothes?	3	3	3	3	2	2	3	3	2
Total towards general commitment to school responsibilities =18	18	17	14	9	9	14	9	17	7
Percentage	100%	100%	77.8%	50%	50%	77.8%	50%	94.4%	38.9%

According to Table 4.1, Molly and her mother scored 100%, due to their full commitment. Tammy does not attend school diligently, and she sometimes stays at home for invalid reasons, which may influence her scholastic performance and commitment (See

Paragraph 4.2.3.2). The observation checklist revealed that there is room for improvement regarding the four boys and their parents' commitment and responsibilities in general. Luke's mother is very involved with his schoolwork. Despite his immature and emotional attitude at times, he progressed fairly well during the intervention programme. Donald et al. (2010, p. 95) concur that commitment is vital to all learning, to enable each learner to reach the self-actualization level, according to the hierarchical needs of Maslow.

With reference to the reply slips, both the parent and child can be blamed, either because the parent does not complete the reply slip, or it may happen that the child does not show the school's correspondence letters to the parent, which makes the parent unaware of such correspondence. Nolan specifically uses all kinds of excuses why he did not return his reply slip, which can be a lack of commitment from either the learner or the parent. Gender differences were observed during the research study, and the further findings will be discussed in the next paragraph.

4.2.2 Gender findings through observation

Luke and Molly are the two younger participants who have never failed a grade, and when comparing Molly with Luke, Molly is more responsible, academically motivated and eager in her school work. The same was experienced with Tammy, Daniël, Dave, Luke and Nolan. The two girls were more dedicated to reading additional storybooks at home, and they always attended the intervention programme when at school, where the boys sometimes preferred to join a sporting activity, rather than to attend the intervention programme, as can be seen in Graph 4.4.

The girls gradually outperformed the boys in reading, which is visible, and is reflected more specifically in their FAT reading results of term 3, Graph 4.10.

Dednam (2005, pp. 119-148) states that the girls' "physical and cognitive development" generally develops faster than that of the boys during the early school stage, and the girls seem to be scholastically more committed and mature towards their school work, which was also the case in this intervention programme. In agreement with this, McCormick (2007, p. 49) and Wearmouth et al. (2003, p. 109) mention that the literature studies revealed reliable evidence that more boys attend the remedial classes for literacy. Contrary hereto, Catts and Kamhi (2005, p. 57) argue that in the gender findings of

Shaywitz and colleagues (1990), it can be regarded that boys and girls with the same IQ may score equally when measuring their levels of reading attainment.

Catts and Kamhi (2005, p. 57) continue by saying that Shaywitz and colleagues (1990) reveal that gender prejudice may be due to clinical findings, as boys seem to have a more energetic, disorderly manner and distracted attitude than that of the girls.

4.2.3 Empirical findings on the case-study participants

The data collection in this section was gathered firstly by me as teacher and researcher in the classroom, as well as during the intervention period, in consultation with the remedial teacher. Further data were gained from the open-ended questionnaires from the parents, and from the semi-structured interviews with the learners.

It is evident from Bronfenbrenner's model in Chapter 2, that the holistic developmental factors comprise an indispensable role in child development, and these factors may be the possible contributing causes to reading, comprehension and phonics barriers that the participants experience. The description of emotional development refers to attitude and behaviour in the classroom and at home.

In Paragraphs 4.2.3.1 to 4.2.3.6 the physical, social, home circumstances and participant attributes at home and school for each participant will now be discussed.

4.2.3.1 Learner 1: Molly

Physical factors

Molly manifests good health, listening and verbal responses. She participates in ball games at school.

Social status

Molly has a pleasant personality, and she seems to be more at ease with the learners of her own age. She identified one learner as her best friend, and she appears to be the follower, rather than the leader.

Home background

Both parents work. Her parents own their own house, and Molly has her own bedroom

Molly's father fetches her from school in the afternoon, but goes off to work again. Molly's elderly sister returns later home from high school via a public bus service. Their domestic helper is at home with them in the afternoon.

Parent's perception of quality time

Molly's mom writes that they play together, share jokes, read to each other, pray and tell stories.

Behaviour at home, eating and sleeping habits or extraordinary experiences

Molly's mother did not write any comment regarding Molly's behaviour and eating habits at home, therefore I could not record any response in this regard. Her mother mentions that Molly's sleeping habit is normal most of the time. Molly's mother does not recall any extraordinary experiences and states that Molly is a happy child, who is used to receiving attention at home.

School performance, attitude and behaviour in the classroom

Molly is a diligent worker, and has not failed a grade, but she relies on assistance in class and prefers to show her book to me when she is unsure, partially to avoid mistakes, or after the completion of a work task. She is generally a reserved learner in class, and her uncertain behaviour cannot always be understood. Molly has been upset and has cried a few times during the year, mainly due to quarrels between her parents.

Version of researcher, parent and participant on homework involvement

At school

Molly completes her homework faithfully, but sometimes she makes mistakes.

At home

Molly performs her homework independently, and her mother checks her work, or assists her with homework when she returns late afternoon from work. According to Molly's mother, they sometimes go to bed at 21h00. Her mother reveals that Molly co-operates well, but complains sometimes when she is tired. They spend as much time as they can on homework, which varies from three to four hours.

Molly: "Both my parents encourage me to read at home and to do my phonics. My

Mommy sometimes assists me, but she mostly checks my homework, when she returns from work. I begin with my homework just after school, and I spend a long time doing my homework in the afternoon.”

General response during intervention

Molly’s best friend is a competent and very enthusiastic reader, who asked me to attend the classes with Molly. Although the best friend was not a participant, I agreed, because Molly’s spontaneous friend was motivation-driven, and an incentive to Molly during the programme, and to some extent to Tammy. Molly is very dedicated, and she and her friend always reported early or on time for the sessions. Her reading and sounds have improved well, because of her full co-operation. Her self-image has improved, and she has gradually built up her confidence. She has developed a love for reading, and has tried to apply the phonics rules.

4.2.3.2 Learner 2: Tammy

Physical factors

School attendance could improve, because Tammy was 20 days absent during terms 2 and 3. Her parents do not hesitate to keep her at home for minor colds. She portrays fair listening skills and verbal responses, but she looks withdrawn at times.

Social status

She has a soft heart and brings food and even gives her old school clothes to the less-fortunate learners. She makes friends with all the off-wing learners at the school.

Homework background

Tammy’s parents are in their middle years, and her mother is a housewife. She comes from a very happy, but slightly poor household. She was born 12 years after her sister, is a bit spoiled, and has grown up in an adult world. She has a great love for animals.

Parents’ perception of quality time

Tammy’s mother: “All the moments we spend together.”

Behaviour at home, eating and sleeping habits or extraordinary experiences

No written response on behaviour, eating and sleeping habits, or extraordinary experiences at home.

School performance, attitude and behaviour in the classroom

Tammy tends to be talkative in class, but despite this she finishes her work. Tammy's older sister's twin daughters, who are three years younger than Tammy, were in the same multi-grade class with Tammy, and Tammy referred to them as the "children."

Version of researcher, parent and participant on homework involvement

At school

Tammy completes her homework, and her homework book is always signed.

At home

Tammy rests for an hour after school, before Tammy starts with homework, and her mother or dad assists her. Tammy co-operates well, but her mother mentions that Tammy complains sometimes when doing her homework. They spend time every day with homework, but the mother cannot state a definite time-frame.

Tammy: "Both my parents encourage me to read at home and to do my phonics. My mother assists me with my homework on Mondays, Tuesdays and Wednesdays, and my father does so on Thursdays. I start with my homework just after school, and I spend a long time in the afternoon doing my homework."

General response during intervention

Tammy's behaviour is sometimes inexplicable. She is not always focused during the sessions, especially on a Monday. I hoped that she would perform better in the intervention programme, but she did not always apply the phonics rules, when assessment took place at the end of each session.

4.2.3.3 Learner 3: Daniël

Physical factors

Daniël displays good health, fair listening skills and verbal responses. He enjoys all sports activities.

Social status

He enjoys playing ball and competitive games with his friends.

Home background

Daniël was adopted when he was a baby, and has been brought up in a single household, where he wears the pants in the house. His mother, who adopted him, is in her middle years. When his biological father became very ill this year, Daniël and his mother had many fights about his father. Daniël had angry outbursts in class, due to this, and his mother was asked not to punish Daniël by keeping him away from his father. Daniël is worried that his father might die. He also does not allow his mother to get involved with male friends. He has shared a bedroom with his mother for an indefinite period, due to a broken window in his room. His mom's workplace and their home that they rent are on the same plot as that of the employer. Daniël's mother fetches him from school.

Parents' perception of quality time

Daniël's mother writes that they only have time in the evenings, and quality time together is when she is playing with Daniël.

Behaviour at home, eating and sleeping habits or extraordinary experiences

Daniël is quiet and can amuse himself for hours. He has a temper, and can easily get cross. He is eating more, since he has become older. He falls asleep easily, but sometimes his mother struggles with him to go to bed. Daniël's mom writes that his temper sometimes gets out-of-hand. He makes his mom angry, and then she feels useless, but he quickly apologises. His mom mentions that he is her whole life.

School performance, attitude and behaviour in the classroom

Daniël is an impulsive worker and rushes his work off at times and then draws pictures. He was reprimanded in class for telling the teacher what to do, because at home, his mother must listen to him, and he manages to keep her quiet at home.

General response during intervention

At times, Daniël has worked pretty well. Although he is hasty sometimes, he realized that the purpose of the intervention programme was to improve his reading and phonics. However, Daniël admitted at times that he did not practise his reading lesson. His mind

wanders at times, and when he is busy with work tasks, he would tell a story about his dog.

Parent and homework involvement

At school

His mother normally signs his homework book, but complains that Daniël plays outside instead of doing his homework, when she is at work. I have spoken to Daniël to do his homework in the afternoon to relieve his mother's task, but it seems that Daniël is not self-motivated to tackle his homework independently.

At home

Daniël's mom writes that they start at 19h00 at night when she returns from work. He waits for his mom to do his homework with him. Sometimes he co-operates, while at other times, he does not, then she struggles with him to complete his homework. They do homework every evening, but when she is tired after work, they do the homework early in the morning before school.

Daniël: "My mom encourages me at home to read and to do my phonics. My mother sometimes assists me with my homework, but I mostly do homework by myself. Many times, I do my homework in the evening, or sometimes before school." (Daniël's remark shows that he still waits for his mother, even though he does his homework by himself).

4.2.3.4 Learner 4: Dave

Physical factors

Dave's health state seems fairly good, although he was absent during terms 2 and 3. There were a few times when Dave did not bring lunch to school, and then he went to the school's feeding-scheme kitchen. He enjoys ball games. His general neatness can improve, and his trousers' turn-ups are too short, causing some learners to tease him. His listening skills could improve, he portrays a short attention span, but good verbal responses.

Uses slang language at times.

Social status

He enjoys playing ball games with his friends.

Home background

Dave has a sister who is two years older than he. His father's career is a woodcutter and artisan. His mother sometimes assists his father with the minor jobs. Towards the end of the year, Dave's father started to work at a sawmill for an additional income. Dave's father admits that both he and his wife struggled academically, and they ended up in a special class at school, during the apartheid years. Dave's father mentions that he himself was not good with spelling at school. Dave is afraid of his father, and his friends told how his father beats him. The home environment is unstable at times, and when the parents are involved in an altercation, Dave's mother precludes his father to sleep in the house.

Dave says that both his parents fetch him and his sister from school, otherwise, the neighbours fetch them when his parents do not have petrol for the car. His mom is at home in the afternoon.

Parent's perception of quality time

Dave's father writes: "When parents are not under pressure. We spend quality time during December. To practise reading with a child sometimes feels like hard work."

Behaviour at home, eating and sleeping habits, or extraordinary experiences

Dave's father remarks that Dave once mentioned to him that he does not want to live and wishes he were dead. Dave is fond of everything, except his food. He goes to bed first, but wakes up first. According to Dave's dad, Dave does not go to bed before everything is in its place in his bedroom, and his father hopes that this attitude will help Dave in future with his schoolwork.

School performance, attitude and behaviour in the classroom

Dave appears to daydream and was reprimanded to pay attention and to complete his work, but he frequently delivers incomplete work. He expects the educator to repeat the task instructions a few times, because he is accustomed to a mother who repeats a command, and he only listens when she screams at him. He finds it difficult to distinguish between right and wrong in class. He makes jokes to draw attention to himself, and he needs constant encouragement.

Version of researcher, parent and participant on homework involvement

At school

Dave occasionally completes his homework tasks, and his parents sometimes sign his homework book. His father seems to be more involved, because he is the one who contacts me, and he has completed the questionnaire as well.

At home

After school, Dave eats, changes his school clothes, and then starts with his homework. His mother mostly assists him with his homework. He looks forward to doing his homework, but it depends on the television programmes. Fortunately, there are no friends in the nearby environment, which means that he is looking forward to do his homework. He carries on with his homework until he has completed it. Dave's father remarks that he has noted that Dave is more positive about reading, since attending the intervention programme.

Dave: "In Grade 1, my mom encouraged me to read at home and to do my phonics, but nobody encourages me in Grade 2. I start with my homework after school and work for a long time."

General response during intervention

Dave struggles to memorize and to recall the phonics rules. His mind often wanders, and he does not always listen attentively the first time. Dave's reading has improved a lot, and he is very excited and eager about his reading progress. He struggles more with phonics and associating the sounds. He tends to forget that the "ou" sound is for "stoute" Dave. When a concept is explained, he enjoys making a remark, in order to get attention.

4.2.3.5 Learner 5: Luke

Physical factors

Luke displays good health. His listening skills could improve. He has a short attention span, but his verbal responses are good. Luke appears to be emotionally immature at times.

Social status

Luke is actually a very warm-hearted boy, and he loves to give me hugs. In spite of the outbursts, Luke gets along fairly well with his friends, but anger-management sessions are

sometimes necessary.

Home background

Luke is an only child. Luke's father is an artisan, and his mother is a housewife. They stay a short walking distance away from the school. He worships the ground on which his father walks. His father is the one who makes the house rules, and ensures that they are carried out. His mother is the safe haven and spoils him, and this has a definite impact on the household, whilst his father is away.

Parents' perception of quality time

Luke's mother: "We play together, watch television, discuss a programme, or Luke helps me to prepare food."

Behaviour at home, eating and sleeping habits, or extraordinary experiences

Luke's mom mentions that Luke becomes difficult sometimes at home, because he misses his daddy, and then his mom has to comfort him. He eats well at home the last few months, and he has started to taste everything that he previously did not eat. He sleeps well, and rarely wakes up. She believes that Luke will do better in his schoolwork, as soon as his daddy returns from America.

School performance, attitude and behaviour in the classroom

Luke's thoughts wander in class, and he has to be checked, because he would rather draw pictures in class than do his work. He is frequently reminded to finish his work, and at times, he hands in incomplete work. He is absent-minded, and when it is time to go home, he frequently leaves his stationery and homework book at school.

During 2014, Luke's father went to work temporarily in a foreign country up to November 2014. His desire to see his father has led to aggression and anger outbursts in the classroom. There were also some temper tantrums with a few fights between him and his fellow class-mates. We showed him that we understood, and we allowed him to cry. The bad behaviour was not accepted. When he could express his emotions in words, his behaviour started to improve.

Version of researcher, parent and participant on homework involvement

At school

Luke always completes his homework tasks, due to his mother's involvement, but sometimes she has to phone Tammy's parents to find out what the homework is.

At home

It depends on the amount of homework. Luke's mother writes that they normally start between 15h30 and 16h00. They have intervals of ten minutes between the tasks, and they sometimes finish at 19h00. Luke is not keen to do his homework, and then his mother has to reprimand him. They do homework every day between 17h00 and 19h00.

Luke: "My mother encourages me at home to read and to do my phonics. My dad is overseas. My mom assists me mostly with my homework, but my Dad also helped me. I spend a short time on homework in the late afternoon."

General response during intervention

Luke is sometimes motivated to come to the sessions. According to Luke, he did not want to lose out on sports activities, but he only played around, and did not participate in the formal under-9 rugby practices or matches, due to his young age.

He was admonished to concentrate consistently, he was impulsive and rushed his work, as he wanted to go and play. Towards the end, he wanted to withdraw from the intervention programme and did not attend five sessions, but after consultation with his mother, he voluntarily participated again.

4.2.3.6 Learner 6: Nolan

Physical factors

Nolan was 21 days absent during terms 2 and 3 for no valid reasons, and many absences occurred on Fridays and Mondays. Both Nolan and his older sister were absent on the same days. His emotional development has improved, but he needs a lot of attention. Nolan says that his mother expects him to make his own lunch, because he is now old enough to do it himself. Then it happens that he comes to school without food, but sometimes he brings money and then buys sweets, instead of a healthy sandwich, or a hotdog.

Nolan's listening skills can improve and his attention span is short. His verbal responses are good, but he uses slang language at times.

Socializing

In the beginning, Nolan often cried, especially when he did not get his way.

Home background

Nolan's father works as an artisan, and his mother is a housewife. Nolan is very careful of his father. He has an elderly sister, who is in Grade 3, and a baby sister of 18 months old. He does not like the "off" weekends when his father does not work, because, according to him, then his parents fight. Nolan thinks he and adults are on the same level, because he is allowed to listen to adult conversations at home. He is disobedient at times, and there are actually no consequences for any bad behaviour at home. They rent a wooden house, and, according to Nolan, there is barely any furniture in his room. He is the middle child. He goes to bed with his school clothes on, and then he does not get shouted at the next morning to get ready for school. Therefore, his clothes are mostly wrinkled and not ironed.

Parent's perception of quality time

Nolan's mother: "We do not have quality time during the week, due to homework and house-cleaning obligations. Over the weekends, we play ball, walk or do things together."

Behaviour at home, eating and sleeping habits or extraordinary experiences

Nolan's mom mentions that Nolan thrives on being praised. There was no written response on eating and sleeping habits or any extraordinary experiences.

School performance, attitude and behaviour in the classroom

Nolan has repeated Grade 1. Nolan is careless and loses his pencils, money, books and school clothes easily. He lies frequently, and discloses that he does not think it is wrong, because his mother and father lie by telling him what reason to give for why he did not come to school. He did not meet the passing requirements for Home Language in Grade 2, term 1.

Version of researcher, parent and participant on homework involvement

At school

Nolan sometimes completes his homework tasks, and his mother only signs his homework book sometimes. Nolan, as well as his parents, are not totally committed to his school work.

At home

Nolan's mom mentions that they do homework normally from 15h00 to 17h00. Nolan and his older sister do their homework at the table with the assistance of their mother. He initially lied to his mother that he does not have homework, because he was lazy to do his homework, but after punishment at home, his attitude improved, according to his mother. They do homework every day, and depending on the amount of homework, it may take up to 18h00.

Nolan: "My mom encourages me at home to read and do my phonics. My mother, father, or sister assist me with my homework, or my grandparents, when I am with them after school. I start with my homework just after school, till late afternoon for a long time. My mother helps me a bit with my homework, then my sister takes over, because my mother cooks the food, and then my mom goes to rest, and after she rested, she helps me again."

General response during intervention

Nolan was many times been absent on Mondays, and he seeks a lot of attention. He does not always listen to the instructions and discussions, which causes him to write irrelevant words next to the picture. He does not actually read additional books at home, and the result is that his reading has progressed slowly.

4.2.4 Parent and learner perspectives

The data obtained on parent perspectives are collected from the open-ended questionnaires, in order to determine the parents' and learners' way of thinking. (This refers to metacognition in Chapter 3, Figure 3.1 of Baumfield et al. 2008, p.3).

The parents' question in the open-ended questionnaire was as follows:

- What is your honest opinion regarding the importance of reading, comprehension and phonics?

The parents had to motivate a separate reason next to each language component. All six parents refrained from giving a relevant opinion on reading, as requested, and they only stated that reading is important. Two parents, namely, Molly and Nolan’s parents, commented significantly that comprehension means to understand what you have read. Four parents linked phonics with reading, but Luke and Tammy’s mum did not make any remarks. Despite this, all the parents showed reasonable knowledge on how to assist their child with hesitant reading, incorrect pronunciation of words and incorrect spelling. Unfortunately, no perception can be drawn from Dave’s mother, as she failed to comply with the questionnaire, but she is at home to provide assistance to Dave. However, Dave states that he performs his homework tasks by himself.

During the semi-structured interviews with the learners, discussions were held on:

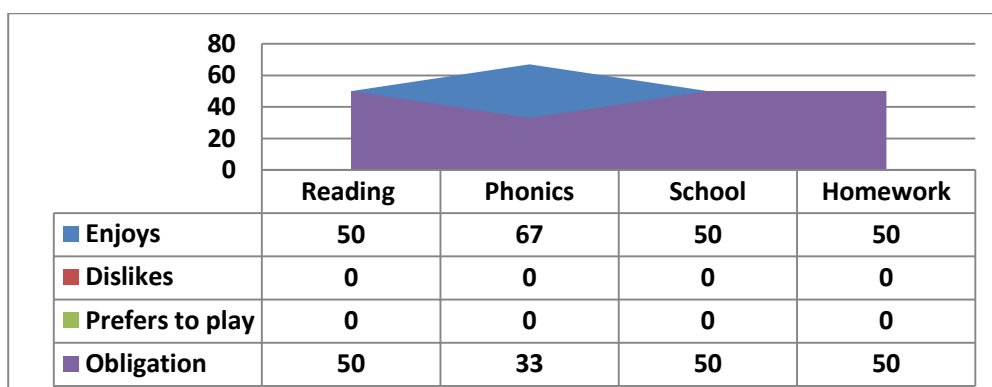
- The learners’ understanding and perceptions of reading, comprehension and phonics

The learners could not explain independently what they understand under the reading, comprehension and phonics concept, and they needed guidance to give an explanation of the real meaning of these concepts. Assistance was provided by the researcher to support them to get a clear understanding of these three vital literacy components in this study, although it must be emphasised that these components are reliant on each other, to eventually being able to read with comprehension.

- The learners’ feelings about reading, phonics, school and homework

Graph 4.1 indicates the average results of the learners’ views on how they feel about reading, phonics, school and homework.

Graph 4.1 Average results on participant’s’ feelings about reading, phonics, school and homework



From these data, 50% of the learner participants enjoy reading, school and homework and 50% perceive reading, school and homework as a duty. Tammy was in favour of homework, but mentioned in the interview: “not when her mother scolds at her.” The phonics findings reveal that 67% of the participants enjoy the subject, but 33% view phonics as an obligation.

During the semi-structured interviews, the learners were asked how they perceived their reading, comprehension and phonics performance before the intervention programme, and their perception of performance after the intervention programme, as set out in Table 4.2.

Table 4.2 Learner’s perceptions towards their performance prior to and after the intervention programme

Participants	Before the programme			After the programme				
	Were you satisfied with your performance in reading, comprehension and phonics prior to the intervention programme?			How would you describe your reading, comprehension and phonics performance after the intervention programme?				
	Code	✓ Yes	■ Can improve	X No	Code	** Very good	* Good	■ Can improve
	Reading	Comprehension	Phonics	Reading	Comprehension	Phonics		
Molly	✓	■	✓	**	*	*		
Tammy	✓	■	✓	**	■	■		
Daniël	■	■	■	*	*	*		
Dave	✓	■	✓	**	**	**		
Luke	✓	✓	✓	**	*	**		
Nolan	x	✓ then x	✓ then ■	■	■	**		
Number of learners who are satisfied with their performance	4 ✓	1 ✓	4 ✓	5 ✓	4 ✓	5 ✓		

The findings in Table 4.2 revealed that the learners could not really draw an in-depth or true reflection on their own performance, specifically before the commencement of the

programme until the end of the intervention programme. Yet, four learners were satisfied with their reading and phonics performance prior to the programme, and five learners were satisfied with their performance after the programme.

The learners received more exposure to comprehension, and they realised during the baseline assessment that they were unable to answer the higher-order questions, therefore, the initial lower score for comprehension. Luke was happy with his comprehension results prior to the programme. Molly, Daniël and Dave felt that they had improved after the intervention programme, which is perhaps a more truthful finding.

Dave and Nolan performed more weakly in phonics, but they perceived that their phonics performance was very good. From Table 4.2, it is notable that Nolan was uncertain when he had to reflect on his own performance before commencement of the intervention programme. Nevertheless, the majority of the learner participants view their reading, comprehension and phonics performance as very good, or good, after the intervention programme. The learners had to choose a reason for the method that they used when they did not know a reading or spelling word.

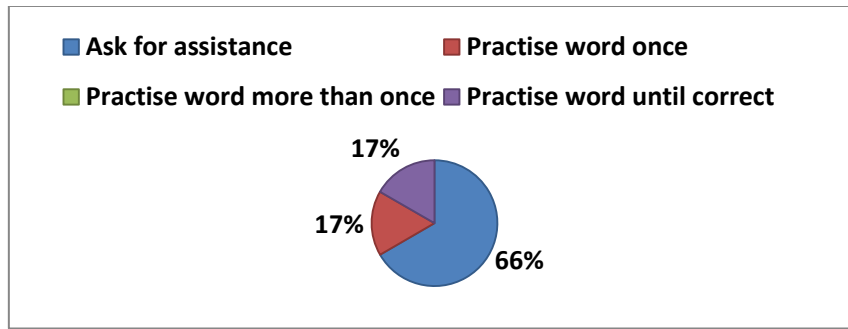
What do you do when struggling with reading or writing a word?

- I guess the word;
- I leave the word out, because I do not like to struggle;
- I ask my mom/dad/ teacher/friend for assistance;
- I practise the word once;
- I practise the word more than once; or
- I practise – until I can read or write the word correctly.

In Graph 4.2 the findings of the learners' strategies are depicted, when they struggle with reading or the spelling of a word. The codes for the different answers appear in the diagram.

According to the graph, 66% of the learners, thus the four participants whose parents assist them with homework, stated that they rely on assistance, which reflects in Chapter 4, Paragraph 4.2.3.

Graph 4.2 Learner’s view on what they do when struggling with a word

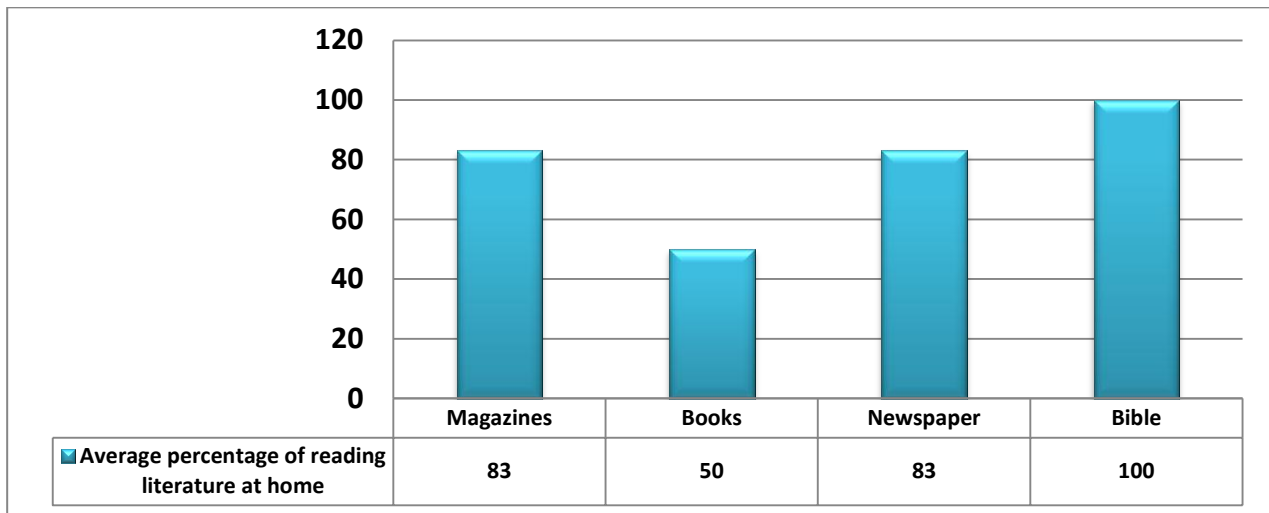


Molly and Dave are the two participants who are accustomed to doing their homework on their own. Molly is the survivor, and she practices the word until she gets it right, but Dave answered that he is satisfied to exercise the word only once. However, these two learners will ask me when they get stuck with a concept in class.

4.2.5 Parent’s reading habits and literature at home

In Graph 4.3, the learners’ stated during the semi-structured interviews what type of literature is available at home.

Graph 4.3 Average percentage of reading literature at home



Three learners, thus an average of 50%, mentioned that the only available reading books at home are focused on adult literature. Both magazines and newspapers form 83% of the reading material, but it does not really fall in the learners’ interest field.

Additional data were collected from the parents through open-ended questionnaires, which revealed that the four parents love reading, mainly for enjoyment or relaxation. Daniël’s

mom mentions that she was fond of reading, but she cannot see well at night, and Nolan's mom writes that she only has time to read the Bible, because she is too busy with household chores.

The next section deals with the learners' results that were obtained during the intervention programme, and Baumfield et al. (2008, p. 107) states that monitoring starts from the commencement of the research.

4.3 ANALYSIS AND BASELINE FINDINGS

Although, I am teaching as a Foundation-Phase educator, I furthered my studies with an additional year, and I obtained a remedial teaching qualification in 1996. I did not have the opportunity to practise my remedial skills completely in an inclusive classroom situation, as remedial education entails a comprehensive and individual approach. Therefore, I made use of the back-up and expertise of an experienced remedial teacher throughout the intervention programme.

In Chapter 1, Paragraph 1.3 the concept of diagnostic assessment and remedial teaching was explained. As mentioned, diagnostic assessment and remedial teaching are used to investigate the most common reading, comprehension and phonics mistakes, and possible causes of these barriers, and thereafter, an intervention programme was formulated to assist the learners. It was found that these mistakes already occurred frequently over a long period of time, but they had never before been targeted individually, or systematically.

Donald et al. (2010, p. 333) state that when assisting learners with barriers, it is crucial to identify the specific barrier, and this can be done through diagnostic assessment and remedial teaching during the intervention programme, as described in Chapter 2, Paragraph 2.7.

Donald et al. (2010, p. 94) concur that with diagnostic assessment, one can monitor learner performance with success, and the action research and SIAS cycle of screening, identification, assessment and support was continuously reflected upon during the intervention programme.

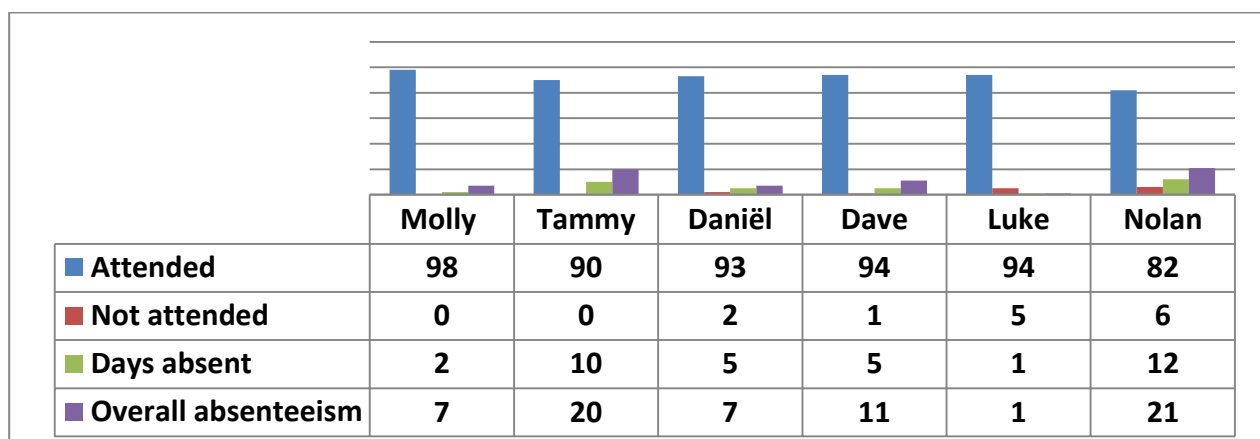
4.3.1 Duration of the intervention programme and the findings on learner attendance

With the deduction of all the public holidays, term 2 consisted of 51 school days until 27 June 2014, but the programme continued until 25 June, that gives a total of 49 days divided by 5 school days a week, equals 9 weeks and 2 days of intervention. Term 3 comprised 54 school days, but the programme ended in term 3 on 19 September 2014 thus 45 days gives 9 weeks of intervention. Unfortunately, the continuance of the intervention days were also influenced by incidental events, such as, for example, a LSEN work shop (2 days), DBST visit (1 day), as well as staff or Foundation-Phase meetings.

To make up the lost time, due to incidental events, certain half-hour time slots were extended to three quarter hours or longer, but finally, all the time slots were converted into 30 minutes sessions, which gave a total of 100 half-hours sessions that were spent on the intervention programme.

The first column in Graph 4.4 represents the number of intervention days that the learners attended, while column 2 indicates the sessions that the participant did not attend, due to personal preference to participate in a sporting code, or to play around with fellow-learners, since the participants did not participate in competitions at school level. Column 3 illustrates the number of days that the learner was absent from school, while column 4 shows the total number of absentee days during terms 2 and 3. Graph 4.4 indicates that the girls attended their sessions diligently and voluntarily. Luke and Nolan were not always motivated to attend, especially the Tuesdays and Thursdays sessions, because these two sessions occurred during sports period for the boys.

Graph 4.4 Intervention and school attendance data of the participants



Tammy, Dave and Nolan did not attend school regularly, as described in Paragraph 4.2.4. Nolan's mother was informed about his unsatisfactory attendance, but she was not concerned about Nolan's poor attendance.

4.3.2 Baseline assessment findings

With the start of this intervention programme, it is of the utmost importance to determine comprehensively through a baseline and diagnostic assessment what each learners' reading style and reading level are, the acquisition of sight words and sound-recognition, comprehension and phonics mistakes. Grovè and Hauptfleish (1986, pp. 41-42) state that the intrinsic causes of reading can be due to poor eye-sight or hearing, therefore, the learners were assessed to establish their eye-and-hand dominance, visual acuity, visual and auditory perception at the commencement of the programme.

4.3.2.1 Eye-and-hand preference findings

The learners' eye-and-hand preferences were determined to establish whether the learner is right, left or cross-dominant. Hand preference means the hand with which the learner writes, and when testing the learner's eyes, preference can be given, so that the learner can peep through a keyhole, and the eye with which the learner does this activity, indicates the learner's eye preference. Orton (1937 in McCormick, 2007, p. 39), as well as Grovè and Hauptfleish (1986, p. 4) state that several researchers divulge in their studies that cross-dominant learners experience more "reading" challenges – due to the interference of dominant functioning.

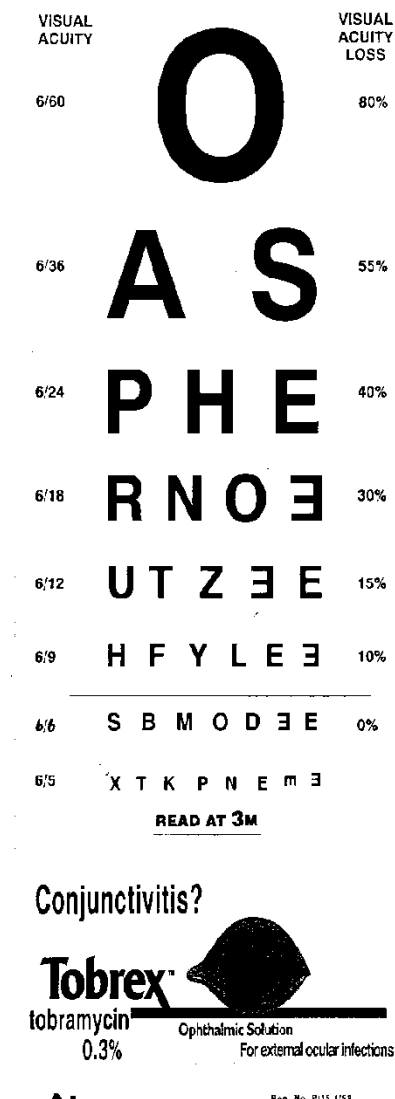
4.3.2.2 Visual acuity findings

Sight plays an important role in all learning, and each learner's visual acuity was examined on a more conservative and informal basis than that which the optometrist uses in his practice. The procedure to be followed is that the learner has to stand 3 metres away, must cover his stronger eye, and read all the letters with the weaker eye first, thereafter, he reads with the stronger eye, and then with both eyes. The reason why the learner must not read with the stronger eye first, is that the learner can memorize the letters the first time, and when reading with the weaker eye, the examiner does not discover that the learner is unable to read the letters with the weaker eye.

The findings of the visual acuity tests of the participants were showed to a local optometrist, to explain the outcome of the visual acuity tests that was executed by the researcher in April 2014. The optometrist clarified that the informal eye test may give an indication of the participants' visual acuity, but it is merely a sign on whether the participant can read from a distance, so it is more focused to measure farsightedness than nearsightedness. Therefore, only a formal eye test can determine the learner's actual visual acuity.

The optometrist explained that the learners of this age tend to be more farsighted. In Figure 4.1, there is a reduced example of the reading acuity chart that I have received from the local optometrist, which is on the same principle as that of the Snellen eye chart.

Figure 4.1 Visual acuity chart



In Table 4.3, the outcomes of the participants' dominant eye-and-hand and the visual acuity results and remarks of the optometrist are presented. The optometrist stated that in the past, younger children cried when they had to wear specs, but nowadays, it is "cool" to wear glasses, and the optometrist had found that sometimes a youngster cried, when he heard that he did not require spectacles after the eye test. The first two suggestions of the optometrist were to use numbers when the learners do not know the alphabet and to ensure that the learners were relaxed. Nolan's eyes were formally tested on 5 September 2015, and spectacles were prescribed. Luke's mom preferred to take Luke personally, but no response or feedback was subsequently given.

Table 4.3 Eye-and-hand preference and visual acuity findings

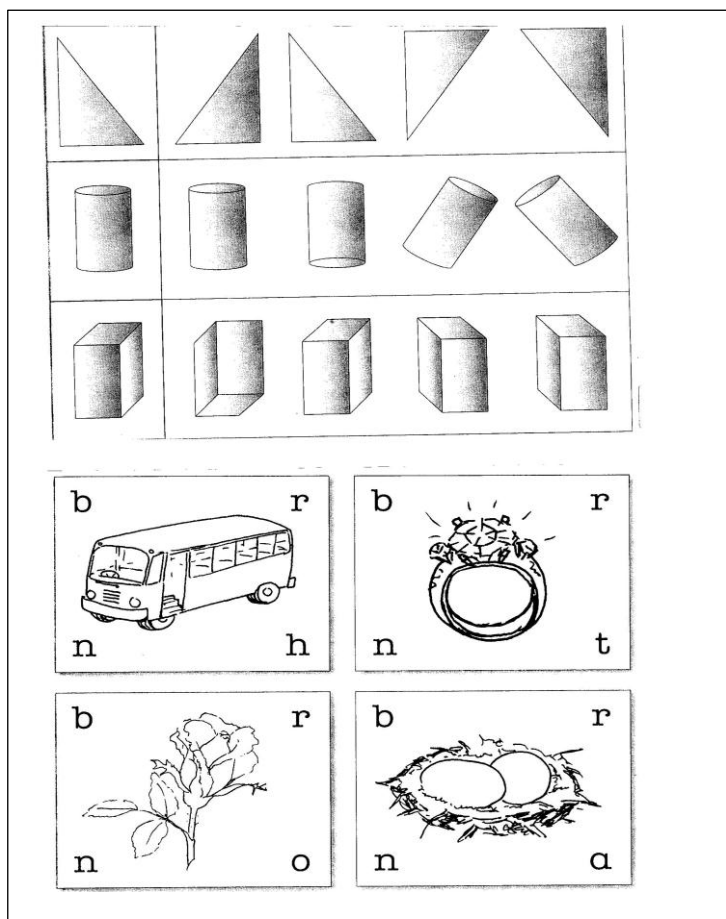
	Dominant	Visual acuity	Remarks
Molly	Right dominant Right eye, right hand	Fair, left eye weaker at 6/9. She uses effort when reading with her left eye.	Re-assessment is required
Tammy	Right dominant Right eye, right hand	Good	Good visual acuity
Daniël	Right dominant Right eye, right hand	Good	Good visual acuity
Dave	Cross dominant Left eye, right hand	Borderline, could read all the letters in the sixth row 6/9 with his right eye, but could read with the left eye till row 6/6.	Not a crisis
Luke	Cross dominant Right eye, left hand	Left eye at 6/12 and right eye at 6/9	Need an eye test
Nolan	Right dominant	Can only read the letters till 6/24 with his left eye	Need an eye test. I have arranged a "free of charge" eye appointment for Nolan at the optometrist on 5 September 2015. The school transported Nolan to the optometrist and the outcome was that Nolan received spectacles.

4.3.2.3 Visual and auditory perceptual skills and findings

St. John et al. (2003, p. 19) emphasize that auditory and visual perceptual skills are important in the development of early reading. In other words, when the learner cannot distinguish between the different sounds that they hear, this refers to auditory perceptual skills, and visual perceptual skills are when they are unable to recognise the letters, symbols and words.

Figure 4.2 is an exercise to practise and enhance the learners' visual perceptual skills, where the learners have to recognise the shapes and identify the letter that matches the picture (Joubert, Bester, Meyer, & Evans, 2006, pp. 125 & 127). Joubert et al. (2006, p. 127) clearly indicate that this example does not cover the wide spectrum of all the perceptual exercises.

Figure 4.2 Perceptual exercises for reading development

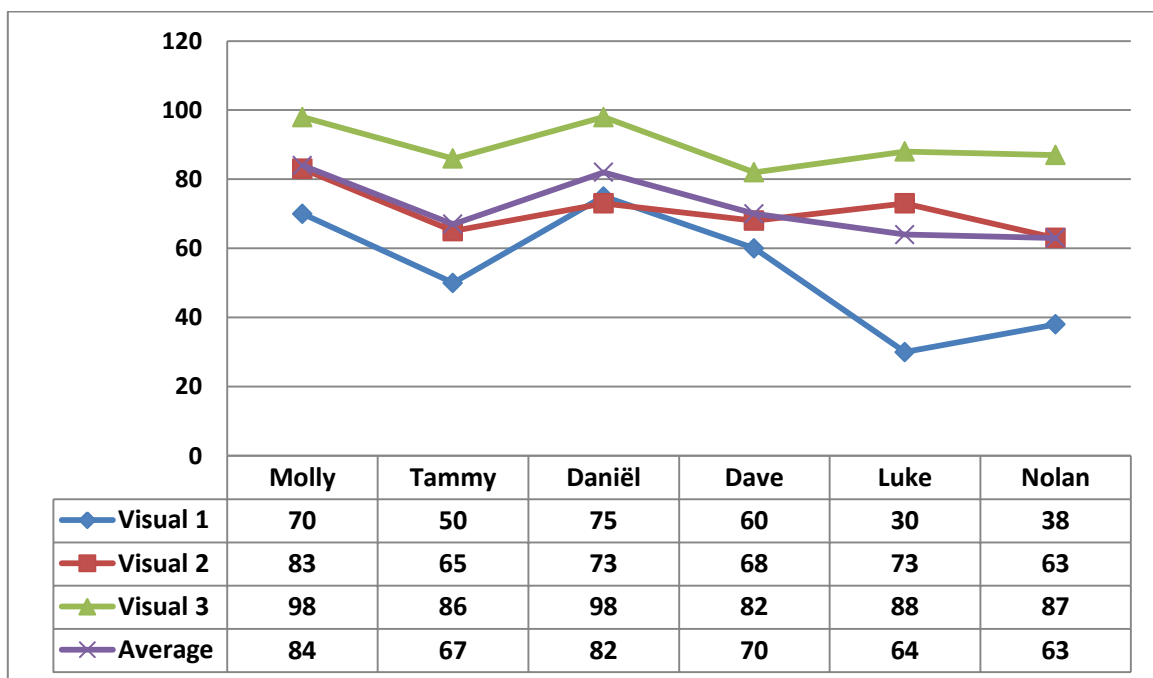


[From: Joubert et al., 2006, pp. 125 & 127]

The moment that the educator or learner pronounces the word “bus, ring”, then both the auditory and visual components are present, as the learner has to recognise the initial sound through hearing the sound, and she visually sees the letter to encircle the correct letter, for example “b” for bus.

The integration of visual and auditory perceptual skills during the intervention programme was to enhance these two critical skills that primarily cause reading and phonics barriers. The participants were exposed to a range of visual perceptual exercises, which were divided into assessment categories, namely: visual 1, visual 2 and visual 3, and then all the marks within each assessment category were then finally converted into an average mark and then calculated as a percentage, and displayed in Graph 4.5.

Graph 4.5 Findings of visual perceptual attainment



With more exposure to perceptual exercises during baseline assessment, the learners were taught to observe more detail, and to distinguish between similarities and differences in pictures, shapes and words. When rating the learners on their average mark, according to the seven-point rating scale, Molly and Daniël obtained a level 7, Dave level 6, and Tammy, Luke and Nolan level 5.

Nevertheless, in addition to these exercises, the learners were constantly exposed to perceptual and auditory exercises throughout the intervention programme. The auditory discrimination chart of Grovè and Hauptfleish (1968, p. 102) was used to examine the

learners' auditory discrimination skills for baseline assessment, while the mistakes the learners had made, appear in Table 4.4.

Table 4.4 Auditory discrimination test

Auditory discrimination test							
	Sounds wrong with first attempt		First attempt		Second attempt – the “wrong” responses were repeated once more after the test	Initial score after first attempt	Percentage %
Molly	gons	gons	D	A	✓	39/40	98
Tammy	dan	dam	D	A	✓	35/40	88
	kom	kon	D	A	X		
	tas	das	D	A	X		
	spel	stel	D	A	✓		
	haas	baas	D	A	✓		
Daniël	kat	kas	D	A	✓	33/40	83
	hier	dier	D	A	✓		
	deur	beur	D	A	✓		
	sing	sing	D	A	X		
	spel	stel	D	A	✓		
	skimp	skimp	D	A	✓		
	klomp	Klont	D	A	✓		
Dave	gons	gons	D	A	✓	30/40	75
	deur	beur	D	A	✓		
	stil	skil	D	A	✓		
	knak	knap	D	A	X		
Luke	hier	dier	D	A	X	29/40	73
	deur	beur	D	A	X		
	stil	skil	D	A	✓		
	vas	was	D	A	✓		
	kom	kon	D	A	X		
	krap	krap	D	A	X		
	hok	hoek	D	A	X		
	pos	bos	D	A	X		
	eel	geen	D	A	✓		
	fees	wees	D	A	✓		
	knak	knap	D	A	✓		
					✓		

Nolan	vin	vir	D	A	J	26/40 Nolan requested me 7 more times to repeat a pair of words and these efforts were deducted from his score (33-7)	65
	vas	was	D	A	J		
	boer	boer	D	A	X		
	mens	mens	D	A	J		
	krap	krap	D	A	X		
	skimp	skimp	D	A	J		
	melk	melk	D	A	X		

To check whether the learners can distinguish between different sounds in words, they must stand three feet away from the educator, facing the opposite way and mention whether the words sound similar or different, for instance, feet/feel sound different, and stool/stools sound similar. In Afrikaans, the meaning of “D” means “dieselfde”, the same, and “A” means “anders”, different. The learners were scored on their first response, but the second attempt was to determine whether the learner could improve on their first attempt.

Tammy failed twice to distinguish whether the word sing/sing sounds different or similar. Daniël, Dave, Luke and Nolan could not succeed in listening attentively throughout the auditory-discrimination test. Dave hesitated 6 times, and Nolan 7 times, and he requested me to repeat the pair of words again. Dave, Luke and Nolan will be “referred” for a further hearing assessment, since they made 10 or more errors (Grové & Hauptfleish (1986, p. 101).

More exercises were given to the learners during the intervention programme to practise their listening and auditory discrimination skills.

4.3.2.4 Findings of letter and sound-recognition chart

The Grade 2 CAPS Afrikaans Home Language manual (DoE, 2011a, p. 79) for terms 1 and 2 focus on revision of the Grade 1 sounds, namely: the alphabet, the double vowel sounds “aa, ee, oo, uu” and two letter diphthongs “ie, ei, oe, ui, eu, ou”.

In Figure 4.3, there is a personal letter-recognition chart, which relates to the chart of Grové and Hauptfleish (1986, p. 78).

Figure 4.3 Letter and sound -recognition chart

a	f	m	u	g
k	e	d	r	l
s	w	o	t	b
n	h	p	j	y
i	v	oo	ie	uu
	aa	ei	oe	ui
	ee	eu	ou (32)	

As mentioned in Chapter 2, Paragraph 2.8.1, when a learner does not make an effort to read a word within approximately 4 seconds, this should be deemed as a reading error (Grovi & Hauptfleisch, 1986, p. 60). Therefore, the 4 second hesitation was reckoned as an error with the marking of the word-recognition tests. Table 4.5 indicates the participants' errors that occurred when they read the Grade 1 letter and sound chart.

Table 4.5 Diagnostic analysis from the Grade 1 letter and sound chart

	Error analysis	Type of error	Errors	Score %	Level
Molly	i/l, ie/i	Consonant, vowel and two diphthong confusion	2	94	7
Tammy	eu / uu	Double vowel and two diphthong confusion	1	97	7
Daniël	en/n eue/eu	Substitution Diphthong confusion or mispronunciation	2	94	7
Dave	oo/ou, oo/oe, y/ui, uu/eu	Consonant, double vowel and two diphthong confusion	4	88	7
Luke	eu/uu	Double vowel and two diphthong confusion	1	97	7
Nolan	t/f, y/j, oee/uu, eu/ui, eeu/eu	Consonant, double vowel and two diphthong confusion	5	84	7

Even though the learners had attained a level 7, according to the seven-level rating scale with the letter and sound chart, the diagnostic error analysis clearly pointed out, which

Grade 1 letters and sounds needed urgent attention during the intervention programme. It is evident in the findings, that Dave and Nolan experienced more challenges than the other participants.

4.3.2.5 Findings of word-recognition charts

The learners must be familiar with the words in the Grade 1 word-recognition chart, as these words may have occurred regularly in phonics or reading. To check the participants' word-recognition proficiency on Grade 1 level, the chart of Grovè and Hauptfleish (1986, p. 67) was used in Figure 4.4, and the same rule applies here – to read each word within 4 seconds, otherwise it is counted as a mistake. The chart was not rehearsed with the participants beforehand.

Figure 4.4 Recognition chart of Grade 1 words

WOORDHERKENNING			
		Datum:	
Naam:		Graad:	
Geboortedatum:		Ouderdom:	
<i>Graad 1</i>			
kom	byt	neus	duim
sit	vaak	huil	wie
hen	wees	vuur	deur
dag	rook	boek	jy
lug	diep	hout	duif
Totaal:			

[Grovè & Hauptfleish, 1986, p. 67]

A diagnostic error analysis was conducted, and the findings of the Grade 1 word-recognition chart reveal the words that each participant was unable to read within the 4

second timeframe in Table 4.6., a stop watch was utilized to see how long each participant took to read the word-recognition chart.

Table 4.6 Diagnostic analysis from the Grade 1 word-recognition chart

	Error analysis	Type of errors	Hesitated at	Recognition of words within ± 4 seconds	%	Level
Molly	ei/ie: wei/wie oe/hou and t/d: hoed/hout h/j: hy/jy (3 errors)	Two diphthong confusion: “ei/ie” and “oe/ou” Confusion of consonants: “t/d” and “h/j”	6 words dag lug rook diep neus duim	11/20 48 seconds	55	4
Tammy	by/byt, die/diep ie/eu: nies/neus (3 errors)	Omission of “t” and “p” letters Two diphthong confusion Mispronunciation	4 words rook vuur deur duif	13/20 39 seconds	65	5
Daniël	ui/y: buit/byt /w and rs/s: eers/wees h/j: hy/jy (3 errors)	Confusion of two diphthong “ui” and consonant “y” Mispronunciation Omission of “w” Insertion of “r” Confusion of consonants: h/j	7 words hen dag rook diep duim wie deur	10/20 46 seconds	50	4
Dave	ie/eu: nies/neus oe/ou and d/t: hoed/hout uu/eu: duur/deur d/w: die/wie (4 errors)	Diphthong and double vowel confusion Confusion of consonants: d/t Guessing at words “ die/wie”	6 words dag vaak diep boek duim duif	10/20 59 seconds	50	4
Luke	a/aa: vak/vaak aa/a and r/g: daar/dag ee/ie: deep/diep ei/ie: wei/wie (4 errors)	Single, double vowel and consonant “r/g” confusion Double vowel confusion and two diphthong confusion	10 words byt rook neus huil vuur boek hout duim deur duif	6/20 51 seconds	30	2
Nolan	d/b: dyt/byt, doek/boek die/diep, ween/wie oui/eu: nouis/neus ee/ui: heel/huil ee/euu: veer/vuur eu/ui: deum/duim n/d and ee/ui: neef/duif (9 errors)	Consonant confusion d/b Omission of “p” Insertion of “n” Double vowel and two diphthong confusion Mispronunciation Guessing at words	4 words kom vaak hout deur	7/20 1,50 seconds	35	2

When converting the diagnostic error analysis of the Grade 1 word-recognition test on the seven-level rating scale, Tammy scored the highest with a level 5, Molly, Daniël and Dave obtained only a level 4, whilst Luke and Nolan did not achieve the pass requirements on level 2. The diagnostic findings clearly indicate that the participants made more mistakes when the letters were joined into words, which indicates poor decoding skills.

On 18 April 2014, the learners were tested on the Grade 2 word-recognition chart of Grovè and Hauptfleish (1986, p. 68), as seen in Figure 4.5. A parallel was drawn between the Grade 1 and Grade 2 word-recognition charts, in order to determine the participants' current mastery level of word-recognition skills, because the learners have to recognize consonant blends, for instance "bl" and "br" during term 2.

Figure 4.5 Grade 2 word-recognition chart

WOORDHERKENNING			
Datum:			
Naam:	Graad:		
Geboortedatum:	Ouderdom:		
<i>Graad 2</i>			
blaf	klaar	bring	spring
leeu	knyp	wie	baie
nooit	snoei	drink	slurp
breek	stuur	vlerke	genoeg
gruis	trein	borsel	dokter

[Grovè & Hauptfleish, 1986, p. 68]

In Table 4.7 the findings and diagnostic error analysis of the participants can be found.

Table 4.7 Diagnostic error analysis from the Grade 2 word-recognition chart

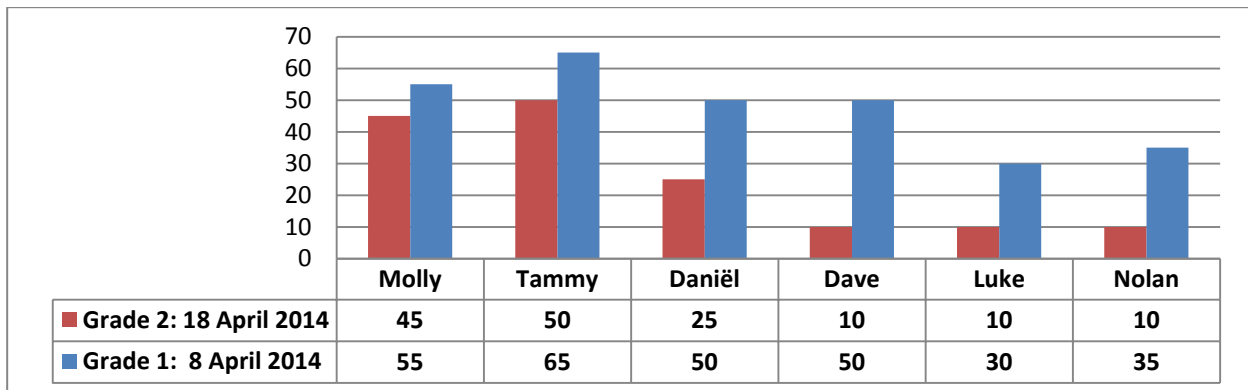
	Error analysis	Type of errors	Hesitated at	Immediate recognition of words within ± 4 seconds= score	%	Level
Molly	ie/i sprend/spring”	Two diphthong and vowel confusion Mispronunciation	10 words blaf leeu nooit klaar snoei bring vlerke slurp genoeg dokter	9/20 1 minute 29 seconds	45	3
Tammy	bal/blaf uu/eu: steur/stuur y/ui: grys/gruis ee/e: vleerke/vlerke ee/eeu: lee/leeu Donker/dokter (6 errors)	Omission of “f” and reversal of “l” Confusion of double and two diphthong vowels and consonant “y” Mispronunciation Substitution	4 words breek snoei borsel slurp	10/20 55 seconds	50	4
Daniël	boster/borsel e: bai/baie ee/eeu: lee/leeu (3 errors)	Substitution Guessing at words Omission of “e” and “u” Poor phonemic awareness	12 words blaf nooit breek gruis klaar snoei stuur bring vlerke spring genoeg dokter	5/20 1 minute 40 seconds	25	1
Dave	ui/eeu: lui/leeu y/ui: grys/gruis knoot/nooit skuur/stuur dotor/dokter (5 errors)	Diphthong confusion Confusion of two diphthong and consonant “y” Guessing at words Poor phonemic awareness	13 words blaf klaar knyp snoei trein bring drink vlerke borsel spring baie slurp genoeg	2/20 1 minute 58 seconds	10	1

	Error analysis	Type of errors	Hesitated at	Immediate recognition of words within ± 4 seconds= score	%	Level
Luke	d/b: dlaf/blaf brink/drink uu/eu: stuur/steur oo/ooi: noot/nooit /g: brin/bring, sprin/spring surp/slurp (7 errors)	b/d confusion Double vowel three diphthong confusion Poor phonemic awareness Omission of "i" "g"and "l"	11 words leeu breek klaar knyp snoei trein vlerke borsel baie genoeg dokter	2/20 2 minutes 45 seconds	10	1
Nolan	d/b: dlaf/blaf d/b and oo/ee confusion drook/breek ooi/oei" snooi/sneeu o/oo: boorsel/borsel steeg/stuur tren/trein vlink/vlerke sprinkel/spring groei/genoeg dok/dokter (10 errors)	Consonant confusion d/b or d/b Double vowel confusion oo/ee Three diphthong confusion Guessing of words Poor phonemic awareness	8 words gruis Klaar knyp bring drink baie slurp genoeg	2/20 3 minutes 25 seconds	10	1

From the Grade 2 results, only Tammy succeeded to reach a level 4. The other participants were unsuccessful in achieving the passing level, but it must be borne in mind that Tammy had repeated Grade 2.

Graph 4.6 shows the backlog difference between the Grade 1 and 2 word-recognition charts that the participants had experienced during April 2014.

Graph 4.6 Comparison between the Grade 1 and Grade 2 word-recognition scores during term 2



The findings between the Grade 1 and 2 results show that Molly is experiencing a gap of 10%, Tammy 15%, Daniël 25%, Dave 40%, Luke 20% and Nolan 25% during the baseline assessment stage.

4.3.2.6 Findings of reading attainment

The participants' reading style and eye-movements were observed by the remedial therapist during the first reading session. The remedial therapist stated that when a reader literally presses with his finger on every word, while reading, this can cause word-for-word reading that delays the readers' reading speed. An eye movement exercise was done by the remedial therapist to determine each learner's eye movement. The exercise was performed by sitting in front of the learner, whilst moving a pencil in an upright position back and forth from left-to-right before the learner's eyes, and the learner was not allowed to move his head.

Grovè and Hauptfleish (1986, p. 41) stated that incorrect "eye movements" often occur in poor reading due to:

- A deficiency in comprehending just what the words mean;
- Inadequate studying to analyse the words; or
- Faulty eye movements back and forth between the lines.

A Grade 2 term 2 reading text with 50 words was used to perform a diagnostic assessment on the participants. Sight words or vocabulary words were obtained from the Grade 2 term 2 Afrikaans *Goue Reeks*, group guided reading book that we read in class, but new and

unfamiliar sentences were constructed from these vocabulary words, followed by comprehension questions about the story.

Table 4.8 displays the participants' reading style, reading errors, the number of errors occurred, the percentage of words read correctly in the text, as well as the questions that they could answer correctly. The learners' oral reading level was calculated, according to the formulation of Richek et al. (1983, p. 124), as discussed in Chapter 2, Paragraph 2.6.3, and these three levels are acknowledged by the DoE (2008c, p. 39).

Table 4.8 Diagnostic findings of the Goue Reeks Grade 2 group guided reading book, level 5

Grade 2 Level 5	Reading style and errors	Word identification errors and time spend on reading piece of 50 words	Word identification %	Level	Precision Level 95% or less	Reading comprehension %	Precision Level 70% or less
Molly	Moves her head whilst reading Reads without pointing with her finger at the words Reads word for word (hesitantly) Poor decoding skills Poor sight words Poor word attack skills Repetitions of words	25 errors 1 minute 50 seconds	50	4	Frustrational	70	Frustrational
Tammy (2nd year in Grade 2)	Moves her head whilst reading Reads without pointing with her finger at the words Reading speed requires attention Poor sight words Poor decoding skills Unsure of direction right and left Substitute words Repetition of words	20 errors 59 seconds	60	5	Frustrational	60	Frustrational

Grade 2 Level 5	Reading style and errors	Word identification errors and time spend on reading piece of 50 words	Word identification %	Level	Precision Level 95% or less	Reading comprehension %	Precision Level 70% or less
Daniël	Points with his finger at the words whilst reading Reads word for word (hesitantly) Poor decoding skills Poor sight words Poor word attack skills	30 errors 1 minute 50 seconds	40	3	Frustrational	70	Frustrational
Dave	Head jerks whilst reading Reads word for word (hesitantly) Decoding of words Poor sight words Poor word attack skills Guessing at words Poor phonemic awareness Substitute words	24 errors 2 minutes 22 seconds	52	4	Frustrational	40	Frustrational
Luke	Reads word for word (hesitantly) Sounding out of words Poor sight words Poor word attack skills Substitution of words Omission of words Skip lines	27 errors 2 minutes 24 seconds	46	3	Frustrational	40	Frustrational
Nolan	Points with his finger at the words whilst reading Reads word for word (hesitantly) Poor decoding skills Poor sight words Substitution of words Repetition of words Poor phonemic awareness	31 errors 5 minutes 22 seconds	38	2	Frustrational	50	Frustrational

From the diagnostic assessment, it was clear that the participants were not on Grade 2

term 2 level. All the participants exceeded the 10 error-analysis measurement in reading, therefore, an easier reading text was necessary. The diagnostic assessment revealed that the boys are not on Grade 1 term 4 level, since they made 10 and more errors. Although Molly and Tammy made less than 10 errors, they did not perform exceeding well, but they appear to be on Grade 1 term 4 level.

In Table 4.9, the diagnostic findings of the *Goue Reeks* Grade 1 level 3, term 4, reading book can be found. This was conducted on 9 April 2014. The vocabulary words of *Die sewe maats* group guided reading are familiar to the learners, since they had read the book in Grade 1.

Table 4.9 Diagnostic findings of Grade 1 group guided-reading book

Grade 1 Level 3 Term 4 <i>Die sewe maats</i>	Reading style and errors	Errors in word identification plus time (46 words)	Word identification %	Level	Precision Level 95% or less	Reading comprehension %	Precision Level 70% or less
Molly	Reads word for word (hesitantly) Sounding out of words Poor sight words Poor word attack skills Substitution of word	9 errors 1 minute 17 seconds	80	7	Frustrational	80	Instructional
Tammy (2nd year in Grade 2)	Moves her head whilst reading Reads without pointing with her finger at the words Reads hesitantly Poor sight words Unsure of direction right and left Poor word attack skills	7 errors 48 seconds	84.8	7	Fustrational	80	Instructional
Daniël	Points with his finger at the words whilst reading Reads word for word (hesitantly) Sounding out of words Poor sight words Insertion of Poor word attack skills	14 errors 1 minute 26 seconds hande/hand	69.5 6	5	Frustrational	60	Frustrational

Grade 1 Level 3 Term 4 <i>Die sewe maats</i>	Reading style and errors	Errors in word identification plus time (46 words)	Word identification %	Level	Precision Level 95% or less	Reading comprehension %	Precision Level 70% or less
Dave	Reads word for word (hesitantly) Sounding out of words Poor sight words Poor word attack skills Skips a line	11 errors 1 minute 16 seconds	76	6	Frustrational	80	Instructional
Luke	Reads word for word (hesitantly) Poor decoding skills Poor sight words Poor word attack skills Substitute or guessing “melk/ brood”	10 errors 1 minute 10 seconds	78.3	6	Frustrational	80	Instructional
Nolan	Points with his finger at the words whilst reading Reads word for word (hesitantly) Poor decoding skills Poor sight words Poor word attack skills	18 errors 2 minutes 35 seconds	60.8 6	5	Frustrational	60	Frustrational

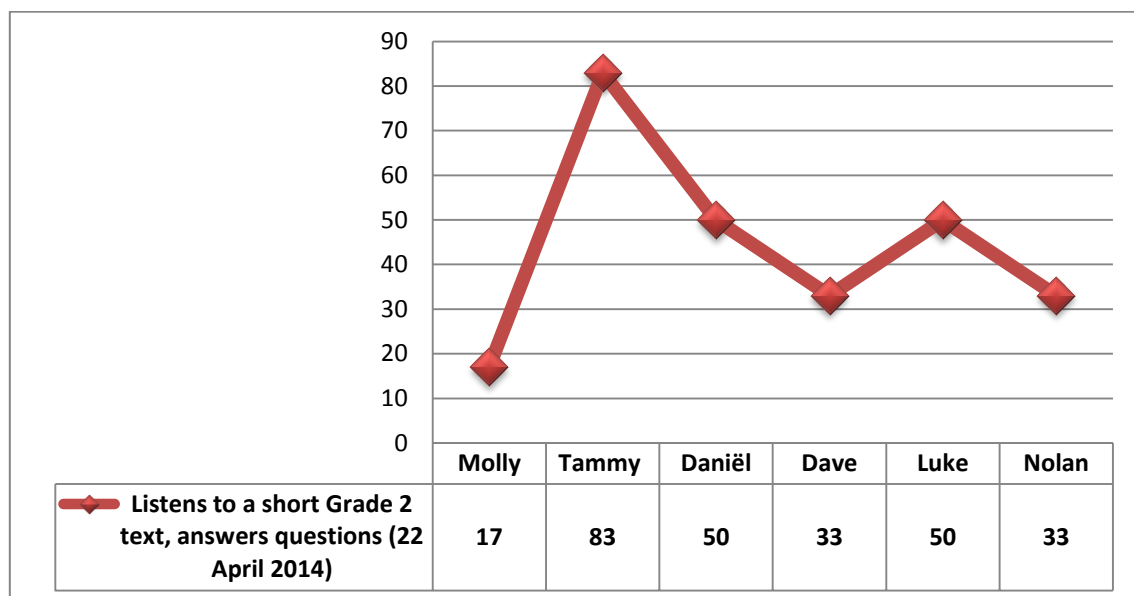
Molly’s reading style indicates that she reads hesitantly, sounds out words and portrays poor word-attack skills, and Tammy’s reading speed requires attention – due to her poor sight. Therefore, it was decided to start the girls on an easier reading book as well. For motivation, Richek et al. (1983, p. 125) stated that when a learner reads on the frustrational level, but, even with tutor support, operative learning cannot take place, then an easier book is required. To reinforce the participants' word-recognition and sight words, the remedial educator recommended starting the intervention programme on the *Goue Reeks*, Grade 1, level 1 book – for all the participants.

4.3.2.7 Baseline findings on comprehension

In this study, comprehension skills are associated and connected to reading, and they entail whether the learner can recall and answer the questions after he has read the text. Sousa (2006, p. 187) refers to comprehension as a complex procedure that starts with

word-recognition and the use of skills to understand what the text means. Furthermore, the learners must also be able to listen attentively to a story, and answer the questions during oral work. To perform a task in class, the learners must be able to comprehend and remember the instructions given by the educator. For baseline assessment, the learners had to listen to the story, comprehend, memorize the detail, and then answer the questions. The percentages that the learners had achieved for comprehension appear in Graph 4.7.

Graph 4.7 The findings on the reading comprehension during the baseline assessment



The comprehension questions were higher-order questions that correspond with the proposed remedial measures of ANA in Table 2.6, Chapter 2 (DoE, 2013, p. 130). Tammy performed well with the higher-order questions, Daniël and Luke achieved 50%, thus a level 5, according to the seven-level rating scale, but Dave, Nolan, and especially Molly did not perform well, and she needs more exposure to the “why, how and what” questions during the intervention programme.

4.3.2.8 Baseline assessment on phonics

The participants had to write a phonics test, based on Grade 1 level. Figure 4.6 contains the Grade 1 Afrikaans phonics words, which the learners wrote for baseline assessment on 8 April 2014.

Figure 4.6 Grade 1 Afrikaans phonics

bad	rus
kat	byl
wit	lyf
dof	byl
veer	beer
goed	dief
voet	maan
huil	uur
koud	geut
doof	reis

Table 4.10 indicates the learner’s phonics error, type of mistakes, the correct number of words needed to determine the score and the percentage, as well as the FAT rating level, as specified in the CAPS document (see Chapter 3, Table 3.5).

Table 4.10 Diagnostic assessment of Grade 1 phonics test

	Diagnostic analysis	Type	Score and percentage %	Level
Molly	f/v: dov/dof ei/y: leif/lyf, veil/vyl ee/uu: heer/huur ui/y: buil/byl eu/ie: deur/dier d/t: geud/geut, sproed/sproed	Confusion of: Consonants d/t, v/f Vowels, double vowels and diphthongs Mispronunciation Poor decoding skills	12/20 60%	5
Tammy	d/t: bat/bad t/d and oo/oe: goot/goed v/f: dov/dof, vout/fout ui/ei: ruis/reis uu/ie: hier/huur o/ou: kot/koud ee/eu: geet/geut	Confusion of: Consonants d/t, v/f Vowels, double vowels and diphthongs Mispronunciation Poor decoding skills	12/20 60%	5
Daniël	ei/y: lief/lyf d/t and f/v: voud/fout iu/ie: diuf/dief t/d: kout/koud ie/y: biel/byl	Confusion of: Consonants d/t, v/f Vowels, double vowels and diphthongs Poor decoding skills	15/20 75%	6

	Diagnostic analysis	Type	Score and percentage %	Level
Dave	t/d: bat/bad v/f: dov/dof, lyv/lyf, doov/doof oo/oe: sproot/sproet, goot/goed, wood/woud oo/ou: voot/fout, soot/sout y/ie: dyf/dief ie /ee: bier/beer y/ei: rys/reis ie/uu: hier/huur a/aa: man/maan ei/ie: deir/dier ei/y: beil/byl ee/eu: geet/geut	Confusion of: Consonants d/t, v/f Vowels, double vowels and diphthongs Poor phonemic awareness	3/20 15%	1
Luke	t/d: bat/bad, goet/goed, kout/koud ue/ee: vuer/veer uu/ie: duuf/dief uu/ee: buur/beer uu/ei: ruus/reis ee/uu: heer/huur ei/y: beil/byl uu/eu: guut/geut	Confusion of: Consonants d/t Confusion of: Vowels, double vowels, two diphthongs and consonant “y” Poor phonemic awareness Poor decoding skills	10/20 50%	4
Nolan	b/d and d/t: dat/bad f/v: dov/dof, vout/fout, doov/doof t/d: goet/goed d/b: deer/beer uu/ou and d/t: kuut/koud d/b and uo/y: duol/byl dr/g and oo/eu: droot/geut dr/d and uo/ie: druon/dief uo/y: luov/lyf ou/ui: douv/duif ou/ei: rous/reis ie/uu: hier/huur ie/ui: hiel/huil	Confusion of: Consonants b/d, d/t, f/v and d/b Confusion of: consonants, double vowels and two diphthongs Guessing at words Poor phonemic awareness Poor decoding skills Poor decoding skills	5/20 25%	1

As already stated, diagnostic phonics assessment entails what kind of phonic errors occur in the learner’s work, but to track the participants’ progress, it is necessary to convert the scores into a percentage. From the Grade 1 phonics scores, Daniël attained the highest mark, namely 75% with a level 6, Molly and Tammy scored equally at 60%, thus a level 5. Luke is on the borderline with 50%, a level 4, and Dave and Nolan did not pass their Grade 1 phonics. Dave performed 10% below Nolan, except in phonics.

From the baseline and diagnostic analyses, the participants experienced similar sound confusions and the intervention programme transpired as follows:

- Vowel confusions:” i/ie” and “ie/uu”;
- Double vowel confusions: “aa, ee, oo, uu”;

- Two-diphthong confusions: “ei, ie, ou, ui, oe, eu”;
- Three-diphthong confusions: “aai, ooi, oei, eeu”;
- Confusion of “t and d” at the end of words;
- Consonant and vowel confusion “y” and “ei”;
- Confusion of “f” and “v”; and
- Syllables and plurals exercises.

This is the final of the baseline assessment and the formulation, implementation and findings of the intervention programme will now be discussed.

4.4 IMPLEMENTATION AND FINDINGS OF THE PROGRAMME

The findings attest the usefulness of the intervention programme. The baseline assessment identified the type of reading, comprehension and phonics errors, and these errors established the route to implement the intervention programme.

4.4.1 Reflection on reading and the reading series during term 2

For the remainder of term 2, the remedial educator and I concentrated during the intervention programme on the learners' reading style, and we did not measure any speed-reading scores. We focused on poor or uncertain word-recognition skills, fluent reading, reading in phrases, reading condensed sentences and the awareness of punctuation marks. Table 4.11 illustrates the remedial therapist's reflection and comments on the learners' reading performance on 17 June 2014.

Table 4.11 Comments and recommendations of the remedial therapist

Participant	<i>Goue Reeks</i> level	Comments	Proceed to:
Molly	level 3	Good word-recognition	Start with <i>Oxford Stamstories</i>
Tammy	level 3	Good word-recognition	Start with <i>Oxford Stamstories</i>
Daniël	level 2	Word-recognition can improve, especially with larger words	Start with <i>Goue Reeks</i> book 3
Dave	level 2	Concentration and reading speed can improve	Start with <i>Goue Reeks</i> book 3
Luke	level 2	Concentration and reading speed can improve	Start with <i>Goue Reeks</i> book 3
Nolan	level 2	Word-recognition and concentration can improve.	Start with <i>Goue Reeks</i> book 3

The diagnostic error analysis indicated that the boys started with Grade 1 term 4 reading book, and the girls proceeded to a new reading level series, namely, the *Oxford Stamstories*.

To encourage reading and hold the learners' interest throughout the intervention programme, additional reading texts were required, in addition to the Goue Reeks level books or available reading material in class. Therefore, the need arose to expose the learners to a new, but recognized reading-level series. The *Oxford Stamstories* contain a totally different vocabulary and sight words, therefore, we literally started on Grade 1 term 2 level in term 3 and gradually built up to Grade 2 level.

4.4.2 Remedial strategies for reading

The following remedial strategies for reading were applied during the intervention programme, but in no specific order:

- Do not proceed to the next reading level book before a learner is able to read the text fluently;
- Concentrate on word-recognition and sight words by using flash cards to develop fluent reading throughout the reading level texts;
- Word attack skills to assist learners with the decoding of words;
- Choose difficult words from the reading-level books and read in phrases;
- Prepare condensed sentences from the reading text;
- *Stamstories* consists of longer words; therefore, it was necessary for the learners to break the words up into syllables;
- Use the vocabulary words from each reading-level book to formulate new sentences;
- Determine learner attainment targets, as described in Paragraph 2.5.1, in Chapter 2;
- Establish reading proficiency through classroom-level indicators (See Paragraph 2.5.2 in Chapter 2); and
- Monitor the stages of reading development, as explained in Paragraph 2.5.3, in Chapter 2.

Table 4.12 illustrates an abridged example of how the *Goue Reeks* and the *Stamstories* texts were utilized to recognize sight words, apart from flash cards, to read in phrases and

how condensed sentences can be compiled from the sight words. The difference and complexity of sight words between the *Goue Reeks* and the *Stamstories* reading series can also be noted.

Table 4.12 Brief example of a reading intervention sheet

Goue Reeks: Sight words			
branders	strandhuis	Piet	rotse
ry	donker	daarna	gou
Goue Reeks: Phrase reading			
branders strandhuis donker rotse Piet daarna			
Goue Reeks: Condensed sentences			
Piet. Piet ry. Piet ry na die strandhuis. Piet ry gou na die standhuis. Piet ry gou in die donker na die standhuis.			
Stamstorie: Sight words			
marsmannel jies	towersleutel	uiteindelik	droom
planeet	avontuur	rondswaef	ruimtekar
Stamstories: Phrase reading			
Kalla ruimtekar uiteindelik planeet droom rondswaef ruimtekar marsmannel jies towersleutel			
Stamstories: Condensed sentences			
Droom. Kalla droom. Kalla droom van 'n ruimtekar. Kalla droom uiteindelik van 'n ruimtekar op die planeet.			

Phrase reading entails to take, for example, three difficult sight words from the reading text and to read the words consecutively to promote smoother word-recognition. The DoE (2008c, pp. 9-10) (See Chapter 2, Table 2.5) refers to hesitant reading, as Stage 3, which is called “The early-reader stage”, and to support the participants to progress to the “Developing-reader stage” (Stage 4), similar intervention strategies were used, as illustrated in Table 4.12. The participants were also taught to listen to the word, clap the word, and break the words up into syllables, to enhance their phonemic awareness (DoE, 2008a, p. 15).

4.4.3 Implementation of The *Slim Buksies* book club

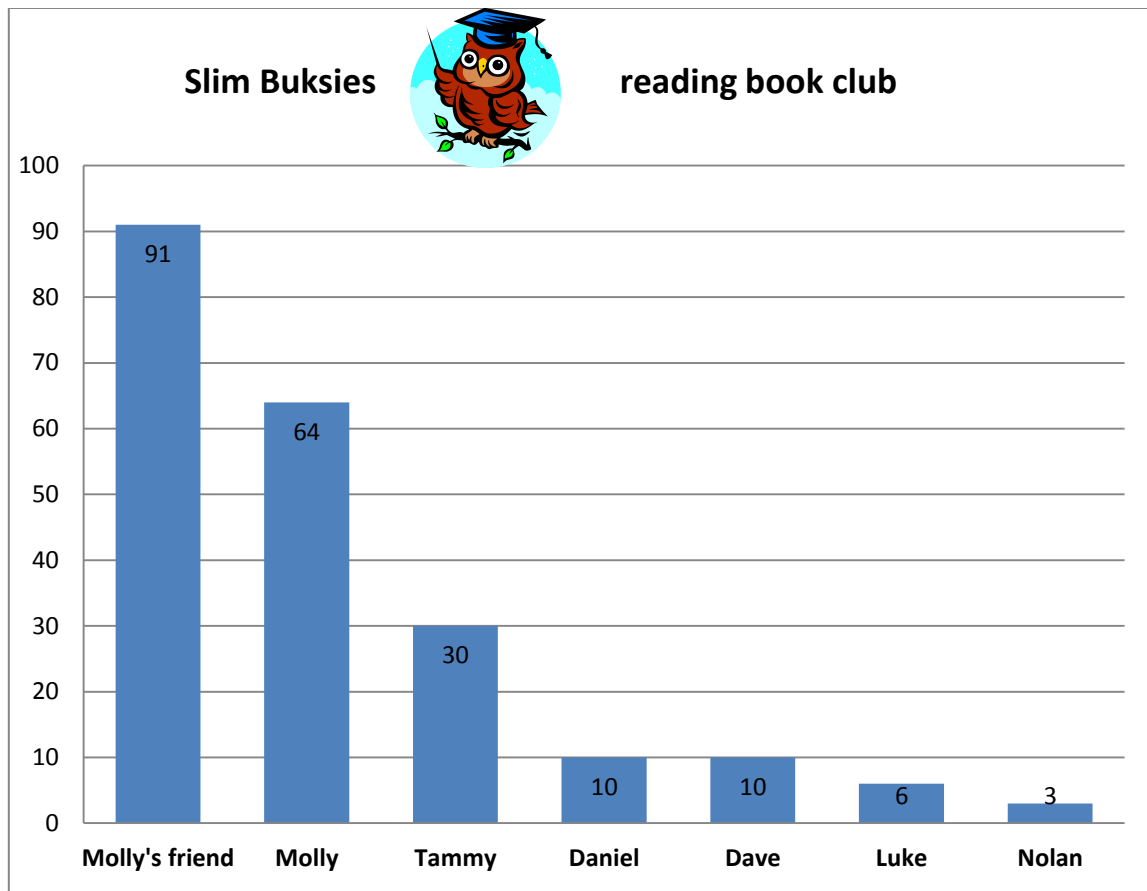
The *Slim Buksies* book club was established, so that the learners could borrow books to read at home. The participants’ parents became involved in the Slim Buksies book club project, as they had to ask their child a few questions about the reading text, before they signed their child’s book-record card. The parents were requested to motivate their child to read at home. A reading progress and motivation chart with each participant's name on it was put up in the class. A sticker was pasted next to the learner’s name after completion of each reading book’ and the participants could observe each other's progress, and to compete against one another for reading the most books. After each ten books, the learners received a surprise hamper, as a reward.

Wearmouth et al. (2003, p. 272) are in favour of a reading incentive to encourage learners to read at home with the parents’ input. Wearmouth et al. (2003, p. 272) have discovered with the *Reading Reward Scheme* in East Renfrewshire, Scotland that the whole family joined the project, since there was reading literature for the kids, as well as for the parents, and these were operated in conjunction with the library. Had there been available reading books for both the parent and child during the intervention programme, the chances could be greater that the participants might have read more reading books at home.

Molly’s mother wrote diligently comments on how Molly had performed at home on completion of each book. The participants were also allowed to borrow books over the June 2014 holidays. Although Dave’s mother signed his book-record card, his father was more involved by signing the intervention reports that were sent home.

Graph 4.8 shows the number of additional reading books that the participants had read at home.

Graph 4.8 *Slim Buksies* reading book club



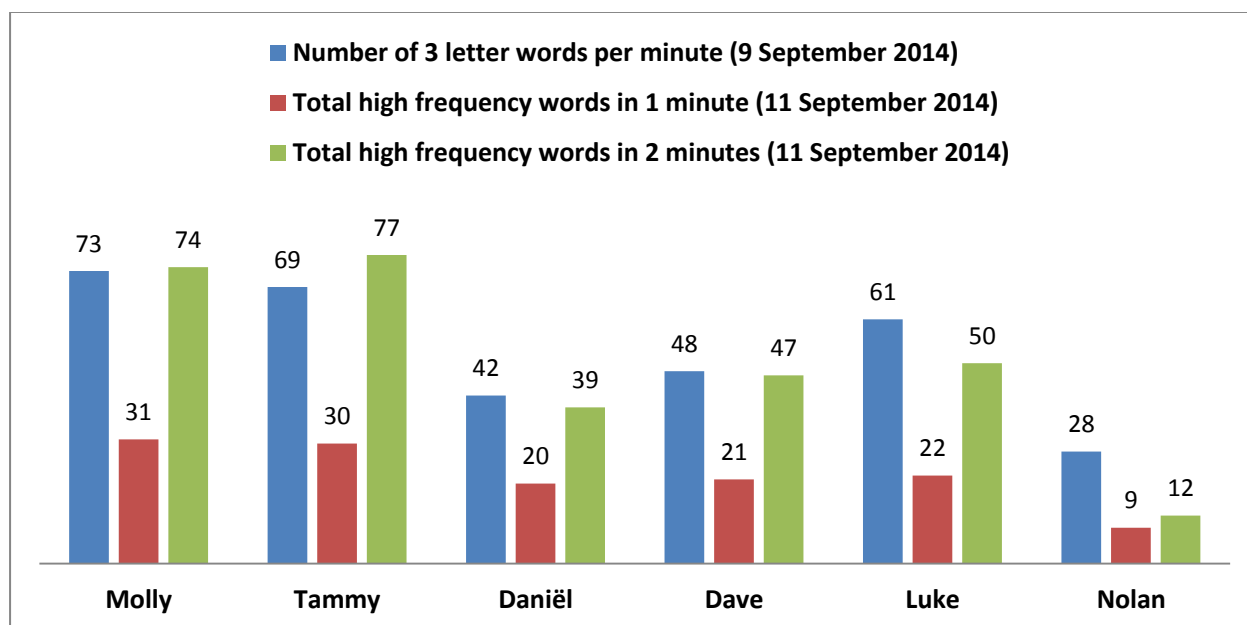
Molly read 64 books, which are 34 books more than Tammy, but the boys were not so eager and motivated.

Daniel and Dave each read 10 books, Luke read 6 books, and Nolan only read 3 books. Unfortunately, Nolan forged his mother's signature and pretended it was his mother who had signed the book record card with the other books. Nolan's mother did not respond regarding this incident.

4.4.4 Findings of the participants' word-recognition performance

The sight words and the high-frequency words were measured, according to the LAT (DoE, 2008c, pp. 13 & 15) (See Table 2.3 in Chapter 2) and classroom-level indicators of the ECED (n.d., pp. 4-5) (See Table 2.4). Graph 4.9 indicates the final results of the findings that were conducted from 9-11 September 2014.

Graph 4.9 Findings of word-recognition



The learners must be able to read a specific number of high-frequency and sight words, but they were not measured, according to how quickly the learners could read these words (See Table 2.3 and Table 2.4, Criteria 1, Chapter 2). With an open mind, it can undoubtedly be stated that during the 6 months, the participants were exposed to between 750 to 1000 sight words or high-frequency words that they could read with increasing speed. The next measurement, according to Table 2.4, Criteria 2, refers to 60 words per minute in term 2, and 70 words per minute in term 3. The participants did not practise these three-letter words in advance from a reading card or word list.

The number of words that the participants could read within 1 minute during term 3 is as follows:

- Molly 73 words;
- Tammy 69 words;
- Daniël 42 words;
- Dave 48 words;
- Luke 61 words; and
- Nolan 28 words.

The *Teaching reading in the early grades* manual (DoE, 2008c, pp. 9-10) in Chapter 2 (Table 2.5) states that learners must read at least 60 words per minute, and must know

approximately 200 sight words during the “Early-reader level” (Stage 5), whilst the “Independent-reader level” (Stage 6) implies reading fiction and non-fiction books of 60 or more words per minute, but the manual does not specify the reading text or which words.

Therefore, according to the number of words per minute, the findings are as follows:

- Molly has reached the “Independent-reader level”, Stage 6;
- Tammy has reached the “Independent-reader level”, Stage 6;
- Daniël is on the “Developing-reader level”, Stage 4;
- Dave is on the “Developing-reader level”, Stage 4;
- Luke has reached the “Early-developing reader fluent reader level”, Stage 5; and
- Nolan is in the “Early-reader level”, Stage 3, Grade 1 level.

Two participants succeeded to reach Stage 4, 1 participant progressed to Stage 5, and 2 participants progressed to Stage 6. The findings on sight word and high-frequency word-recognition revealed that the learners had progressed.

4.4.5 Findings of the participants’ reading performance

Table 4.13 reveals the participants’ final reading level on the *Goue Reeks* and *Oxford Stamstories* reading books on termination of the intervention programme in term 3. The participants made less than 10 errors, which is regarded as an appropriate measure to determine their reading level (Grové and Hauptfleisch, 1986, p. 58).

The general findings on the participants’ reading performance are:

- Five participant’s reading speed had improved, except Nolan’s;
- Less repetition of words occurred;
- Word attack skills had improved;
- Decoding skills had improved;
- The participants started to divide the words into syllables, instead of sounding out each letter; and
- Improved sight word and high frequency word-recognition had occurred; but
- Substitutions and recognition of punctuation marks in a text needed attention.

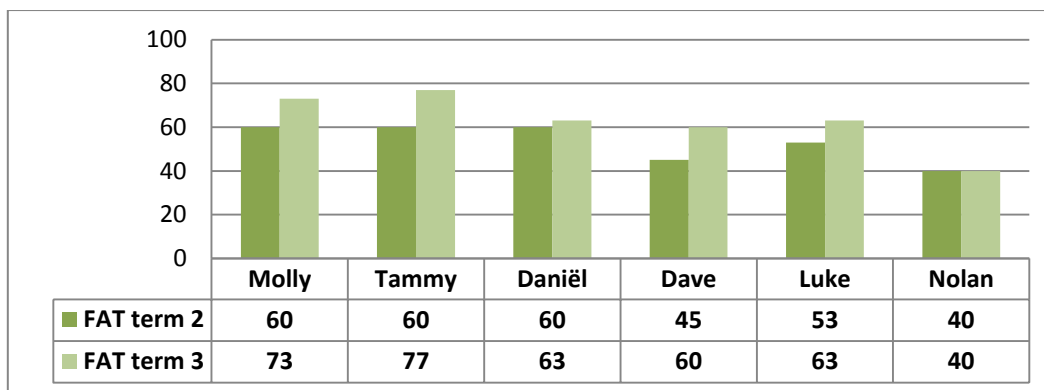
The findings of the *Goue Reeks* reading level are highlighted in purple, and the *Oxford Stamstories* are highlighted in orange.

Table 4.13 Diagnostic findings of *Goue Reeks* and *Oxford Stamstories* reading books

Participants	Goue Reeks: Final reading level				Stamstories: Final reading level			
	Errors Words in text Duration	Word identification %	Reading comprehension %	Final reading level	Errors Words in text Duration	Word identification %	Reading comprehension %	Final reading level
Molly	8 errors 61 words 1 minute 21 sec	87% Frustrational	86% Instructional	Gr 2-3 Jan se visstok	9 errors 61 words 1 minute 38 sec	85% Frustrational	75% Instructional	Gr 2-3 Die partytjie
Tammy (2nd year in Grade 2)	6 errors 61 words 52 sec	90% Instructional	86% instructional	Gr 2-3 Jan se visstok	9 errors 61 words 1 minute 19 sec	85% Instructional	100% Independent	Gr 2-3 Die partytjie
Daniël	9 errors 53 words 1 minute	83% Frustrational	87% instructional	Gr 2-2 Die see	8 errors 55 words 1 minute 40 sec	85% Frustrational	100% Independent	Gr 2-1 Vlooi en die sleutel
Dave	9 errors 61 words 1 minute 17 sec	85% Frustrational	71% instructional	Gr 2-3 Jan se visstok	9 errors 55 words 1 minute 42 sec	84% Frustrational	83% instructional	Gr 2-2 Vlooi
Luke	9 errors 61 words 1 minute	85% Frustrational	71% instructional	Gr 2-3	9 errors 55 words 1 minute 30 sec	84% Frustrational	83% instructional	Gr 2-2 Vlooi
Nolan	16 errors 27 words 1 minute 15 sec	Exceeded 10 errors	Exceeded 10 errors	Gr 1-2	16 errors 27 words	Exceeded 10 errors	Exceeded 10 errors	Gr 1-2

In Graph 4.10 the findings on the formal assessment reading results during the intervention programme can be found.

Graph 4.10 Findings of formal assessment reading results for terms 2 and 3



The findings on reading show the following results:

- Molly had improved with 13% in term 3;
- Tammy had improved with 17% in term 3;
- Daniël had improved with 3% less in term 3;
- Dave had improved with 15% in term 3;
- Luke had improved with 10% in term 3; and
- Although Nolan succeeded to maintain his results in reading, he did not manage to pass his reading for term 3.

In Table 4.14, the participant’s level of performance, as indicated by their progression reports (See Chapter 1, Table 1.1) can be found.

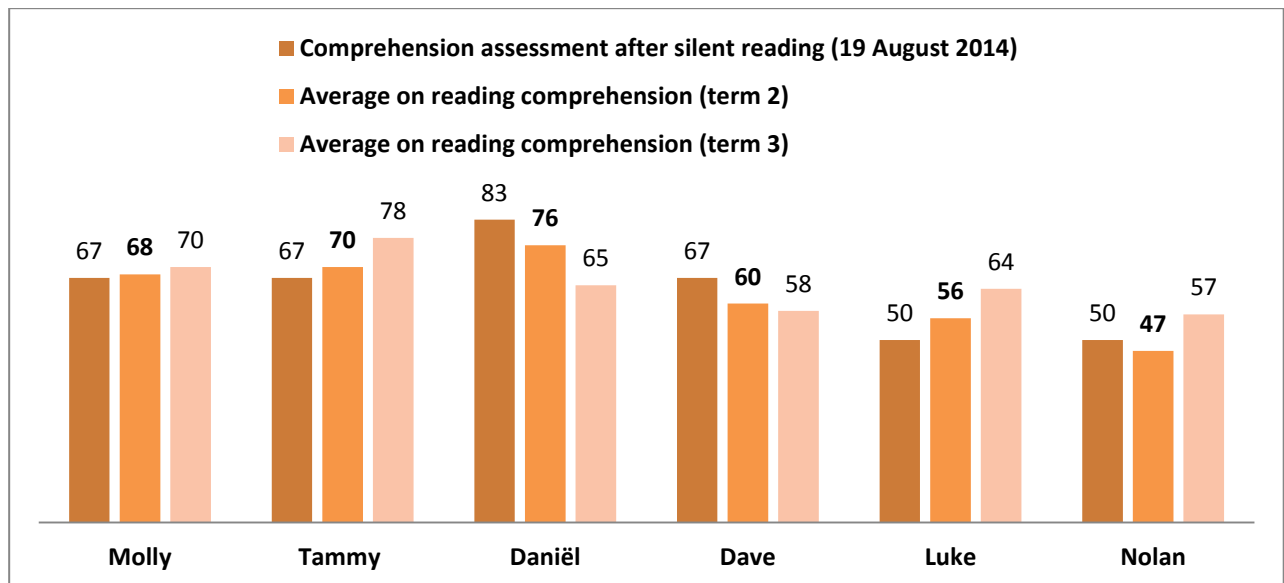
Table 4.14 The reading results, as obtained in the learners’ progression reports

Reading	Term 2	Term 3	Reading level	Term 2	Term 3
	%	%			
Molly	60	73	Molly	5	6
Tammy	60	77	Tammy	5	6
Daniel	60	63	Daniel	5	5
Dave	45	60	Dave	3	5
Luke	53	63	Luke	4	5
Nolan	40	40	Nolan	3	3

4.4.6 Findings on comprehension during the intervention programme

The comprehension results of terms 2 and 3 are depicted in Graph 4.11, and each term's comprehension questions on the reading text, were categorized separately, to obtain an average percentage.

Graph 4.11 Comprehension results of the participants



The learners had to read a Grade 2 text silently and independently by themselves, and then they had to answer the higher-order questions individually. Daniël performed well with 83% for oral comprehension, Molly, Tammy and Dave obtained 67%, and Luke and Nolan were able to answer 50% of the questions. Luke's mind wandered, therefore, he did not read the text attentively – with the result that he could only answer 50% of the questions. Nolan read the same silent reading text, and he was able to answer half of the questions, even though he is on a lower reading level book than the other participants.

When comparing the comprehension averages of term 2 with term 3, the participants' results were as follows:

- Molly had improved by 2% in term 3;
- Tammy had improved by 8% in term 3;
- Daniël had obtained 11% less in term 3;
- Dave had obtained 2% less in term 3;
- Luke had improved by 8% in term 3; and
- Nolan had improved by 10% in term 3.

Daniël had initially performed the best in comprehension, but his comprehension results had declined. The advanced reading texts comprised of more difficult reading vocabulary that he had to decode, and this hampered his reading comprehension and fluency. Another reason why Daniel and Dave did not improve on their comprehension results during term 2 may be that they did not always read attentively or they did not have adequate vocabulary skills.

4.4.7 Phonics intervention and findings

The intervention programme for phonics occurred in cycles of screening, identify, assess and providing support. Phonological- and phonemic awareness skills were integrated in the phonics intervention lessons. The learners' phonemic awareness skills were further developed and they had to listen carefully to the pronunciation of each sound or word, by looking at the educator's mouth/lips, when the sound or word was pronounced. The incorporation of the phonological awareness exercises entailed that the learners had to divide the words into syllables and they had to hear the difference between the words.

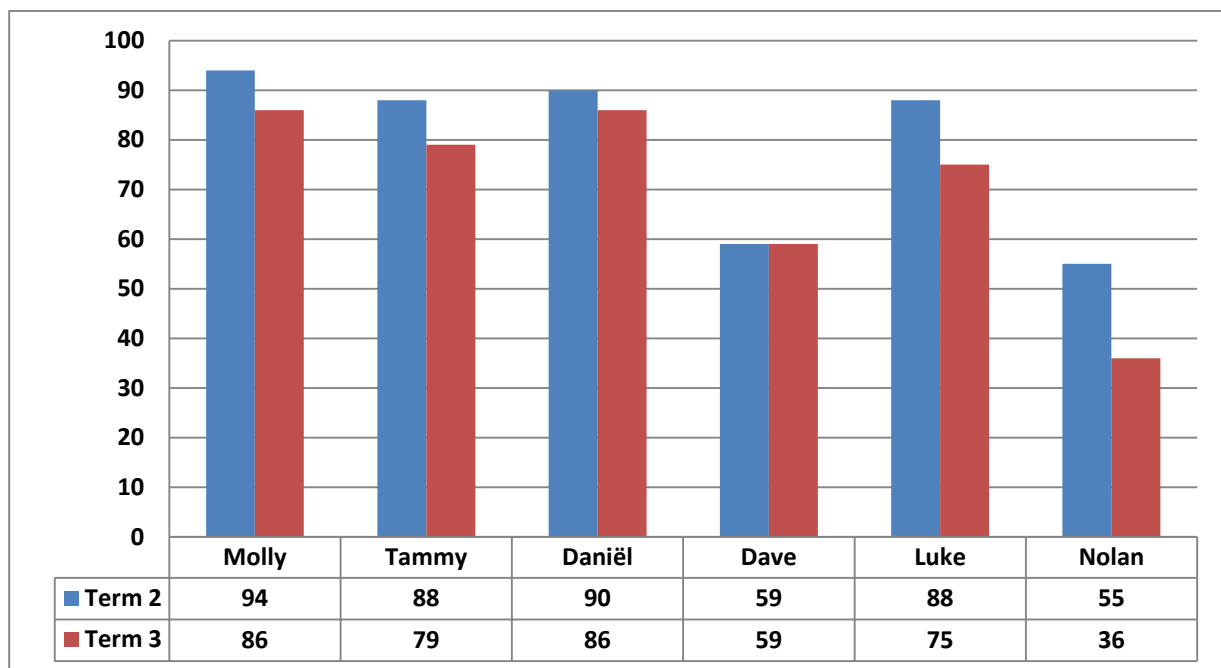
With each session, the letter-sound was rehearsed, flash cards were used, the learner had to listen to the word and identify the sound or letters, worksheets were done, and after each session, the learners were assessed. The learners had to write the words that were verbally spoken by the remedial therapist, or by me.

- Baseline 7 - 11 April (5 sessions)
- The first cycle focused on the "ie" sound;
- The second cycle was on the "uu" sound;
- The third cycle was to combine the "ie and uu";
- The fourth cycle was to practise three diphthong sounds "aai, ooi, oei and eeu" that formed part of the Grade 2 curriculum for term 2;
- Fifth cycle add "d and t" sounds;
- Sixth cycle was the "i and ie" sounds like "po-li-sie" and then "kierie";
- Seventh cycle ei and y, d and t repetition/consolidation; and
- Eighth cycle "v/f, t/d, ei/y repetition, "ver- verjaar" words and add plurals.

The double- and two-diphthong sounds were obviously incorporated into these cycles, since they are found in many of the words. Despite the intervention sequence, the learners were also assessed throughout the programme to investigate whether they had mastered the consonant, vowel or diphthong confusion.

In Graph 4.12, there are the findings of the phonics intervention sessions during term 2 and term 3.

Graph 4.12 Findings of the phonics intervention results during terms 2 and 3



The phonics words and sounds were initially easier short words in term 2, but they gradually became more advanced in term 3 during the intervention programme. Molly, Tammy, Daniël and Luke performed well in phonics. Dave had maintained 59%, which means adequate performance, according to the FAT rating scale, but unfortunately, Nolan was unsuccessful in term 3.

In Table 4.15 are the findings of the diagnostic test that was performed on 2 June to investigate whether the learners still struggled with vowels, double vowels and two-diphthong confusions.

Table 4.15 Findings of vowel, double vowel and two-diphthong assessment

	Diagnostic analysis	Type	Errors	Score	Level
Molly	None	None	0	20/20 100%	7
Tammy	None	None	0	20/20 100%	7
Daniël	y/ei uo/ou	Consonant and two diphthong confusion	2	18/20 90%	7
Dave	i/ie ie/ui ee/eu ei/ie: deif/dief, meir/mier, veir/viere	Vowel, double vowel and two diphthong confusion Insertion Reversals Mispronunciation Phonemic awareness Poor decoding skills	6	14/20 70%	6
Luke	eu/ee y/ei _oo	Consonant, double vowel and two diphthong confusion	3	17/20 85%	7
Nolan	_ui y/j b/d uu/ie v/f uu/ie	Consonant, double vowel and two diphthong confusion Mispronunciation Phonemic awareness	6	14/20 70%	6

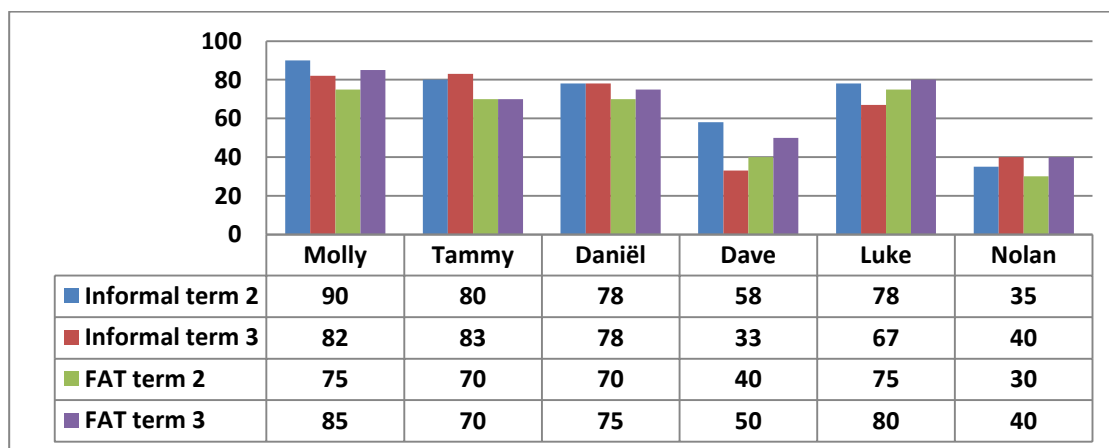
Molly and Tammy seem to have mastered the vowel, the double vowel and the three-diphthong concepts, but Dave and Nolan’s phonics performance remains a concern when taking into account that these sound concepts were intensively done during the second term.

The following is a brief example of the verbal, auditory and written activities during the intervention programme:

- Visual discrimination activities, like the matching of letters or words to pictures or sentences, unscrambling of words , or looking for rhyming words;
- Auditory discrimination activities, namely to listen attentively to the sounds within words, recognition of sounds at the beginning, middle, or end of words, and knowing how to draw comparisons or differences between the sounds or words that one hears;
- Make the word a plural to determine whether it ends with d or t, for example, “tand, tan-de” and “mat, mat-te” that involve listening skills;
- Memory exercises;
- Word-building exercises;
- Rhyming of words to focus on onset and rhyme, like h/at means “h” (onset) and “at” (rhyme);
- Phonemic exercises to raise phonemic awareness; and
- Syllabification exercises to break words into syllables.

Graph 4.13 illustrates the average phonics results that were obtained for the informal and formal phonics assessment tasks for terms 2 and 3.

Graph 4.13 Average findings of the informal and formal phonics assessment tasks for terms 2 and 3



The learners’ results fluctuated in the informal tests, as mentioned in Chapter 3, Paragraph 3.6.2.2 – that the purpose of the informal tests was to prepare the learners for the FAT, and to investigate, which phonics concepts need additional attention.

In Table 4.16 there are the participants' phonics results for terms 2 and 3.

Table 4.16 FAT results for phonics during terms 2 and 3

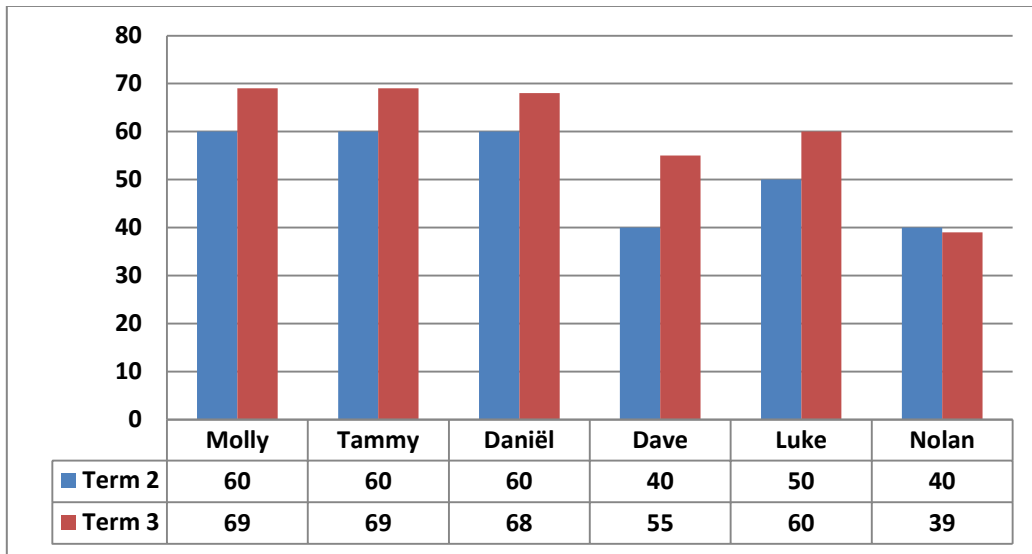
Phonics	Term 2	Term 3	Phonics level	Term 2	Term 3
	%	%		level	level
Molly	75	85	Molly	6	7
Tammy	70	70	Tammy	6	6
Daniel	70	75	Daniel	5	6
Dave	40	50	Dave	3	4
Luke	75	80	Luke	6	7
Nolan	30	40	Nolan	2	3

The FAT results revealed that:

- Molly and Luke had proceeded from level 6 to level 7;
- Tammy had maintained level 6;
- Daniel had improved from level 5 to level 6 ;
- Dave had improved from level 3 to level 4, and had met the pass requirements for phonics; and
- Nolan had improved from level 2 to level 3; but he did not meet the pass requirements for phonics.

The findings of results for the progression report appear in Graph 4.14. The pass percentage for Home Language for each component is 50% and above, but the final average mark ultimately determines whether the learner has passed the subject, or not.

Graph 4.14 Home Language average results for terms 2 and 3



In Table 4.17, there are the average Home Language levels for terms 2 and 3.

Table 4.17 Average Home Language level for reporting purposes in terms 2 and 3

Home Language	Term 2 Average %	Level	Term 3 Average %	Level
Molly	60	5	69	5
Tammy	60	5	69	5
Daniel	60	5	68	5
Dave	40	3	55	4
Luke	50	4	60	5
Nolan	40	3	39	2

The findings on the Afrikaans Home Language average results are:

- Molly and Tammy had maintained level 5, but their percentages had increased by 9%;
- Daniël had maintained level 5, but his percentage had increased by 8%;
- Dave had managed to improve from a level 3 to a level 4, thus he met the passing requirements for Home Language;
- Luke’s performance increased with 10%, from level 4 to level 5; and
- Nolan did not meet the pass requirements for the Home Language.

The learners' ANA performance was used to compare their school-level achievement with their Home Language performance on national level. In Table 4.18, one can find the ANA Home Language results, which monitor and measure the learners' performance.

Table 4.18 Findings on the annual national assessment Home Language results

September 2014	ANA	%	Level
Molly	20/30	67	5
Tammy	23/30	77	6
Daniël	24/30	80	7
Dave	22/30	73	6
Luke	22/30	73	6
Nolan	14/30	47	3

The learners' performances for ANA were as follows:

- Molly had maintained a level 5 on school and national level;
- Tammy had achieved a level 5 on school level, and a level 6 on national level;
- Daniël had achieved a level 5 on school level, and a level 7 on national level;
- Dave had achieved a level 4 on school level, and a level 6 on national level;
- Luke had achieved a level 5 on school level, and a level 6 on national level; and
- Nolan was unable to meet the pass requirements on the school and national levels.

In Chapter 1, Paragraph 1.2.3, it was already motivated that ANA is only a single formal assessment task, whereas the Home Language entails a wide-range of FATS for listening and speaking, reading, phonics and writing. Consequently, the learners tend to perform better in ANA. However, it is satisfying to know how the learners have performed on the national level, and during 2014, the ANA mark counted as a FAT for writing in Home Language.

4.5 CONCLUSION AND SUMMARY

In this chapter, the findings of the data collection by means of observation, questionnaires, semi-structured interviews and the intervention programme were described.

Four of the six participants had already repeated a grade during their first or second school year, which demonstrates that scholastic impediments had existed. Two of these four learners currently cope scholastically, but the other two learners may not be able to overcome their learning impediment, as they are struggling to meet the overall pass requirements for the grade. Through the execution of the literature review, the findings in the study reveal that intrinsic and extrinsic causes of barriers to learning do exist. It has manifested through the remedial approach that three participants need a further eye assessment, and two hearing assessments are required.

The outcomes indicate that the parents, who are not involved in the school activities, were also not active during the intervention programme. Bray (2008, pp. 296-315) refers to Spradly (1980) and Burawoy, Burton and Ferguson et al. (1991, p. 20), who have experienced that what the participants state, frequently contradicts their real actions. Consequently, this factor was also revealed in this study during the semi-structured interviews by the learners, open-ended questionnaires by the parents, and what was observed via observation.

Remedial teaching is a well-established method that was introduced to formulate the intervention programme with the assistance of a well-equipped remedial educator.

In Chapter 5, some recommendations on the findings of the study will be made.

CHAPTER 5

CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter comprises the concluding remarks on the research objectives, a summary of the learner participants, recommendations to assist the learner participants further, and some recommendations to all the various stakeholders.

Being the LSEN and ILST co-ordinator at the research school, enables me to work closely with the limited number of DBST professionals. Unfortunately, the DBST has a high work load and can only render this free service to learners with very high learning needs.

I was convinced and motivated to apply the same remedial strategy concept used by a remedial therapist in the research study, as most of the Afrikaans Home Language parents at the research school do not belong to a medical aid, or else, they cannot afford private professional services rendered by remedial therapists, psychologists or counsellors.

This research study enabled me to spend additional time outside the classroom to investigate the intrinsic and extrinsic causes that influence the participants' learning, and to assist the learners. Here are the concluding remarks on the research objectives.

5.2 CONCLUSIONS

The aim of the study was to implement an intervention programme to expand the reading, comprehension and phonics skills of the Grade 2 Afrikaans Home Language learners, and to track the causes of each participant's learning barriers, whilst aiming to keep the parents involved throughout the programme.

Throughout the literature review and the implementation of the intervention programme, I have endeavoured to attain the aim and objectives of this research study. Baumfield et al. (2008, p. 73) advise that through constant monitoring, one reflects on the situation, consequently, the five research questions were investigated and conclusions were drawn (in Paragraphs 5.2.1-5.2.5).

5.2.1 Determining the common mistakes the learners make in reading, comprehension and phonics

Recording sheets were used to capture and reflect on the reading, comprehension or phonics errors of the learners after each session. It was clearly evident in Chapter 4 of the findings that the diagnostic error analysis revealed the learners' letter and sound errors (See Table 4.5), their word-recognition errors (See Tables 4.6 and 4.7), their reading style and errors (See Tables 4.8 and 4.9), and their phonics errors (See Table 4.10).

These errors already occurred from, or even prior to, the commencement of the intervention programme, and they were easily identifiable through the diagnostic assessment.

5.2.2 Identifying the possible causes of reading, comprehension and phonics barriers

Dednam (2005, pp. 363-379) quotes Hallahan and Cruickshank (1991, p. 129) who argued that it remains a challenge to identify the precise cause of the learning disability. Therefore, Catts and Kamhi (2005, pp. 57-58) and Craig and Baucum (2002, p. 346) state that practitioners may have different opinions when making a diagnosis, on whether the learning deficiency is due to biological, household or school conditions.

According to Dednam (2005, pp. 363-379), learning problems can be divided into two groups, namely, learning problems caused by intrinsic causes within the nervous system of the body, known as a "neurological" deficits, or alternatively, due to extrinsic causes. Throughout this research study it has been emphasised that intrinsic and extrinsic factors may interrelate with each other, and they may cause barriers to learning.

Intrinsic causes arising from heredity manifested when Luke had apparently inherited his father's inattentiveness, and Dave's father divulged that he had problems with spelling at school, and both Dave's parents had underperformed academically. However, the underlying learning factors during the intervention programme indicated that:

- All the learners could improve on their visual perceptual skills, as no-one has reached a 100% score (See Graph 4.5 in Chapter 4);
- Unsatisfactory auditory discrimination results were noticed, except in the case of Molly, who performed well during this exercise (See Table 4.4);
- Insufficient listening, decoding skills and word-attack skills were observed;
- Reading errors, like substitutions, repetition of words, hesitant reading and poor application of punctuation marks, were identified;
- The participants portrayed weak reading and comprehension skills, which correlate with the Grade 2 ANA diagnostic analysis in Chapter 2, Table 2.6;
- Especially Dave and Nolan needed additional letter and sound exercises;
- Confusion of v/f, t/d, double, two- and three-diphthong sounds needed reinforcement; and
- Insufficient application of syllables and plural activities were identified.

Additional extrinsic challenges became explicable during the intervention programme through observation, open-ended questionnaires by the parents, personal journal and semi-structured interviews with the learners, which gave a new perception of the participants in their surroundings (See Chapter 4, Paragraph 4.2.3).

5.2.3 Developing supportive intervention strategies for learners with reading, comprehension and phonics barriers

The diagnostic assessment ensured that the intervention programme started at the competency level of the learners, which was suitable to address the learners' reading comprehension and spelling errors.

The remedial strategies followed for reading are stipulated in Chapter 4, Paragraph 4.2.2, and for phonics in Paragraph 4.4.7.

5.2.4 Investigating the parent's involvement in their child's learning and in the intervention programme

The degree of parental involvement was identified – not only through normal school involvement, but also during the intervention programme, for example, the parents' feedback after each intervention report (See Chapter 4, Table 4.1).

The open-ended questionnaires by the parents and the semi-structured interviews by the learners were separately analyzed in a table, question-by-question, in order to find connections and to determine the parent's involvement. These data were selected and compared – to find any associations or discrepancies between the learner's and the parents' version. Nolan's mother, especially, was vague, and she did not disclose and answer all the questions in the questionnaire.

Mitchell (2008, p. 75) proclaims that frequent contact with parents will develop a good understanding and bond between the educator and the parent. Likewise, Moreno (2010, p. 421) adds that this would enhance the "teacher-parent" relationship. During the fully loaded intervention programme, it was found that only Molly's mother was fully dedicated, while the other five parents' participation was insufficient at times.

Unfortunately, most parents were not entirely committed to encouraging their child during The *Slim Buksies* Book club system. Regrettably, I concur with Baumfield et al. (2008 p. 98), who confirm that parent participation remains a worrying factor in schools.

5.2.5 Implementing an intervention programme that would be most suitable to address the reading, comprehension and phonics barriers of the learners

The guidelines used to address the participants' barriers were implemented through the remedial-teaching method, and this professional assistance is regarded by SIAS as the SNA-3 phase. The collaboration and assistance of a remedial teacher warranted that the research study was performed effectively. The reading measuring tools of the DoE (2008d, n.d., & 2008c) (See Chapter 2, Tables 2.2-2.4) and the diagnostic techniques of Grovè and Hauptfleisch (1986) (See Chapter 2, Tables 2.7 & 2.8) were implemented in the intervention programme.

5.3 SUMMARY OF THE SIX PARTICIPANTS

The learners' learning deficiencies cannot be resolved overnight, and a final summary of the possible learning deficits that the learner participants still may experience is set out in Table 5.1, and this will be reflected on in this paragraph.

Table 5.1 Final summary of possible learning deficits

	Molly	Tammy	Daniël	Dave	Luke	Nolan
Concentration	Good	Not always focussed	Mind wandered at times Impulsive	Daydream Short attention span/short memory Incomplete work in class	Short attention span Incomplete work in class Impulsive	Short attention span Incomplete work in class
Motivation	Good	Can improve	Can improve	Can improve	Can improve	Not dedicated Careless at times
Listening to instructions	Good	Fair	Fair	Can improve	Can improve	Can improve
Verbal responses & language use	Good	Fair	Fair	Slang language at times	Good	Slang language at times
Visual acuity	Needs re-assessment	Good	Good	Fair	Due for an eye-test	Received spectacles during September 2015
1. Visual perception	Can improve Hesitant at times	Can improve	Can improve Impulsive	Can improve	Can improve	Can improve
2. Auditory perception	Good	Can improve	Can improve	Can improve	Can improve	Can improve
High frequency and sight words	Constant development	Constant development	Constant development	Constant development	Constant development	Grade 1 level
3. Reading	Substitution Punctuation Regression	Substitution Punctuation Regression	Substitution Punctuation Regression Insertion	Substitution Punctuation Regression Skipping of words	Substitution Punctuation Regression Skipping of words	Slow reading speed Substitution Punctuation Regression Skipping of words
4. Comprehension skills	Can improve	Can improve	Can improve	Can improve	Can improve	Can improve
5. Phonics	Reinforce phonics and phonics rules	Reinforce phonics and phonics rules	Reinforce phonics and phonics rules	Reinforce phonics and phonics rules	Reinforce sounds and letters, phonics, and phonics rules	Reinforce sounds and letters, phonics, and phonics rules

5.3.1 Concentration

Craig and Baucum, (2002, p. 347) and McCormick (2007, p. 40) diagnose “Attention-deficit/hyperactivity disorder (ADHD)” when severe inattention and concentration problems occur, coupled with overactive behaviour.

Table 5.1 points out that Dave, Luke and Nolan portray signs of a short-attention span. These three boys are not hyperactive or noisy in class, and only a practitioner can make a diagnosis, which finds the cause of their concentration difficulties. The ADD condition is mentioned (in Chapter 2, Paragraph 2.5.4), together with other possible intrinsic and extrinsic factors that are associated with reading barriers. The three boys’ inattentiveness, restlessness and daydreaming can hamper their future career scholastically, due to their incomplete work performance.

McCormick (2007, p. 40) writes that educators and doctors concur that it is more the barriers to learning, which make learners uninterested in completing their work tasks, than the ADD impediment in their learning. Nevertheless, the problem can be exacerbated through ADD. Although Luke copes with the Grade 2 curriculum, he, Dave and Nolan could all benefit from further assessment by a practitioner, unless their inattentiveness improves.

Craig and Baucum, (2002, p. 347) and McCormick (2007, p. 40) contend that medication is not the only solution for ADD or ADHD. Alternatively, McCormick (2007, p. 40) advises a restricted diet for ADD learners by avoiding particular preservatives, to minimize sugar content, together with a vitamin treatment. Craig and Baucum, (2002, p. 347) suggest instructive managing strategies to lessen disruptions, whilst the teacher must make it clear to the child what is expected of him at school, and the same for the parents at home.

McCormick (2007, p. 40) categorizes also impulsive reactions with ADD. Daniël is inclined to rush through his work tasks in class, which results in unnecessary mistakes. Daniël does not demonstrate any further impulsive behaviour in class, other than his impulsiveness, when completing his daily work tasks.

5.3.2 Motivation

Sparzo and Walker (2004, pp. 376-417) underline that educators must be attentive of a demotivated learner's behaviour, namely, when:

- Their performance is lower in relation to their abilities;
- Unfinished or untidy work, to which I add homework; or
- Learners making negative remarks about the school.

[From: Sparzo & Walker, 2004, pp. 376-417]

In Graph 4.1, Chapter 4, it can be seen that Molly, Tammy and Dave enjoy their school. Daniël, Luke and Nolan viewed school as an obligation, but they did not portray any negative feelings about school.

In Chapter 2 (Paragraph 2.2.1.4), Sousa (2006, p. 65) refers to the intrinsically motivating factor. Therefore, the "needs, values, interests and attitudes" of the boys might well adjust over time.

The participants were exposed to very interesting reading level books during the intervention programme, a performance reading chart was displayed in class, a reward system was instituted with the *Slim Buksies* book club, and in spite of this, the boys were not fully motivated to read more books. These motivation efforts were applied to get the participants extrinsically motivated. However, Grovè and Hauptfleish (1986, p. 205) note that a poor reader can only achieve good reading skills from a lot of reading.

Sousa (2006, p. 97) contends that "practice does not make perfect, practice makes permanent."

5.3.3 Listening to instructions and auditory perception

Richek et al. (1983, p. 69) mention that educators sometimes underrate the anxious learners' verbal ability, which makes sense that the listening and speaking component are combined in the Home Language curriculum. Joubert et al. (2013, p. 52) explain that listening involves paying attention to the instruction, recognising the sounds, and then interpreting what was heard. McCormick (2007, p. 62) refers to "listening comprehension" when learners can comprehend what they have heard.

Tammy's and Daniel's listening skills are fair, which means that there is room for improvement. All the participants could benefit from a few listening strategies, auditory discrimination, and auditory-memory exercises.

5.3.4 Verbal responses and language use

Chapter 4, Paragraphs 4.2.3.4 and 4.2.3.6 reveal that Dave and Nolan use slang language. The Language Experience Approach (LEA) will be discussed in Paragraph 5.4.7, as the teacher models the correct vocabulary and language structure.

5.3.5 Visual acuity

McCormick (2007, p. 33) states that optometrists are “non-medical vision specialists” who examine eyesight by prescribing spectacles, and some optometrists believe that visual tutoring can correct reading difficulties, but eye specialists disagree. McCormick (2007, pp. 33-35) summarises and refers to various researchers, such as Brown (1982), Buckland (1970), Cohen (1972), Moyer and Newcomer (1977), Spache (1976) and Smith (1978) who concur that reading barriers do not result from visual-perceptual barriers, since “reading happens in the brain and not in the eye.”

5.3.6 Visual perception

The visual perceptual results in Table 4.5, Chapter 4 included exercises to support the participants with visual perception. However, these visual perceptual results cannot be utilized as a measuring tool or guarantee that the learner will be successful in phonics and spelling. McCormick (2007, p. 33) puts it that when a learner lacks “visual perception”, then letter misperception and errors can occur, as recorded below:

- The word seems like a misplaced arrangement of letters, for example, pretty may appear as 'prttye';
- Letters or words may be in the wrong sequence, like man, as nam;
- A word may look like “its mirrors image”;
- Learners may focus only partially on a letter, like the bend of the “f” instead of the entire letter; and
- Learners may focus on the background in-between the letters, and not the letters themselves.

[From: McCormick, 2007, p. 33]

Sousa (2006, p. 188) explains that there is a variance between the auditory and visual-process rate, and both work together, when decoding a letter into a “sound.” According to Sousa (2006, p. 188), the visual process rate is faster than the auditory process rate in weak readers, and it may happen that while the brain processes the first letter “b” in the auditory process, the visual process is at the last letter “t” of the word bat, resulting that the brain wrongly processes the “b sound” of the first letter and not the “t symbol” of the last letter, thus pronouncing “buh” instead of bat.

Consequently, McCormick (2007, p. 35) states that both competent and weak readers may experience visual-perceptual barriers, for example, reversals and visual discrimination problems with letters or words. Consequently, visual-perceptual problems may cause spelling barriers, and it was discovered during the intervention programme that a good reader can sometimes be a poor speller. Dave has progressed well in reading, but his spelling of words has remained an obstacle.

5.3.7 High-frequency and sight words

Table 5.1 indicates that high-frequency and sight words require continuous development. McCormick (2007, p. 227) maintains that sight words enhance word-recognition, which, in turn, are conducive to reading fluency.

Choate and Rakes (2004, pp. 56-85) put the emphasis on sight words and letters, specifically for learners who:

- Cannot recall, or are uncertain of the letters;
- Struggle to read the “low-image or high-image words” speedily;
- Display insufficient vocabulary;
- Have a hesitant reading tempo; or
- Find it complex to understand and give meaning to the words.

[From: Choate & Rakes, 2004, pp. 56-85]

5.3.8 Reading

When viewing the learners’ final reading level competence in Chapter 4, Table 4.13,

all the learners are on the frustrational reading level, except Tammy, who is on the instructional level. It should be borne in mind that Tammy has repeated Grade 2, and although she was assessed on the Grade 2 reading level, this level is not her age-appropriate reading level.

Consequently, the learners can still improve on their:

- Reading vocabulary, which involve sight words that occur in the reading texts and high frequency words;
- Word attack and decoding skills; and
- Substitutions and punctuation marks.

5.3.9 Comprehension

Reading with comprehension remains a challenge, and Table 5.1 points out that all the participants can improve on their metacognitive skills by answering the higher-order questions, which concurrently expose them to interpret, think and give their opinion about the reading text. And this will be discussed in Paragraph 5.4.4.

5.3.10 Phonics and phonemic awareness skills

Phonics skills are vital to assist the learner to match the letter to the word and the “synthetic approach” is when the learner discovers that d-ee-p makes deep (Ritchek et al., 1983, p. 218). Joubert et al. (2013, p. 108) adds that during a phonics lesson, the auditory, visual and phonological processes become involved. However, phonemic awareness is to understand that a “spoken word contains phonemes” to make a word, when blending together (Choate and Rakes, 2004, pp. 56-85).

Therefore, Choate and Rakes (2004, pp. 56-85) assert that reinforcement of phonemic awareness would help learners to:

- Recognise “rhyming words or sounds”;
- Distinguish between similar and dissimilarities in words;
- Dividing sounds and words into “syllables”;
- Blend syllables or sounds into words;
- Substitute, or delete, sounds in words;
- Improve the learners’ auditory and visual skills; and

- Understand the alphabetical rule.

[Choate & Rakes, 2004, pp. 56-85]

Therefore, all the six participants could benefit from more phonemic awareness reinforcement to improve these vital skills, which are essential for reading and phonics.

5.4 FURTHER INTERVENTION STRATEGIES FOR THE SIX PARTICIPANTS

There are areas in Table 5.1 that still need attention, and the following recommendations are aimed at the six participants to help them to improve these critical skills, which are necessary for language development.

The reading, comprehension and phonics strategies involve activities to support the participants, and additionally to provide a solid foundation for future learning. These activities entail strategies to develop visual and auditory perception, reading, comprehension, phonemic awareness and phonics additionally. These themes will be discussed further in Paragraphs 5.4.1-5.4.6.

5.4.1 Visual perception strategies

Visual perception can be integrated with auditory perception, when applying visual symbols, letters or words, which in turn are visually depicted in the phonics and reading activities.

The multisensory approach, in Figure 5.4, also involves a visual perception exercise, therefore, this paragraph will not include any further examples of visual perception.

5.4.2 Auditory perception strategies

All auditory activities will be incorporated under listening, namely, listening strategies, auditory discrimination and auditory memory.

5.4.2.1 Listening

In this section, there are three examples of listening exercises to develop the learners' listening skills:

- Each learner must have crayons and an A4 blank page. Give verbal instructions, for instance, draw a circle on the left corner of your page, write

your name in the middle of the page, draw a triangle on the right-hand corner of your page with a red crayon, draw a green banana below the circle, and so forth. This hint was obtained from a remedial workshop, which the remedial educator had attended (Viviers, n.d.).

- Joubert et al. (2013, p. 57) propose that the learners must listen to the rules of a game that can be played in class, and if the learners are interested enough to participate, they should be motivated to listen to the rules. Joubert et al. (2013, p. 57) warn that to reprimand a learner continuously to listen, is not conducive for listening development, as the learner does not find the circumstances or lesson exciting.
- Joubert et al. (2013, p. 60) suggest that riddles are a very interesting listening device, which simultaneously enhance the learners' problem-solving skills.

5.4.2.2 Auditory discrimination

Grovè and Hauptfleish (1986, p. 147) and Richek et al. (1983, p. 166) state that a learner who experiences differentiation problems, would find it difficult to distinguish verbally, or when writing, between sounds or “words which sound” virtually alike.

The following two examples are based on suggestions of Grovè and Hauptfleish (1986, p. 147):

- Name two words, and the learner then has to tell whether the words sound similar or dissimilar, for example: dog/dot, shock/rock, fish/dish; or
- The educator mentions a few words, whereupon the learner must identify the word that differs:

feel seen foot keep
not cot hut dot

5.4.2.3 Auditory memory

McCormick (2007, p. 58) stresses that practitioners perform auditory memory evaluations during some “IQ and reading tests” with the learners, in order to assess the brain’s capacity to retain, and then to recall the information heard. Grovè and Hauptfleish (1986, p. 147) contend that a learner with poor auditory-memory skills would be unable to recall and differentiate how the word sounds, resulting in

incorrect spelling, or reading of the word or sound. This inability is the reason for the cycling process deteriorating, and the consequence is that the learner experiences difficulty in pronouncing the word, and when applying syllabification. Grovè and Hauptfleish (1986, p. 148) promote a couple of activities, of which I will only mention a few:

- Rhythmical clapping by following the educator's actions, for instance: four slow claps, two fast claps and two slow claps, or one clap, wait, five fast claps;
- The learners must repeat the sentence after the teacher, for example: "After we have done our homework, we can go and play outside"; or
- Give the learner commands. First, the commands must be short, and then become gradually longer: "Sit down!" "Close the door!" "Bring the book here and close the door."

[Grovè & Hauptfleish, 1986, p. 148]

5.4.3 Reading strategies

The five essential literacy skills needed for reading, namely: phonemic awareness, word- recognition (high frequency and sight words), comprehension, vocabulary and fluency, were highlighted by the DoE (2011a, p. 15 & 2008, p. 11), McEwan (2009) and Sousa (2006, pp. 185-187) in Chapter 2, Paragraph 2.7.1.

During a reading lesson, it is imperative that the tutor also reflects on the regular occurrence of each learner's reading errors, namely: substitution of words, insertions, regression and skipping of words. Therefore, these reading errors are added under reading strategies to combat any incorrect reading style. Ultimately, it is desirable to model the ideal reading skills. The fluent reader must read the text accurately and with comprehension.

5.4.3.1 Vocabulary improvement

The DoE (2011b, p. 16) and Joubert et al. (2013, p. 268) promote the "five-finger" technique that learners can use to attack an unfamiliar word.

The meaning of this technique involves:

- "The thumb: Leave the word out and read to the end of the sentence;

- The first finger: Look at the picture;
- The second finger: Look at the word, and see if any parts of the word are familiar;
- The third finger: Sound the word out; and
- The fourth finger: Ask for help in reading the word, or understanding its meaning.”

[From: DoE, 2011b, p. 16 & Joubert et al., 2013, p. 268]

5.4.3.2 Substitution of words

Chapter 4, Paragraph 4.3.2.6 indicates that all the participants need attention concerning the substitution of words. When a learner has substituted a word, Joubert et al. (2013, p. 151) instruct the tutor to make the learner attentive to re-check the reading piece to determine whether he has read it correctly, and whether what he has read, is logical.

5.4.3.3 Insertions

Let the learner read with a “cardboard window” frame to discover that the inserted word does not appear in the text (Joubert et al., 2013, p. 151).

5.4.3.4 Regression


A “cardboard window” frame can be utilized as a corrective strategy, when the learner has the tendency to re-read a word. The learner is supposed to see a few words ahead, and to avoid hesitant reading (Joubert et al., 2013, p. 151).

5.4.3.5 Skipping of words

In Figure 5.1, there is an example of an activity to illustrate visual cues and contextual hints, based on the example of Joubert et al. (2013, p. 150), which is also applicable in the CAPS Home Language document (DoE, 2011a), and it is integrated between the listening and speaking, reading comprehension, and writing components.

Figure 5.1: Reading activity with visual and contextual cues

Johan speel graag met sy geel bal. Hy skop en gooi die bal.



Waaroor gaan die storie? Wat wys dit vir jou?
Wat doen Johan? Wat wys dit vir jou?
Met watter klank begin/eindig die woord?
Wat anders kan Johan ook skop?
Waarom dink jy skop Johan die bal?

[Adapted from: Joubert et al., 2013, p.

After the learner has read the reading piece, ask enquiring questions, such as what the learner has read. Through these questions, the learner realises that leaving out words changes the context of the sentence or story (Joubert et al., 2013, p. 150).

5.4.3.6 High-frequency and sight words

The initial word identification stage, according to Ehri (1991, cited by McCormick 2007, p. 225) is to decode the word by applying letter and sound recognition through phonics. The DoE (2011b, p. 16) encourages the repetitive practice of the sight words or the “look and say” words, and the same repetition can be utilised with high-frequency words that appear regularly in reading texts to improve the participants’ reading tempo. Enjoyable activities and games, like Snap and Bingo, can be played to consolidate sight words or high-frequency words (Groviè & Hauptfleish, 1986, p. 179).

5.4.3.7 Punctuation while reading

According to the remedial educator (Viviers, n.d.), the “robot method” (unknown source) can be applied to correct punctuation, while reading:

- Give each learner a paragraph to identify the punctuation marks;
- They must use crayons and mark all the full stops in red, and all the commas in orange;

- When the learners read the paragraph, they must know that red means to stop, and orange means to go more slowly;
- Additional colours can be designated to the exclamation mark and question mark; and
- Through group guided reading, the learners may alert the reader, who does not stop or apply the robot rules.

[From: Viviers, n.d.]

5.4.3.8 Neurological-Impress Method

McCormick (2007, p. 260), Reutzel and Cooter (2007, p. 432) and Richek et al. (1983, p. 192) promote the Neurological-Impress Method (NIM) strategy. McCormick (2007, p. 260) mentions that Heckelman (1966) has invented this joint reading strategy. This strategy can be closely linked or correlated with the shared reading concept in CAPS.

By sitting close to, or in front of each other, the educator and the learner can read the text together. The educator reads the reading piece at a “faster and louder” tempo than the learner, whilst both glide their fingers beneath the reading piece in front of them. The advantage of this strategy is to provide the learner with self-assurance, pleasure, the opportunity to model the correct pronunciation, and to improve his/her reading (McCormick, 2007, p. 260, Reutzel & Cooter, 2007, p. 432 & Richek et al., 1983, p. 192).

McCormick (2007, p. 261) advises the educators to perform this strategy for “5-15 minutes.” Reutzel and Cooter (2007, p. 432) cite that Henk (1983) suggests the need to apply this strategy three times a week for 10 continuous weeks.

5.4.4 Comprehension strategies

Comprehension strategies are posed to the educators in the CAPS Home Language document (DoE, 2011b, pp. 16-18) and in the ANA manual (DoE, 2013, p. 130). To inspire high-order comprehension abilities in lower grades, Catts and Kamhi (2005, p. 45) recommend also questions like:

- “What made the book interesting?”
- Do you like the book? Why, or why not?

- What other things would you like to see happen in the book?
- What would you change in the story?
- If you were the main character, what would you have done differently?"

[From: Catts & Kamhi, 2005, p. 45]

This technique develops the learners' metacognition further (Catts and Kamhi, 2005, p. 46). The DoE (2011a, p. 18) supports this notion, as metacognition provides opportunities to observe and check through reading, word identification and "comprehension." These comprehension skills were applied, when reading a book or demarcated to a single sentence, which interrelates with the activity in Figure 5.1.

5.4.5 Phonemic awareness strategies

In Chapter 2, Paragraph 2.6.3, the CAPS document (DoE, 2011b, pp. 14-15) proposes strategies or exercises for phonemic awareness. These strategies are in agreement with Choate and Rakes (2004, pp. 56-85), Joubert et al. (2013, pp. 252-254), McCormick (2007, p. 61) and Reutzel and Cooter (2007, p. 180).

5.4.5.1 Rhyming

The rhyming exercises in this section are based on examples from Choate and Rakes (2004, pp. 56-85), the DoE (2011b, pp. 14-15), Joubert et al. (2013, pp. 252-254), McCormick (2007, p. 61) and Reutzel and Cooter (2007, pp. 181-186).

Rhyme words end with the same sound or a similar sound. They can improve the learners' vocabulary and word-recognition skills, for instance:


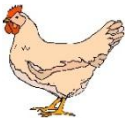




- The teacher says a word, for example, door. What rhymes with door? Floor;
- The learner has to recognize the word orally and verbally, in order to identify which word does not fit. In Figure 5.2, the learner has to circle the word that does not belong in the block, and s/he must suggest why it does not fit. This exercise is based on Reutzel and Cooter (2007, p. 182) and Grovè and Hauptfleish (1986, p. 158).

Figure 5.2 Which word does not rhyme?

fan	pan	pig	can	man
ten	hen	men	five	pen
nine	drive	five	dive	hive

- Figure 5.3 is an example of a rhyming-word exercise that incorporates the auditory component to make connections, namely box/fox, hen/pen and cat/mat. The learners can even write the words next to the object that implies both the verbal and the written responses.

Figure 5.3 Draw a line to the rhyming word

[Adapted from: Foundation Phase worksheets or work books]

5.4.5.2 Syllabification and the blending of syllables

A syllable is a part of a word, and it contains a vowel. It could help the learners to target words and increase their reading speed by breaking the word into syllables, instead of sounding the word out, and using sounds only (Richek et al., 1983, p. 225).

The following examples are based on the syllable activity in the CAPS Home Language document (DoE, 2011b, p. 15):

- Clap your surname into syllables: Pot-gie-ter. How many syllables? Three.
- Clap watermelon into syllables: wa-ter-me-lon. How many syllables? Four.
- Blending of syllables: wa-ter gives water.

5.4.5.3 Auditory analysis and synthesis

Grovè and Hauptfleish (1986, p. 86) and Richek et al. (186, p. 184) refer to analysis as the ability to break the word into sounds, and synthesis means to put the sounds together to form a word. Grovè and Hauptfleish (1986, p. 150) concur that when a learner struggles to apply this strategy, the learner would have difficulty with the spelling of the words and with reading in general.

The following examples are based on the DoE (2011b, p. 15), Grovè and Hauptfleish (1986, p. 86) and Richek et al. (186, p. 184):

- The educator instructs the learner verbally to analyse **bun** into sounds, which gives b-u-n;
- The educator says a few sounds, and s/he then asks the learner to join the sounds into a word, e.g. h-e-n, b-a-t, and n-oo-k. The learner must say the whole word, namely hen, bat, nook;
- What sound do you hear at the beginning? pig – p;
- What sound do you hear last? pig – g; and
- What sound do you hear in the middle? pig – i.

McCormick (2007, p. 271) explains that this method is known as “decoding”, which means to pronounce the letters, and to then realise that these sounds actually make a word. And that is, in fact, a word-recognition or a word-attack technique.

5.4.5.4 Other blending activities

Under the heading ‘phonemic awareness strategies’, there is an example of blending activities, like onset and rime, the blending of phonemes and the blending of syllables of the DoE (2011b, p. 15 in Chapter 2, Paragraph 2.6.3).

McCormick (2007, p. 278) reports that “research” reveals that onset and rime contribute well to word-recognition. McCormick (2007, p. 278) clarifies that onset is the initial sound or blend and rime is called “word families”, therefore the Afrikaans “f, d and t” sounds can be categorised under rimes like:

“-af” for example “bl + af, dr + af, l + af”;

“-erd” for instance “p + erd, w + erd, h + erd”; and

“-ert” like “st + ert, t + ert, sn+ ert.”

These blending activities can be supportive for further consolidation purposes. Choate and Rakes (2004, pp. 56-85) assert that when learners find the syllabification and blending activities problematic, the educator must give the learners a hint and tell them to look at her lips, when pronouncing the syllable, or during the phonemic awareness activities.

Dave and Nolan did not master the vowel, double vowel, two- and three-diphthong confusions. They experience, consequently, more difficulty with phonics, and the multisensory method in Figure 5.4 can be utilized.

5.4.6 Phonics strategies


Donald et al. (2010, p. 331) emphasize that learners with spelling problems also have “visual and/or auditory perception, short-term memory and attention” barriers. Grovè and Hauptfleish (1986, p. 185), McCormick (2007, pp. 438-440) and Richek et al. (1983, p. 186) comment that the “Visual, Auditory, Kinaesthetic and Tactile (VAKT)” technique, or what is alternatively called the Fernald method, involves all the senses.

The origin of the Fernald method was introduced by Grace Fernald and Helen Keller (McCormick, 2007, p. 438 & Richek et al., 1983, p. 186). McCormick (2007, p. 439) further clarifies since all four senses are present, therefore, this method is often named the “multisensory” method.

In Figure 5.4, the steps are to be remembered when teaching a sound. This Multisensory approach was obtained from the Senior Educational Specialist (SES) and member of the DBST, Mrs M. Shaw (original source unknown, n.d.).

Each school can choose its own phonics methods as there are a series of phonics strategies (DoE, 2011b, p. 15). During the intervention programme, the Grade 2 participants were exposed to elementary and informal spelling rules through visual-lesson presentation, but consolidation of the “f/v” and “d/t” words need continuous exposure.

Figure 5. 4 Multisensory approach to teach reading and spelling

Step 1: The visual sound must be written on the board or a large sheet of paper;	
Step 2: Practice the letter with big movements in the air, while saying the phonetic sound;	
Step 3: While the learner does this, there must be association between the spoken sound and the written sound, for example “d” for donkey;	
Step 4: Involve the other senses and use sandpaper, felt letters or collage to build the sound;	
Step 5: Initially, use large A4 size letters. Then, once the learner has mastered the sounds, adjust the letter to a suitable size;	
Step 6: The learner traces the letter with his finger, while saying the phonetic sound. Then use a thick crayon to trace over the letter, while saying the phonetic sound at the same time; and	
Step 7: Every sound is introduced by using the above steps.	

[Adapted from: Shaw, SES, n.d.]










Now, follow the phonics strategies to practise and reinforce the “f/v” and “d/t” sounds further:

- **f/v confusion strategies**

All the 6 participants can benefit from more f/v and d/t exercises in phonics. The following f/v spelling rules were acquired from my study notes during (1994/1995), whilst studying remedial education through the South African College for Teachers Education (SATE).

In Figure 5.5, there appear a few elementary f/v rules relevant to the Grade 2 participants' comprehending level, which can be utilized for consolidation.

Figure 5.5 Example of elementary spelling rules for f/v confusion

All "f " words always ends with a "f " for example "kalf, blaf, salf"		
		
kalf	blaf	salf
Words about animals are written with a "v" except "flamink"		
		
volstruis	vis	vul
All things that you can touch and that are handmade start with an "f"		
		
fiets	fabriek	flits

[Adapted from: SATE, 1994/1995]

Expose the learners also to a variety of "f /v" and "d/t" words to read as sight words, and then break the words down into syllables.

Alternatively, use sight or phonics words to build a story that the learners can read, identify the “v” words and write the words after the lesson. These types of exercises also appear in the Foundation Phase worksheets or work books. In Figure 5.6, is a self-designed story of the “v” sound.

Figure 5.6 The “v” story

Wat vang Vossie die vos aan?



Valie die varkie en Vollie die volstruis is vriende. Vossie die vos het hul vier voël vriende in die vlei gevang en opgevreet, nou is hul vreeslik vies! Hulle moet Vossie vind en vasvat! Vienie die vriendelike vul vra of hy hul kan vergesel. Hulle moet sluwe Vossie vermaan oor wat hy aanvang.

[Adapted from: Foundation Phase worksheets or work books]

- **t/d confusion**

To establish whether the word must be written with “d/t” at the end, make the word a plural for example: “perd” becomes “perde” and

“kat” becomes “katte” (See Chapter 4, Paragraph 4.4.7).

Confusion of “b/d” is a common trend amongst learners, but when the learners were in Grade 1, I intervened with the whole class for this letter confusion. However, Dave and Nolan need more intervention with this concept.

Miller, Carpenter, Rakes, and Choate (2004, pp. 214-247) provide the 6 steps for correct spelling, namely:

- “Look at the word, say it, and see it in your mind;
- Copy the word;
- Look, say, and see;
- Write the word, without looking at it;
- Check, look, say and see; and
- Write without looking.”

[From: Miller, Carpenter, Rakes, & Choate, 2004, pp. 214-247]

5.4.7 Language-experience approach

McEwan (2004, p. 58) quotes from Ehri (1997), saying that reading and spelling are intertwined and acquire the same techniques. Learners are frequently exposed to spelling new words during writing activities.

Joubert et al. (2013, pp. 116-117), Reutzel and Cooter (2007, p. 163) and Richek et al. (1983, pp. 183-241) state that the Language-Experience Approach is an ideal technique, whereby learners are given the opportunity to “dictate” their own story to the educator, who writes their story for them during the remedial lesson.

The learners’ words can also be used as sight words. Joubert et al. (2013, pp. 116-117), Reutzel and Cooter (2007, p. 163) and Richek et al. (1983, p. 241) claim that through the LEA, the learners identify words during teacher instruction, which enable them to find connections between oral speech, spelling, reading and simultaneously to cultivate the use of the appropriate language. Reutzel and Cooter (2007, p. 163) claim that the LEA may encourage the pupils to read their own self-created stories, especially when bound in a booklet.

5.4 OTHER RECOMMENDATIONS

Recommendations to the stakeholders, comprising the Foundation Phase educators, parents, schools, principals and the DoE will now be discussed.

5.5.1 Recommendations to Foundation Phase educators

The DoE (2003) have their own Integrated Quality-Management System (IQMS) to monitor and enhance educator performance, and these performance standards are not included in this research study. The recommendations in this section do not focus on the basic requirements that are expected from teachers with regard to lesson-planning, classroom-management and general curriculum obligations. The remedial educator and I promoted the following recommendations, to develop the learners' literacy needs, namely, to:

- Be attentive and apply the SIAS process early to avoid literacy setbacks;
- Model correct pronunciation and proper language use;
- Be a good and caring listener and observer;
- Use sufficient of the visual resources during lesson planning;
- Give definite instructions, so that the learners know what is expected of them (Sousa, (2006, p. 126);
- Use phonics, high frequency and sight-word flashcards and visual aids abundantly;
- Always instruct the learners to watch your lips, when saying a sound during the phonics lesson;
- Make use of many senses, when teaching a new sound or concept;
- Practise memory exercises with the learners;
- Be patient, motivate the learners, determine their needs, and know their weaknesses and strengths;
- Treat all the learners with equal respect and dignity;
- Apply differentiation strategies for the slower learners;
- Build a good teacher-learner-parent relationship;
- Familiarise yourselves with all the literacy strategies in the CAPS document;
- Be open-minded and study more literature on how to instruct, assess and assist learners with language difficulties; and

- “Group ability” teaching may be necessary to consolidate or reinforce a particular concept (Mitchell, 2007, p. 47).

The educator can effectively utilize the group-ability strategy with the slower learners in mainstream, by spending more time on a difficult concept to prevent these learners from becoming intrinsically demotivated. Baumfield et al. (2008, p. 98) point out that educators sometimes carry demands, such as the changing syllabi, the examination burden, the learner diversity, in order to cope with self and career “development”, while sustaining a good parent relationship with uninvolved or unco-operative parents, since this can complicate the educators’ task.

The following section provides recommendations to the parents.

5.5.2 Recommendations to the parents

Mitchell (2010, p. 75) confirms that there are parents who do not want to become involved in their child's education at school, because of their own underlying school experience, circumstances or personal conclusions. As the LSEN co-ordinator at the research school, I am the liaison between the parents and the DBST, and it has happened at times that parents or guardians are reluctant, or have refused to give their consent to signing the application form for DBST referral.

The recommendations to the parents at the research school are, thus:

- Be supportive, tolerant and encourage your child positively;
- Become involved and interested in your child’s learning at home;
- Learning must be fun for your child – not a form of punishment;
- Give your child incentives for good learning co-operation;
- Regular school attendance for your child is vital;
- Make time for shared reading at home, by reading out loud, and independently;
- Attend parent evenings and co-operate with the teacher;
- Be a role-model at home, and create a stable household with rules; and
- Portray a shared liability towards the child’s school career.

5.5.3 Recommendations to primary schools and principals

Swart and Pettipher (2005, pp. 3-23) quote from Mittler (2000, p. 113) that inclusive education is a “journey without an end” with no predetermined stopping place. Swart and Pettipher (2005, pp. 3-23) further proclaim that this occurrence varies “from school to school.” Therefore, it depends on what adaptations schools make to incorporate all the learners – with their diverse barriers – to learning in the school setting.

Donald et al. (2010, pp. 299-300) spread the message that educators and the school must:

- Listen to the parents’ concerns, and realise that the parent sometimes cherish idealistic expectations of their child’s abilities;
- “Convey equal partnership with the parent”; and
- Also put emphasis on the learner’s strengths during discussions with the parents.

Harrison (2004, p. 182) puts it that Taylor et al. (1999) declare that, despite the socio-economic environment of the learners, the secret of these effective schools regarding literacy-related practices, are that they have

:

- “High expectations of the pupils;
 - Teamwork across the school, with common training and regular meetings;
 - Change occurring over more than one year;
 - Coherent literacy interventions across all age groups; and
- Ongoing staff development with:
- Emphasis on the enjoyment of literature from the earliest years;
 - Systematic word-recognition instruction;
 - Repeated reading, in order to develop fluency;
 - Guided writing;
 - One-on-one reading support;
 - Regular formative assessment of progress; and
 - 20-minute small-group instruction daily from the classroom teacher.”

[From: Taylor et al., 1999, in Harrison, 2004, p. 182]

5.5.4 Recommendations to the Department of Education

The DoE (2008c, p 8) responds that a lot of Foundation Phase educators, and even educators in the higher grades in the primary schools, did not receive any specific training to assist learners with reading and apply “rote learning.” As a consequence, it is essential to equip all primary school educators with more practical experiences during their training years at universities or training institutes, specifically with regard to learners with literacy barriers.

The curriculum is highly loaded and there is insufficient time to attend to all the learners with learning barriers within an inclusive classroom, therefore, I recommend that:

- Reinststate the Foundation Phase Home Language timeframe with 9 hours, and decrease the Life Skills by 1 hour, since literacy instruction is the primary priority and core of all teaching and learning;
- Implement compulsory short and follow-up training courses for in-service teachers to equip them to apply intervention strategies for learners with barriers to learning;
- Implement “integrated in-service programmes, consisting of general teachers, special-class teachers and building-level administrators” in all ordinary schools (Gable & Hendrickson (pp. 2-17), depending on the school’s number of medium-to-high need LSEN learners;
- Empower and train Home Language subject educators to monitor and conduct reading programmes in schools;
- Promote bridging classes in Primary schools that focus explicitly on the three R’s, namely, reading, writing and arithmetic for all struggling learners with barriers to learning, and specifically those due to language impediments;
- Institute a policy that all primary school students need more practical teaching exposure with regard to various teaching strategies during their training years, and
- Make formal reading lessons compulsory from Grades 4-7.

Currently, the three local DBST professionals attend to 180 schools in our whole district. From the three professionals, there is one psychologist, whose main job

description is to carry out deputy-chief work, and who additionally performs scholastic assessment to measure the learners' capabilities, when extremely urgent cases occur. The 180 schools are divided between the two remaining DBST professionals, who are respectively: a remedial educator and a speech-and-hearing therapist. Their core duty is to ensure that schools implement inclusive education (A personal conversation with a DBST member, 2015).

Therefore, some further recommendations to the national Department of Education are to:

- Increase the DBST members, to enable them to attend to each and every learner with medium-to-high learning needs;
- The employment of a professional remedial educator to intervene with the weaker learners outside the classroom environment;
- Implementing an annual DBST survey, whereby the DBST must monitor and apply early-intervention strategies or alternative measures regarding the learners who are continually retained or promoted each year – due to their age;
- Train ILST members via the DBST, to deal with multifaceted barriers to learning within each school; and
- Whole-school staff development by the DBST.

5.6 LIMITATIONS

This is a small and localised sample approach, as a limited number of participants are involved in the intervention programme. The intervention programme cannot be generalised to a larger population, but it is rather to be confined to the school cited in the research study.

The restricted scheduled timeframe for the intervention programme was influenced by incidental circumstances, such as learner-absenteeism, or due to educational obligations or meetings that I had to attend during this specific timeframe. The learners were unable to stay longer after the sport period, due to transport problems, as they are dependent on a lift club, or on external transport.

The participants would have achieved even higher results in reading, comprehension and phonics, had the intervention period been longer than six months. Alternatively, the study could be implemented already in Grade 1.

The involvement of an educational psychologist in the research study would have given more clarification, and would have provided further recommendations to the stakeholders. Dave, Luke and Nolan's intrinsic learning deficits remain currently an unresolved concern with regard to their incomplete work performance.

It was impossible to keep updated with the latest literacy information, as new resources were being published continuously, or new circulars were being distributed from the DoE. The latest literature was only on short loans at the NMMU South Campus or Missionvale library, or else, the literature was not immediately available, because it was on loan by NMMU students for a long period.

5.7 DELIMITATIONS

The delimitation of the study was that only one Foundation Phase Afrikaans class was involved, and more learners could have benefited from the intervention programme, besides the six learners.

Another delimitation was that the programme was challenging to me, as I was fairly skilled with remedial intervention and diagnostic assessment, but the experienced remedial educator's input provided the necessary reassurance of a valid and reliable outcome during the intervention programme.

5.8 POSSIBLE THEMES FOR FURTHER RESEARCH

The following three topics have been identified, as possible areas for further research:

- The early implementation of a diagnostic assessment and multisensory method programme for young struggling learners with reading and phonics deficiencies.
- The implementation of an intervention programme for Foundation Phase learners with literacy barriers in reading, comprehension and phonics.

- A whole-school approach to improve parent involvement within an inclusive education system.

5.9 SUMMARY

In this research study, the literature reveals the crucial identification of literacy barriers in the early years, which also motivated me to conduct this study. The essence of early literacy intervention is undeniable, and it cannot be over-emphasized in the Foundation Phase. The immediate role of the educator is to identify and support the learners with reading, comprehension and phonics deficiencies, since these components form an indispensable foundation in all learning subjects that are necessary for future learning.

Quality teaching and learning can only take place when the teacher applies concerted efforts to assist learners with language deficiencies, strengthens the learners' active vocabulary, so that they can comprehend meaning, to understand the questions and the text.

The aim of this research study allowed me to investigate the literacy shortfalls of the learners. The implementation of the intervention programme ensured that the research questions were achieved, as outlined in this chapter (Paragraphs 5.2.1-5.2.5). During the intervention programme, the multi-mixed method was applied. Consequently, qualitative and quantitative data were gathered in this research study through action and case-study research. This approach enabled me to make an in-depth investigation to assist the learners with their barriers. The data were grouped in segments or cycles, as many measures and actions occurred (Creswell, 2007, p. 163).

The research investigation enabled me to obtain a closer view of the learners and their parents, and to become more involved and aware of the participants' needs and their circumstances. My remedial skills have developed to conduct the intervention programme with confidence finally, due to the assistance of the remedial educator.

The latest summary of the possible learning deficits of the participants appears in Chapter 5, Table 5.1, which indicates that all the participants could benefit from more

reading, comprehension and phonics support to sustain further learning or reading difficulties. The reasons for this recommendation are that the learners constantly learn new and more advanced reading texts, phonics, words or spelling rules at school, and the intervention time was too limited to consolidate all the intervention concepts fully. Alternatively, specific or serious learning barrier(s) hinder the learners' progress, particularly that of Dave and Nolan, at this early age. Constant exposure to sight, vocabulary and high-frequency words could improve the participants' reading fluency and broaden their comprehension with time.

The main finding is that intrinsic and extrinsic factors have a huge effect on the child's overall attitude and motivation towards schooling. The absence of sufficient parent and educator involvement or professional intervention, could result in a total loss of schooling interest, which might cause tremendous learning obstacles.

The main recommendation is that all learners with literacy needs, regardless of their degree of needs, must be identified timeously, to receive reading, comprehension and phonics intervention in the early years. The learners with a slow learning rate, definitely require professional or additional assistance inside and outside the classroom. Therefore, every stakeholder from the teacher, the school, the Department of Education to the parent has a shared responsibility, and they must all be committed to support learners in need.

Engelbrecht (2007, pp. 175-185) refers to this shared responsibility, as "collaborative partnerships on national, provincial, district and school level." Challenges occur in a partnership, as the stakeholders must reach a joint consensus, and the parties may have different perceptions. However, collaboration can provide direction for learners with barriers to learning within an inclusive education system – on condition that the learner receives the appropriate reinforcement required to meet his learning needs (Engelbrecht 2007, pp. 175-185).

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Appendix / Addendum 1(a)

Open-ended questionnaires to parents / Ope vrae vraelys aan ouers

Liewe ouers

U word vriendelik versoek om genoegsaam tyd te neem met die invul van die ope vraelys. Beantwoord die vrae volledig en eerlik asseblief, aangesien die inligting waardevol is vir die navorsingsprojek. Voorlopig baie dankie! Marina de Jager

1. Hoe voel u oor u kind se deelname aan die hulpprogram om hopenlik sy/haar lees, leesbegrip en klanke te bevorder?

2. Wat is u eerlike opinie oor die belangrikheid van lees, leesbegrip en klanke?

2.1 Lees: _____

2.2 Leesbegrip: _____

2.3 Klanke: _____

3. Wanneer u kind 'n leesstuk huiwerig, woord-vir-woord sou lees en soms woorde foutief uitspreek of die spelwoord(e) verkeerd skryf, hoe help u hom/haar tuis met:

3.1 Huiwerig, woord-vir-woord lees: _____

Appendix / Addendum 1(a)

Open-ended questionnaires to parents / Ope vrae vraelys aan ouers

3.2 Woord(e) foutief uitspreek: _____

3.3 Spelwoord(e) verkeerd skryf: _____

4. Lees en klanke huiswerk:

4.1 Wat is die huiswerkpatroon tuis, met ander woorde hoe laat begin u kind ongeveer met sy / haar tuiswerk en wie help met die tuiswerk?

4.2 Hoe reageer u kind teenoor huiswerk? (bv. goeie samewerking / stribbel tee)

4.3 Doen u elke dag / gereeld / soms huiswerk saam met u kind en hoeveel tyd spandeer u hieraan? _____

5. Lees voorkeur:

5.1 Lees u as ouers graag? Hoekom / Hoekom nie? (bv. ontspanning / tydfaktor)

Appendix / Addendum 1(a)

Open-ended questionnaires to parents / Ope vrae vraelys aan ouers

5.2 Watter leesstof verkies u as ouers om te lees? (Verskaf rede asseblief)

6. Wat is u algemene gevoel oor die bywoning van oueraande / skoolbetrokkenheid? Indien u nog geen oueraande bygewoon het nie, verskaf asseblief die redes hiervoor.

7. Wat beskou u as kwaliteit tyd saam met u kind?

8. Enige bykomende inligting wat u voel ek moet weet rakende u kind se:

Gedrag by huis: _____,

Eetgewoontes: _____,

Slaapgewoontes: _____,

Appendix / Addendum 1(a)

Open-ended questionnaires to parents / Ope vrae vraelys aan ouers

Buitengewone ondervinding. _____

Ouer/s

Datum

Appendix 1(b)

Semi-structured learner interview / Skedule vir leerder onderhoude

1. Wat verstaan jy onder:

a) Lees _____

b) Leesbegrip _____

c) Klanke _____

2. Hoe voel jy oor:

Lees	a	b	c	d	e
------	---	---	---	---	---

Klanke	a	b	c	d	e
--------	---	---	---	---	---

Skool	a	b	c	d	e
-------	---	---	---	---	---

Huiswerk	a	b	c	d	e
----------	---	---	---	---	---

- a) Dis lekker
- b) Ek hou nie van lees/klanke/skool/huiswerk nie
- c) Ek verkies om eerder te speel
- d) Ek lees / doen klanke / kom skool toe/doen huiswerk net omdat ek moet
- e) Ander _____

Appendix 1(b)

Semi-structured learner interview / Skedule vir leerder onderhoude

3. Was jy tevrede met jou lees / leesbegrip / klanke voor die intervensie program?

Lees	a	b	c	d
------	---	---	---	---

Leesbegrip	a	b	c	d
------------	---	---	---	---

Klanke	a	b	c	d
--------	---	---	---	---

- a) Nee
- b) Ek het gevoel ek kan beter doen
- c) 'n Bietjie
- d) Ja

4. Wat wil jy graag hê moet gebeur met die ekstra klasse / intervensie program?

a	b	c	d	e
---	---	---	---	---

- a) Ek weet nie
- b) Ek wil minder sukkel en foute maak
- c) Ek wil beter doen in lees / leesbegrip / klanke
- d) Ek wil baie goed doen in my klanke en vlot lees
- e) Ek wil hê my ouers/juffrou moet my prys

5. Dink jy dat jy die volgende verwarrings baas geraak het?

d/t verwarring	a	b	c	d
----------------	---	---	---	---

f/v verwarring	a	b	c	d
----------------	---	---	---	---

- a) Ek is nie seker nie
- b) Nee
- c) 'n Bietjie
- d) Ja

Appendix 1(b)

Semi-structured learner interview / Skedule vir leerder onderhoude

6. Hoe sou jy jou lees / leesbegrip / klanke na die intervensie program beskryf?

Lees	a	b	c	d
------	---	---	---	---

Leesbegrip	a	b	c	d
------------	---	---	---	---

Klanke	a	b	c	d
--------	---	---	---	---

- a) Soms sukkel ek nog
- b) Ek wens ek kan beter doen
- c) Goed
- d) Baie goed

7. Wat doen jy as jy sukkel om 'n woord te lees of te skryf?

a	b	c	d	e	f
---	---	---	---	---	---

- a) Ek raai die woord
- b) Ek los die woord uit, want ek hou nie daarvan om te sukkel nie
- c) Ek vra vir mamma/pappa/juffrou/maat/iemand om te help
- d) Ek oefen die woord eenkeer
- e) Ek oefen die woord meer as eenkeer
- f) Ek oefen totdat ek die woord reg kan lees of skryf

8. Wie moedig jou by die huis aan om te lees /klanke te doen?

a	b	c	d	e	f
mamma / pappa	beide ouers	ouma /oupa	boetie / sussie	niemand	ander

Spesifiseer ander _____

9. Wie help jou almal met jou huiswerk tuis?

a	b	c	d	e	f
---	---	---	---	---	---

- a) Mamma
- b) Pappa

Appendix 1(b)

Semi-structured learner interview / Skedule vir leerder onderhoude

- c) Albei ouers
- d) Ouma /oupa
- e) Boetie / sussie
- f) Ander _____

10. Wie help jou die meeste met jou lees en klanke tuis?

a	b	c	d	e	f
---	---	---	---	---	---

- a) Mamma
- b) Pappa
- c) Albei ouers
- d) Ouma /oupa
- e) Boetie / sussie
- f) Ander _____

11. Wanneer en hoe lank spandeer jy aan lees en klanke tuis?

a	b	c	d	e	f
---	---	---	---	---	---

- a) Net na skool vir 'n kort tyd
- b) Net na skool vir 'n lang tyd
- c) Laatmiddag vir 'n kort tyd
- d) Laatmiddag vir 'n lang tyd
- e) In die aand vir 'n kort tyd
- f) In die aand vir 'n lang tyd

12. Wie kom haal jou by die skool?

a	b	c	d	e	f
---	---	---	---	---	---

- a) Mamma / pappa
- b) Albei ouers
- c) Ouma /oupa
- d) Tannie / oom
- e) Bure
- f) Ander _____

Appendix 1(b)

Semi-structured learner interview / Skedule vir leerder onderhoude

13. Wie is namiddag tuis as jy by die huis kom?

a	b	c	d	e	f
---	---	---	---	---	---

- g) Mamma / pappa
- h) Albei ouers
- i) Ouma /oupa
- j) Boetie / sussie
- k) Huishulp
- l) Ander _____

14. Hoe sal jy die huis beskryf waar julle bly?

a	b	c	d	e	f
---	---	---	---	---	---

- a) 'n Klein huis
- b) 'n Groot huis
- c) 'n Huurhuis
- d) 'n Baksteenhuis
- e) 'n Hout huis
- f) 'n Woonstel

15. By wie bly jy almal?

a	b	c	d	e	f
Pappa	Mamma	Albei ouers	Ouma /oupa	Familie	Pleegouers

Spesifiseer:

Hoeveel kinders? _____ Hoeveel mense in die huis? _____

16. Met wie deel jy jou kamer?

a	b	c	d	e	f
---	---	---	---	---	---

- a) Niemand
- b) Met boetie/sussie
- c) Oupa/ouma
- d) Pappa/mamma
- e) Ander: _____

Appendix 1(b)

Semi-structured learner interview / Skedule vir leerder onderhoude

17. Wat doen jy graag in jou vryetyd?

a	b	c	d	e
---	---	---	---	---

- a) Speel alleen buite / speel met boetie/sussie/hond/kat
- b) Speel met my rekenaarspeletjies / pop/ karretjies
- c) Ek lees graag
- d) Help mamma en pappa met _____
- e) Ander _____

18. Watter ander leesstof is in die huis?

a	b	c	d	e
Boeke	Tydskrifte	Koerante	Bybel	Ander

Spesifiseer ander: _____

19. Doen jul as gesin saam iets oor naweke?

a	b	c	d	e	f
---	---	---	---	---	---

- a) Nee, nie regtig nie
- b) Ons hou ons elkeen besig met ons eie dinge
- c) My pa/ma werk gewoonlik
- d) Ons gaan gereeld saam dorp/kerk toe
- e) Ons kuier saam by familie/bure/vriende
- f) Ander: _____

Appendix 1 (c)

Learner and parent observation checklist

Name: _____

Rating Codes	√√ Always 3	✓ Mostly 2	• Sometimes 1
--------------	-------------	------------	---------------

Intervention programme and feedback	√√	√	•
Is the learner actively involved and committed to the programme?			
Is the learner's parent(s) committed and actively involved?			
Learner and parent attitude and response	√√	√	•
Is the learner enthusiastic and positive towards the programme?			
Is the learner's parent(s) enthusiastic and interested?			
Homework	√√	√	•
Does the learner complete his/her homework tasks?			
Does the parent check that the homework is completed and is the homework book signed?			
Parent meetings and school functions	√√	√	•
Does the learner return all the reply slips that were sent home?			
Does the parent(s) attend parent meetings and school functions?			
General appearance and neatness	√√	√	•
Does the learner appear neat and tidy for school?			
Does the learner wear the correct school and sport clothes?			

Appendix 1 (d)
Observation and checklist for reading, comprehension and phonics barriers

Name: _____

Birth date: _____

Age: _____ y _____ m

PROBLEMS (Does the child have any problems?)			
	Yes	No	Comments
Eyesight/ Visual acuity			
Speech			
Hearing			
Concentration			
Other			

PERCEPTUAL BARRIERS (Mark where applicable)			
	Yes	No	Comments
Perceptual			
Visual			
Auditory			
Memory			

Appendix 1 (d)
Observation and checklist for reading, comprehension and phonics barriers

Diagnostic checklist for reading, comprehension and phonics

(Used earlier by Department of Education as "Checklist for Scholastic Problems" in reading)

Eye-hand preference: (Specify)

Phonics recognition (With which phonics sounds do the learner struggle?)

Word-recognition (high-frequency and sight words):

Reading comprehension:

Reading fluency:

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ADDENDUM / APPENDIX 2

A. <u>VERKLARING DEUR OUER, NAMENS OUER EN KIND, IN BELANG VAN DIE OUER-KIND DEELNAME</u>		<u>Parafeer</u>
Ouer se volle name en van	(Ouer)	
ID nommer		
Hiermee gee ek in my kapasiteit as ouer toestemming, dat ek en my kind deelnemers mag wees aan die navorsingsprojek.		
My kind	(Naam van kind)	
ID nommer of geboortedatum		
Adres		

A.1 EK BEVESTIG ONDERMEER DIE VOLGENDE:		<u>Parafeer</u>
dat ek, _____ ouer van _____ Gr. 2 uitgenooi is om deel te neem en betrokke te raak by die navorsingsprojek.		
Wat onderneem word deur	Marina de Jager	
Van die	Fakulteit van Onderwys	
Van die Nelson Mandela Metropolitaanse Universiteit (NMMU).		

DIE VOLGENDE ASPEKTE WORD AAN MY UITGELIG AS DEELNEMER:		<u>Parafeer</u>	
2.1	Doel:	<ul style="list-style-type: none"> Die doel van die studie is om 'n intervensie program te implementer om lees, leesbegrip en klanke vaardighede by Afrikaans Huistaal leerders te verbeter en terselfdertyd ouerbetrokkenheid te bevorder. Die informasie sal gebruik word om ondersoek in te stel tot watter mate 'n hulpprogram my kind se lees, leesbegrip en klanke kan verbeter en terugvoering sal aan ons as ouers gegee rondom ons kind se vordering tydens die hulpprogram. 	
2.2	Prosedures:	<ul style="list-style-type: none"> Ek verstaan dat ons deelname vrywilliglik is, sonder enige verpligtinge. My as ouer se deelname sal wees om 'n ope vraag vraelys eerlik te voltooi. Buiten die hulpprogram, sal die navorser met my kind 'n informele en ongestruktureerde onderhoud voer om my kind beter te leer ken. 'n Bandopnemer sal vir hierdie doel gebruik word om seker te maak dat my kind se weergawe waar en korrek weergegee word. Ek beywer my daartoe om 'n positiewe gesindheid te openbaar en my kind te motiveer regdeur die hulpprogram. Die navorser sal terugvoering gee rakende my kind se vordering met die hulpprogram en my rol is om betrokke hierby te raak. Ek onderneem om terugvoering aan die navorser te gee hoe ek oor my kind se vordering voel en moontlike raad/hulp 	

		<p>van die navorser toe te pas hoe ek my kind tuis kan help.</p> <ul style="list-style-type: none"> • Deel van die prosedure is dat die navorser ondersoek instel deur 'n foute analise te maak van algemene foute wat my kind in lees, leesbegrip en klanke begaan tydens informele en formele assessering en 'n kontrole lys saam te stel om hierdie foute te monitor. • So 'n diagnose om 'n lees en klanke foute analise op te stel, stel die navorser in staat om remediërende strategieë toe te pas wat hopenlik my kind se taalvaardighede sal verbeter. 		
2.3	Geen risiko:	<ul style="list-style-type: none"> • Die navorsing moet die Etiese Komitee van NMMU se goedkeuring wegdra, dus sal die navorsing streng uitgevoer word volgens voorgeskrewe spesifikasies. • My deelname is vry van enige risiko en ek besef dat my kind se deelname aan die program geen risiko vir my kind inhou nie. • Ek sal my kind tydens die program bemoedig en ondersteun met liefde, sonder verwyte, negatiewe opmerkings en onrealistiese verwagtinge. 		
2.4	Moontlike voordele:	<ul style="list-style-type: none"> • My kind ontvang remediërende onderrig kosteloos vir 'n volle ses maande. • 'n Verbetering mag in lees, leesbegrip en klanke plaasvind. • 'n Nouer leerkrag-leerder-ouer verhouding ontstaan deur die hulpprogram. • Met my deelname tot die studie, mag ek ontdek dat ek meer betrokke raak by my kind se behoeftes en die rol wat my kind se maats, die skool, onderwysers, wyer gemeenskap en toevallige omstandighede speel in die lewe van my kind. 		
2.5	Vertroulike inligting:	Die identiteit van my of my kind sal nie openbaar gemaak word in enige bespreking, beskrywing of wetenskaplike publikasies van navorsers nie.		
2.6	Toegang tot die bevindings:	Is beskikbaar op versoek.		
2.7	Vrywillige deelname / weiering/ beëindiging:	Ek en my kind se deelname is vrywilliglik	JA	NEE
		Kan my besluit om nie deel te neem aan die studie nie, enigsins my kind se skoolastiese vordering beïnvloed?	JA	NEE

3. Geen druk is op my toegepas om toestemming te verleen vir my en my kind se deelname nie en ek gee vrywilliglik my toestemming. Ek verstaan dat ek /ons mag onttrek op enige stadium sonder dat ek/ons gepeenaliseer sal word.

4. Deelname in die studie sal nie eindig in addisionele kostes wat ek moet betaal nie.

5. EK GEE HIERMEE MY EN MY KIND SE VRYWILLIGE TOESTEMMING OM DEEL TE NEEM AAN BOSTAANDE PROJEK EN EK ONDERNEEM OM DIE VOORSKRIFTE WAT AAN MY VOORGEHOU IS IN 2.3 TE GEHOORSAAM: JA NEE

_____ Datum
Handtekening van ouer

Appendix 3

• PO Box 77000 • Nelson Mandela Metropolitan University
• Port Elizabeth • 6031 • South Africa • www.nmmu.ac.za

Vice-Chairperson: Research Ethics Committee (Human)

Tel: +27 (0)41 504-2235

Ref: [H13-EDU-ERE-030/ Approval]

Contact person: Mrs U Spies

27 November 2013

Prof J Geldenhuys
NMMU
Faculty of Education
School for Education and Research Engagement
South Campus

Dear Prof Geldenhuys

INTRODUCING AN INTERVENTION PROGRAMME FOR GRADE 2 AFRIKAANS HOME LANGUAGE LEARNERS WITH READING, COMPREHENSION AND SPELLING BARRIERS

PRP: Prof J Geldenhuys
PI: Ms M de Jager

Your above-entitled application for ethics approval served at Research Ethics Committee (Human).

We take pleasure in informing you that the application was approved by the Committee.

The ethics clearance reference number is **H13-EDU-ERE-030**, and is valid for three years. Please inform the REC-H, via your faculty representative, if any changes (particularly in the methodology) occur during this time. An annual affirmation to the effect that the protocols in use are still those for which approval was granted, will be required from you. You will be reminded timeously of this responsibility, and will receive the necessary documentation well in advance of any deadline.

We wish you well with the project. Please inform your co-investigators of the outcome, and convey our best wishes.

Yours sincerely



Prof CB Cilliers
Chairperson: Research Ethics Committee (Human)

cc: Department of Research Capacity Development
Faculty Officer: Education



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Enquiries: B Pamla

Email: babalwa.pamla@edu.ecprov.gov.za

Date: 04 April 2014

Mrs. M de Jager

P.O. Box 1390

Uitenhage

6230


Dear Mrs. de Jager

PERMISSION TO UNDERTAKE AN INDEPENDENT STUDY: INTRODUCING AN INTERVENTION PROGRAMME FOR GRADE 2 AFRIKAANS HOME LANGUAGE LEARNERS WITH READING, COMPREHENSION AND PHONICS BARRIERS

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research at Ankervas Primary School under the jurisdiction of Uitenhage District of the Eastern Cape Department of Education (ECDoE) is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Chief Directors and Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;



- f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
 - h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
 - j. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - k. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - l. you comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation.
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Chief Director, Mr. GF Mac Master on the numbers indicated in the letterhead or email greg.macmaster@edu.ecprov.gov.za should you need any assistance.


MR. GF MAC MASTER
CHIEF DIRECTOR: STRATEGIC MANAGEMENT MONITORING AND EVALUATION
FOR SUPERINTENDENT-GENERAL: EDUCATION



Ikamva eliqumbileyo!



ADDENDUM/APPENDIX 5

“Introducing an intervention programme for Grade 2 Afrikaans Home Language learners with reading, comprehension and phonics barriers.”

School Principal Consent Form

I give consent to Marina de Jager, an educator and researcher at my school, to approach the Grade 2 Afrikaans Home Language learners to participate in the study, namely “Introducing an intervention programme for Grade 2 Afrikaans Home Language learners with reading, comprehension and phonics barriers.”

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary.
- I may decide to withdraw the school’s participation at any time without penalty.
- The six Grade 2 Afrikaans Home Language learners and their parents’ consent to partake are already granted.
- Only learners who consent and whose parents consent will participate in the project.
- All information obtained will be treated in strictest confidence.
- The learners’ names will not be used and individual learners will not be identifiable in any written reports about the study.
- The school will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.
- I may seek further information on the project from you whenever I deem necessary, but feel contented with your research in the sense that you are an educator at the school.

██████████

Principal

████████████████████

Signature

07.04.2014

Date