

Teaching reading in an OBE framework

ABSTRACT

According to survey research (Lessing & De Witt 2001), teachers currently teaching reading in the foundation phase, indicated a need for further training in this regard. The survey indicated that teachers feel unsure about what is expected from them in the new education system. With this in mind the authors presented a workshop in which the focus was on *teaching reading in an outcomes-based Education (OBE) framework* with the aim of empowering teachers to teach reading in the foundation phase. The workshop dealt with reading as an important aspect of the literacy learning area and suggestions were made to enhance the acquisition of vocabulary, sight reading words, decoding skills and comprehension. The importance of integration of the different aspects (listening, speaking, reading and writing) in the literacy learning area as well as integration of different learning areas (literacy, numeracy and life skills) was stressed. A questionnaire was used to determine teachers' views of the workshop. Teachers' views on the presentation of oral language, listening, communication, reading, spelling and writing as presented in the workshop were evaluated. The evaluation of teachers' views of the workshop was compared with regard to different moderator variables, such as initial training and teaching experience, to determine if these significantly influenced their responses. In general the evaluation of the workshop was very positive and it was clear that the workshop contributed to equip teachers to teach reading in the new OBE framework.

Keywords:

Teachers' training; teaching reading; integrated language programme; empowerment of teachers

Background

A survey of 93 foundation phase teachers done by De Witt and Lessing (2001) indicated that more than half of the teachers were not satisfied with their initial training to teach reading to beginners and indicated a need for further training in this regard. This need may be due to the expectations raised by the new outcomes-based education (OBE) approach of Curriculum 2005, which caused uncertainty, because teachers were not sure what was expected from them. It is also possible that the emphasis on lifelong learning may encourage the need for further training in teaching reading to beginners. The fact that many teachers use a second and third language as language of learning may also contribute to uncertainty and the need for further training in initial reading instruction.

The indicated need of the teachers for further training was addressed by the authors by means of a workshop on *the teaching of reading in an OBE framework*. The purpose of the workshop was: *to empower teachers to teach reading in an OBE education system*.

Outcomes-based education (OBE)

Curriculum 2005, which is the current education policy in South Africa comprises an OBE approach to education. According to the National Curriculum Statement for Grade R–9 (National Department of Education 2001: 4), OBE:

- is developmental, as it encompasses both what learners learn and are able to do at the end of the learning process;
- emphasises high expectations of what all learners can achieve;

- is a learner-centred educational process;
- shapes the learning process itself through its outcomes at the end of the learning process, and
- is an activity-based approach to education designed to promote problem-solving and critical thinking.

Olivier (1999: 21) states that an “... outcomes-based learning approach intends to focus equally on knowledge, skills, the process of learning and the final outcome/result/product.” The OBE approach necessitates a paradigm shift towards processes and deviates from the conventional content-based education in the sense that it focuses on the mastering of processes linked to intended outcomes as well as the mastering of knowledge and skills needed to achieve the outcomes.

Within Curriculum 2005 the foundation phase (Grade R–Grade 3) has three learning programmes, namely literacy, numeracy and life skills. The learning area statements of the National Curriculum Statement are not prescriptive about the content of the learning programmes, but state that learning programmes should be designed to cater for the particular needs of the learners in the school, including the needs of learners with special needs (National Department of Education 2001: 7). It is recommended that integration of knowledge and skills should be addressed within a specific learning area as well as across learning areas. Reading and writing, listening and speaking and knowledge of grammar should be integrated in the teaching and assessing processes with regard to the learning outcomes as well.

The literacy learning programme should focus on the following learning outcomes (National Department of Education 2001: 17):

- Learning outcome 1 – The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
- Learning outcome 2 – The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.
- Learning outcome 3 – The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
- Learning outcome 4 – The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
- Learning outcome 5 – The learner is able to use language to think and reason, and access, process and use information for learning.
- Learning outcome 6 – The learner knows and is able to use the sounds, vocabulary and grammar of an additional language.

Teaching of reading in an OBE framework

Reading is only a small section of the literacy programme as literacy is broader and more specific than reading and includes writing and other creative acts (McCutchen, Abbott, Green, Beretvas, Cox, Potter, Quiroga & Gray 2002: 69; Snow, Burns & Griffin 2000: 42). Reading is a single aspect or learning outcome in literacy competence which can be described as the construction of meaning for which the learner must attain a necessary level of decoding proficiency (Wong 1996: 87).

Early reading accomplishments include: the alphabetic principle, reading sight words, reading words by mapping speech sounds to parts of words, and achieving fluency and comprehension (McCutchen *et al.* 2000: 69; Snow *et al.* 2000: 5–6). According to Snow *et al.* (2000: 3), adequate initial reading structure requires that learners:

- use reading to obtain meaning from print,
- have frequent and intensive opportunities to read,
- be exposed to frequent, regular spelling-sound relationships,
- learn about the nature of the alphabetic writing system, and
- understand the structure of spoken words.

In the development of guidelines for the teaching of reading to learners in the foundation phase, as presented in a workshop on *Reading in an OBE framework* the authors attended to:

- the different learning outcomes as described for the literacy (language) learning area, as well as the detailed outcomes for different grade levels (National Department of Education 2001);
- the use of the whole language approach (Booyesen 1996: 405, 416; Bukatko & Daehler 1998: 246; Snow et al. 2000: 3, 43) which corresponds with the focus on integration in OBE;
- the importance of experience and active involvement for the enhancement of language acquisition (Booyesen 1996: 405; Bukatko & Daehler 1998: 246; Grové & Hauptfleisch 1992: 44; Mwamwenda 1995: 165; Naudé & Van der Westhuizen 1996: 166; Wiechers 1996: 175);
- the influence of affective factors including motivation, interest, enjoyment and the experience of success on language acquisition (Booyesen 1996: 407; Botha 1996: 231; Lemmer 1996: 336), and
- the value of teaching principles including the importance of individual needs, a multi sensory approach to learning, simplicity and repetition, working from the known to the unknown and the concrete to the abstract as well as the utilisation of time available (National Department of Education 1997: 29; Snow et al. 2000: 3, 4, 8).

There are various methods of reading instruction described in the literature, commonly known as the phonics method, the look and say (whole word or global) method and the combined method which is a combination of the first two methods. In the *phonic method* learners first learn different phonics and then combine them into words, while the *whole word method* focusses on the total picture of a word. The *combined reading method* is a blending of the whole word method and the phonic method and consequently implies the perceptual function of analysing and synthesising of words (Lessing 1996: 8). There is no agreement amongst researchers of which of these methods are the most successful. However, the use of the combined method of teaching reading aims at the needs of both the visual and auditory learner.

In the workshop on the teaching of reading in an OBE framework a language experience approach is followed which is aimed at both the primary (listening and speaking) and the secondary (reading and writing) levels of language acquisition, including learning activities such as expansion of vocabulary, listening and speaking, sentence construction, reading, spelling and writing. The various forms of language teaching are integrated into the presentation of a specific topic or theme which is spread over a number of learning sessions.

In the integrated language programme a specific theme is chosen, according to the interest of the learners, and used throughout all the activities. The following five phases are distinguished in the integrated language approach to learning (for a detailed description see Lessing 1996; Lessing & De Witt 1999):

- A concrete presentation of the topic by means of stories, pictures, films or excursions followed by a discussion of the activity aiming directly at expanding vocabulary and the use of language.
- Compiling of an 'own reader' by writing a sentence on and illustrating different situations in the concrete presentation.

- The teaching of reading by means of the ‘own reader’, transparencies and flash cards. Card games can be used to change the mere routine of drilling the visual vocabulary into a pleasant experience.
- The teaching of spelling by practising auditory perceptual skills, auditory-visual integration, flash cards and games.
- The writing of own sentences on the theme or topic according to personal competence.

In Table 1 various aspects regarding the teaching of language (including reading), as provided in the above guidelines for the teaching of reading, are linked with the expectations of outcomes-based education.

Table 1 Reading in an OBE framework

Reading	OBE framework
Language experience approach	Integration within the language learning area Focus on the development of listening, speaking, reading and writing skills Enhancement of communication skills
Choice of a specific theme	Stimulate related vocabulary development Match the interest of learners
Concrete presentation of the topic or theme	Development of vocabulary Development of listening skills Development of speaking skills Enjoyment Match the interest of learners
Compiling of an ‘own reader’	Provide enjoyment Provide group activities Multi sensory approach Integration across the learning areas Integration within the literacy learning area
Teaching of reading by means of the ‘own reader’ and flash cards	Provide enjoyment Provide group activities Integration within the literacy learning area
Teaching of spelling	Develop listening skills Develop spelling skills Use a multi sensory approach to provide for different needs Integration within the literacy learning area Provide enjoyment Provide group activities
The writing of own sentences	Development of writing skills Make provision for learners with special needs

Aim

Teachers are uncertain about the teaching of reading in the foundation phase and indicated a need for support. The authors presented a workshop consisting of a section on the theory of reading in an OBE framework and a hands-on practising of the skills and techniques required to teach learners to read. The question flowing from this was: *Did the workshop fulfill the needs of the teacher and did it empower them to teach reading in an OBE framework?*

Thus the aim of this article is to reflect on the perceptions of teachers in the foundation phase on diverse aspects of a workshop dealing with the teaching of reading in an OBE framework.

Research design

Quantitative and qualitative data

Survey research was employed to determine the perceptions of teachers in the foundation phase on diverse aspects regarding a workshop dealing with the teaching of reading in an OBE framework. Both quantitative data (through closed-form items) and qualitative data (through open questions) were obtained by means of a questionnaire. The questionnaire consists of two sections. In Section A questions were set to gain biographical information regarding gender, age, home language and language of learning. Then followed items on the teachers' training, experience in teaching reading, need for further training, as well as various aspects regarding instruction and ways of assessing the readers' ability to read.

Section B contained seven statements according to which teachers had to rate the value of strategies to teach reading in an integrated manner in an OBE framework, as presented to them in the workshop.

Finally, the questionnaire consisted of three open questions aimed at determining teachers' perceptions of the most *rewarding* aspects of the workshop, the most *frustrating* aspects thereof and what they would *recommend* regarding future workshops on the teaching of reading in an OBE framework.

Validity

Peer and teacher assessments of the questionnaire were done by means of a pilot study which led to a number of modifications. Peer assessment also ensured face validity (the items were relevant) and content validity (there was a representative sample of content) (De Vos & Fouché 1998a: 84). Open questions produced some qualitative data which ensured the triangulation of data. The qualitative data were processed manually by two experienced researchers who agreed on the findings. Since the aim of the research was to generalise with regard to the sample and the population, the qualitative data were also analysed for trends. The questionnaires were completed anonymously.

Sampling

The workshops were advertised by means of a brochure sent to schools in the Gauteng area. Not all schools responded to the advertisement. Four workshops were presented in total with a maximum of 25 attendees per workshop. Representatives of different schools attended the workshops and all the attendees of the workshops completed the questionnaire. The final version of the questionnaire was completed by 93 teachers teaching in the foundation phase.

Procedure

The following topics were addressed in the workshop: Curriculum 2005, OBE, the nature of reading and the prerequisites for reading, assessment standards, assessment techniques and the theory for an integrated reading approach. The workshop also included a hands-on experience of an integrated language lesson, with the focus on reading in an OBE framework. In the workshop attention was given to listening, speaking, reading, writing and spelling skills with special focus on vocabulary, sight reading words, decoding and comprehension. Workshops were presented at four different schools and the duration of the workshops was more or less seven hours.

The questionnaires were administered by the researchers, at the workshops. Section A was completed by the attendees before the workshop and Section B was completed at the end of the

workshop.

Quantitative findings

Frequencies

Biographical detail

Of the sample, 87 (93.5%) were female, and 6 (6.5%) were male. 75 (81%) of the teachers were in the age group 31 to 50 years, while 6 (6.5%) were younger than 30 and 11 (11.8%) were older than 50 years of age. Only 64 (68.8%) of the teachers studied by means of their first language and 37 (39.8%) are teaching in a second or third language.

Training

Regarding their training as teachers for teaching in the foundation phase (Table 2), teachers' relevant education qualification value (Table 3), and further educational training (Table 4) respondents indicated the following:

Table 2 Initial training of teachers for the foundation phase

	f	%
FOUNDATION PHASE TRAINING	49	52.7
INTERMEDIATE PHASE	12	12.9
SECONDARY EDUCATION	16	17.2
OTHER	16	16.1
MISSING	1	1.1
TOTAL	93	100

Table 3 Frequencies on relevant education qualification value

	f	%
REQV 10 (gr12)	1	1.1
REQV 11 (M+1)	2	2.2
REQV 12 (M+2)	3	3.1
REQV 13 (M+3)	48	51.6
REQV 14 (M+4)	29	31.2

REQV 15 (M+5)	8	8.6
REQV 16 (M+6)	1	1.1
Other	1	1.1
Total	93	100

Table 4 Further educational training of teachers

	f	%
Foundation phase training	27	29.0
Intermediate phase	7	7.5
Secondary education	16	17.2
None	43	44.1
Missing	2	2.2
Total	93	100

According to Table 2, only about half of the teachers were trained as teachers for the foundation phase. Most of the teachers have a relevant education qualification of at least matric plus three years (M+3). Only about a third of them (Table 4) had furthered their initial training by follow-up courses.

Table 5 gives an indication of the experience of teachers who attended the workshop.

Table 5 Teaching experience in foundation phase education

	f	%
None	9	9.7
Less than 2 years	9	9.7
2 to 6 years	18	19.4
7 to 10 years	24	25.8
More than 10 years	33	35.5
Total	93	100

About 60% of the teachers are quite experienced in teaching in the foundation phase and were teaching for seven or more years.

Need for further training in teaching reading

When asked to indicate their need for further training in teaching learners to read, 89 (95.7%) of the teachers indicated a need in this regard. However, 42 (45.2%) stated that their initial training to teach reading was sufficient. Of significance is that 49 (52.7%) of the teachers were not satisfied with their initial training to teach reading to beginners and although 45.2% were satisfied, almost all the teachers (95.7%) felt a need for further training in teaching initial reading.

The question on the method used to teach reading resulted in the information presented in Table 6.

Table 6 Method used to teach reading

	f	%
Phonic	12	12.9
Look and say	9	9.7
Combined	40	43.0
Integrated in the three learning programmes	31	33.3
Missing	1	1.1
Total	93	100

Three questions were set on the use of reading material to enhance readers' reading ability. Eighty two (88.2%) teachers indicated that they use more than one reader in teaching reading which corresponds with the number of teachers (82 teachers, 88.2%) who indicated that they accommodate learners at different reading competence levels. This is also in line with the number of teachers (80 teachers, 86.0%) who indicated that they use reading material other than readers only to teach reading to learners and allow learners to take their readers home (79 teachers, 84.9%).

Eight (8.6%) teachers use only a reader to teach reading to the learners and 12 (12.9%) teachers do not use reading material other than readers; 11 teachers (11.8% of the sample) do not allow the learners to take their readers home and 10 (10.8%) do not accommodate the learners at different reading competence levels.

The evaluation of the workshop presented on reading in an OBE framework

The teachers were requested to evaluate a number of statements regarding the workshop presented as *expected more*, *useful* or *very useful*. The evaluations are given in Table 7.

Table 7 Evaluation of the presented workshop on reading in an OBE framework

Statement:	Expected more		Useful		Very useful	
	f	%	f	%	f	%
Value of the workshop to make me aware of my need to know more about reading instruction was ...	3	3.2	21	22.6	69	74.2
The integrated reading method as presented to me, is ... *	1	1.1	32	34.4	59	63.4
I foresee the applicability of the integrated method in my specific set-up as ... *	11	11.8	41	44.1	38	40.9
The value of the workshop in getting ideas to develop sight words in reading is ... *	6	6.5	31	33.3	55	59.1
The value of the workshop in getting ideas to develop the learners' vocabulary, is ...	5	5.4	18	19.4	70	75.3
The value of the workshop to enhance the learners' reading comprehension, is ...	8	8.6	38	40.9	47	50.5
The value of the workshop to empower me to present reading lessons, is ... *	5	5.4	16	17.2	71	76.3

* Missing items occurred.

In general the teachers evaluated the workshop as *useful* and *very useful*. Most of the teachers (74.2%) felt that the workshop was *very useful* to make them aware of their need to know more about reading instruction. 94.7% of the teachers valued the workshop as *useful* and *very useful* for getting ideas to develop the learners' vocabulary and 93.5% felt that the workshop empowered them to present reading lessons. However, 11,8% of the teachers did not foresee the applicability of the integrated method to reading in their specific situations.

Comparison of different variables

Statistical significance of results

The training, experience in teaching reading, need for further training, as well as various aspects regarding instruction and ways of assessing the readers' ability to read were used to determine if these significantly related to the value of the presented workshop.

Four hypotheses were stated regarding the different variables and tested by means of the chi-square as statistical technique.

Ho1: Teachers' perceptions of the applicability of the integrated method in their own contexts are not significantly dependent on their training.

Table 8 Frequency of responses: training of teachers (A) and perception of applicability of the integrated method in their own contexts (B)

A	B: FP	B: IP	B: SP	B: other
Expected more	6.5%	8.3%	12.5%	33.3%
Useful	50.0%	66.7%	25.0%	40.0%
Very useful	43.5%	25.0%	62.5%	26.7%
Total A	100%	100%	100%	100%

(FP – foundation phase; IP – intermediate phase; SP – senior phase)

Table 9 Chi-square and significance of dependency of specific training of teachers (A) with their perception of the integrated method in their own context (B)

CHI-SQUARE	df	Significance
13.006	6	p<0.05

According to Tables 8 and 9, the null-hypothesis may be rejected on the 5%-level. There is a significant dependency between training (A) and perception of the applicability of the integrated method in their own context (B). 93.5% of the foundation phase teachers, 91.7% from the intermediate phase and 87.5% from the senior phase indicated the applicability of the integrated method in their specific set up as *useful* and *very useful*. Only 6.5% of the teachers with training in the foundation phase, 8.3% of the intermediate phase, and 12.5% of the senior phase *expected more* from the workshop regarding its applicability in their specific set up, while 33.3% with other training *expected more* from the workshop.

Ho2: Teachers' perceptions of the value of the workshop to empower them to present reading lessons in OBE framework (A) are not significantly dependent on training (B).

Table 10 Frequency of responses: training (A) and the value of the workshop to empower

teachers to present reading lessons in an OBE framework (B)

A	B: FP	B:IP	B:SP	B: Other
Expected more	4.2%	-	-	20.0%
Useful	14.6%	33.3%	6.3%	26.7%
Very useful	81.3%	66.7%	93.8%	53.3%
Total A	100%	100%	100%	100%

(FP – foundation phase; IP – intermediate phase; SP – senior phase)

Table 11 Chi-square and significance of dependence of specific training of teachers (A) and the perceived value of the workshop to empower the teacher to present reading lessons (B)

Chi-square	df	Significance
13.203	6	p<0.05

According to Tables 10 and 11, the null-hypothesis may be rejected on the 5%-level. There is a significant dependency between the specific training, (namely foundation, intermediate, secondary phase or other) of teachers (A) and the perceived value of the workshop to empower the teachers to present reading lessons in an OBE framework (B): 95.9% of the foundation phase teachers, 100% from the intermediate phase and 100% of the senior phase indicated the value of the workshop to empower teachers to present reading lessons in OBE framework as *useful* and *very useful*. Only 4.2% of the teachers with training in the foundation phase, *expected more* from the workshop while 20% with other training *expected more* from the workshop to empower them to present reading lessons in an OBE framework.

Ho3: There is no significant dependency between the relevant education qualification value (A) and the teachers need for further training in teaching reading (B)?

Table 12 Frequency of responses: the relevant education qualification value (A) and the teachers' need for further training in teaching reading (B)

A	REQV 10 (Gr12)	REQV 11 (M+1)	REQV 12 (M+2)	REQV 13 (M+3)	REQV 14 (M+4)	REQV 15 (M+5)	REQV 16 (M+6)
Need for training	100%	50%	100%	95.8%	100%	100%	100%
No need for training	-	50%	-	4.2%	-	-	-
Total A	100%	100%	100%	100%	100%	100%	100%

(REQV – relevant education qualification value)

Table 13 Chi-square and significance of dependency between the relevant education qualification value (A) and the teachers' need for further training in teaching reading (B)

Chi-square	df	Significance
34,287	7	p<0.01

According to Tables 12 and 13, the null-hypothesis may be rejected on the 1%-level. There is a significant dependency between the relevant education qualification value (A) and the teachers' need for further training in teaching reading (B). Thus, there is a significant dependency in the number of teachers with diverse education qualifications in their evaluation of the workshop. According to Table 12 those teachers with M+1 (50%) were significantly less aware of their need for further training in teaching learners to read than the other teachers (100% or 95.8%).

Ho4: There is no significant dependency between the method used to teach reading (A) and the teachers' accommodation of learners at different reading competence levels (B).

Table 14 Frequency of responses: method used to teach reading (A) and the teachers' accommodation of learners at different reading competence levels (B)

A	Phonic	Look and say	Combined	Integrated in 3 learning programmes
Accommodating	91.7	55.6	95.0	90.3
Not accommodating	8.3	44.4	5.0	9.7
Total A	100	100	100	100

Table 15 Chi-square and significance of dependency between the method used to teach reading (A) and the teachers' accommodation of learners at different reading competence levels (B)

Chi-square	df	Significance
12.020	3	p<0.01

According to Tables 14 and 15, the null-hypothesis may be rejected on the 1%-level. There is a significant dependency between the method used to teach reading (A) and the teachers' accommodation at different reading competence levels (B). According to Table 14 those teachers using the phonic method (91.7%), the combined method (95.0%) and those integrating reading in the three learning programmes (90.3%) are more accommodating to learners on different reading competence levels, than teachers using the look and say method (55.6%).

Correlation between different variables

In addition to the above mentioned a number of hypotheses were stated regarding correlations between different variables and tested by means of the Pearson correlation coefficient (De Vos & Fouché 1998: 231).

Ho5: There is no significant correlation between teachers' experience in foundation phase education and their perception of how valuable the workshop was to make them aware of their need to know more about reading instruction.

Ho6: There is no significant correlation between teachers' experience in foundation phase education and their evaluation of the applicability of the integrated method in their specific set up.

Ho7: There is no significant correlation between teachers' experience in foundation phase

education and their evaluation of the value of the workshop to empower them to present reading lessons.

Ho8: There is no significant correlation between teachers' further educational training and their perception of how valuable the workshop was to make them aware of their need to know more about reading instruction.

Table 16 Correlation and significance of correlations for various variables

Variables	Correlation	Significance
Years of teaching experience in foundation phase: The value of the workshop to make me aware of my need to know more about reading instruction was ...	0.242	p<0.05
Years of teaching experience in foundation phase: I foresee the applicability of the integrated method in my specific set up ...	0.265	p<0.05
Years of teaching experience in foundation phase: The value of the workshop to empower me to present reading lessons, is ...	0.250	p<0.05
Further educational training in: The value of the workshop to make me aware of my need to know more about reading instruction was ...	0.212	p<0.05

All the correlations are positive and low. Moreover, the null-hypotheses can be rejected on the 5%-level for all the above mentioned. Thus the following can be concluded:

- (1) The more experienced teachers are, the more positively they evaluated the workshop to make them aware of their need to know more about reading instruction and vice versa.
- (2) The more experienced teachers are, the more applicable they evaluated the workshop in their specific context and vice versa.
- (3) The more experienced teachers are, the more positively they evaluated the workshop to empower them to present reading lessons and vice versa.
- (4) The better trained teachers are, the more positively they evaluated the workshop to make them aware of their need to know more about reading instruction and vice versa.

Determining of averages and significance of difference between variables

T-tests were used to determine the significance of differences between the average of two variables for the following two hypotheses:

Ho9: There is no significant difference in the evaluation of the integrated reading method as presented in the workshop between (1) teachers teaching in their home language and (2) teachers teaching in a second/third language.

Ho10: There is no significant difference in the evaluation of the workshop in getting ideas to develop learners' vocabulary between teachers (1) who teach in their first language and (2) teachers who teach in their second/third language.

Table 17 Averages and significance of difference between averages for integrated reading

method

Variables	N	Average	F	Significance
The integrated reading method as presented to me.				
I teach in my home language	56	4.68	4.8	p<0.05
I teach in a second/third language	36	5.56	26	
The value of the workshop in getting ideas to develop learners' vocabulary				
I teach in my home language	56	4.63	5.4	p<0.05
I teach in a second/third language	37	4.78	37	

Information in the above table indicates that:

- (1) Ho9 may be rejected on the 5%-level of significance. Teachers teaching in their second or third language evaluated the workshop significantly more positively than teachers teaching in their first language.
- (2) Ho10 may be rejected on the 5%-level of significance. Teachers teaching in their second or third language evaluated the workshop significantly more positively regarding getting ideas to develop learners' vocabulary.

Qualitative findings

Three open questions determined the teachers' perceptions of the most *rewarding* and *frustrating* aspects of the workshop and what they would *recommend* regarding future workshops on the teaching of reading in an OBE framework. Teachers responded very positively regarding the rewarding aspects of the workshop. One teacher said: "I got lots of ideas to present reading in an interesting way." Another teacher appreciates the integrated reading method with: "I like the way that learners can design their own readers." Another teacher remarked: "I learn more about playing games while teaching." These responses confirm the quantitative findings that teachers indicated that the workshop empowered them to present reading lessons.

The most frustrating aspect indicated by some of the teachers is that there was too much information to absorb in one day. One of the teachers indicated the most frustrating aspect as: "A lot of useful information within a short time." Most of the teachers indicated that they experienced no frustrations during the workshop. Many teachers recommended more workshops on OBE for all learning areas as well as information on assessment.

Conclusion

According to survey research (Lessing & De Witt 2001) teachers currently teaching reading in the foundation phase indicated a need for further training in teaching reading. A workshop was presented with the aim to empower teachers in the foundation phase to *teach reading in an OBE framework*. The workshop gave attention to reading as an important aspect of the literacy learning area and ideas were given to enhance the acquisition of vocabulary, sight reading vocabulary, decoding skills and comprehension. The importance of integration in the literacy language area as well as integration of different learning areas was stressed.

Teachers who were trained to teach in the foundation, intermediate and senior phases showed a higher perception of the applicability of the integrated method to teach reading in their own contexts than teachers who are not specifically trained for teaching. They also perceived the value of the workshop to empower the teachers to present reading lessons as useful and very useful.

Teachers with a relevant education qualification value of REQV 11 (M+1) was significantly less aware of their need for further training in teaching learners to read. It is also clear that the teachers' accommodation of readers on different reading competence levels are dependent on the method they use to teach reading to beginners.

The findings from the questionnaire indicate that experienced teachers became more aware of their need to know more about reading instruction and they evaluated the workshop as applicable to their specific context. Experienced teachers evaluated the workshop as empowering to present reading lessons. What was also interesting is that teachers teaching in their second or third language evaluated the workshop more positively than teachers teaching in their first language and they indicated that they got ideas to develop learners' vocabulary. The workshop was evaluated by most of the teachers as very valuable and they indicated that they were empowered by the presentation of the workshop to present reading lessons. The findings from the questionnaire are confirmed by the qualitative research.

If the above is taken into cognisance, it has far-reaching implications for teacher training. It will be worthwhile for Teacher Training Institutions to include these recommendations in planning for future training programmes.

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