An analysis of What and How Reading Literacy Components are included and taught within a Foundation Phase Teacher Preparation Programme

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Abstract

National and international studies indicate that the preparation of teachers to teach reading is inconsistent across universities worldwide. Teacher preparation programmes lack rigorous research based findings and recommendations point to the fact that evidence-based research and integrated approaches should be incorporated to address this inconsistency. There is a need for a comprehensive curriculum to guide pre-service teachers toward a coherent knowledge base for the effective teaching of reading as teachers do not have an understanding of *what* to teach or *how* to teach it. Literature identifies that the inclusion, and explicit teaching of the five reading literacy components (phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension) form the essential components which should be instructed to enable teachers to teach reading. This study analysed a teacher preparation programme to identify *what* reading literacy components are taught as well as *how* the reading literacy components are taught within the programme. The results reflect that the reading literacy components are included haphazardly within the teacher preparation programme and there is no evidence-based research incorporated. It is clear that the pre-service teachers are not taught "how" to teach the reading literacy components as the science of reading is not focused on in the teacher preparation programme studied.

The findings of this study support the literature base requiring teachers to be equipped with a disciplinary knowledge base to teach reading. Furthermore, teachers should be provided with a rigorous, research-based curriculum which will enable them to become expert reading literacy teachers who will be well prepared to implement research-based programmes and practices.

Key terms:

teacher preparation, phonemic awareness, phonics, fluency, vocabulary, comprehension, reading literacy components

Opsomming

Nasionale en internasionale studies toon dat die voorbereiding van onderwysers om lees te onderrig in universiteite wêreldwyd nie konsekwent toegepas word nie. Onderwysers-opleidingsprogramme het ’n gebrek aan diepgaande navorsingsbaseerde bevindinge en aanbevelings dui daarop dat wetenskaplike navorsing en geïntegreerde benaderings geïnkorporeer behoort te word om hierdie inkonsekwentheid aan te spreek. Daar is ’n behoefte aan ‘n omvattende kurrikulum om voordiens- onderwysers te begelei na ’n koherente kennisbasis vir effektiewe onderrig van leesonderwysers wat nie beskik oor ’n begrip van wat om te onderrig of hoe om dit te onderig nie. Uit die literatuur blyk dit dat onderwysers spesifieke kennis en vaardighede moet verwerf om die vyf leeskomponente, naamlik fonemiese bewustheid, phonics (klankleer), vlotheid, woordeskatkennis en leesbegrip, te onderrig. Daarom moet hierdie leeskomponente ook as kernkomponente in die onderrigplan van onderwysers ingesluit word. Hierdie studie het ’n onderwyservoorbereidingsprogram geanaliseer ten einde te identifiseer *watter* leeskomponente onderrig word, sowel as hoe die leesgeletterdheidskomponente ingesluit word binne die program. Die resultate het aangetoon dat die leeskomponente op ’n lukraak wyse binne die onderwysersvoorbereidingsprogram ingesluit word en dat daar geen navorsingsbaseerde bevindinge in die program geïnkorporeer is nie. Dit is duidelik dat die onderwysersopleidingsprogram nie fokus op die wetenskap van lees nie; dus word die voordiensonderwysers nie onderrig *hoe* om die leeskomponente te onderrig nie.

Die bevindinge van hierdie studie ondersteun die siening dat onderwysers wat lees onderrig, toegerus behoort te word met ’n dissiplinêre kennisbasis om lees effektief te onderrig. Voorts behoort onderwysers toegerus te word met ’n diepgaande, navorsingsgebaseerde kurrikulum wat hulle in staat sal stel om onderwysers te word wat lees uitnemend kan onderrig en in staat sal wees om navorsingsgebaseerde programme en praktyke toe te pas.

Sleutelterme:

Onderwyservoorbereiding, fonemiese bewustheid, phonics (klankleer), woordeskat, begrip, leeskomponente

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List of acronyms

IRA	International Reading Association
DoE	Department of Education
NRP	National Reading Panel
US	United States
NCTQ	National Council on Teacher Quality
DHET	Department of Higher Education and Training
DoBE	Department of Basic Education
NCS	National Curriculum Statement
B Ed	Baccalaureus Educationis
HEI	Higher Education Institutions
PIRLS	Progress in International Reading Literacy Study
NAEYC	National Association for the Education of Young Children
APS	Achievement Point Score
NSC	National Senior Certificate
WIL	Work Integrated Learning
CAPS	Curriculum and Assessment Policy Statement

Chapter 1

Contextualisation and Problem Statement

1.1 Problem statement

"In 2001 and 2004, the Department of Education conducted two national systemic evaluations to establish literacy and numeracy levels in primary schools. These surveys showed shockingly low levels of reading ability across the country. Large numbers of our children simply do not read" (Department of Education (DoE), 2008a:4). This was confirmed by the results of the 2011 Annual National Assessments conducted by the Department of Basic Education (DoBE). 19 470 Grade 3 learners in 827 schools country wide were tested, these tests revealed that South Africa's children scored a mere 35 percent average in the literacy test (DoBE, 2010:18).

The teaching of reading is an especially critical element of elementary education. In the 21st century, it is not enough to be able simply to read and write, even young children must master new and changing literacy's that come with advances in science, technology, and culture. The dramatically transformed array of media in schools, the workplace, and other walks of life demands unprecedented levels of reading proficiency (Smith, Milulecky, Kibby, Dreher, & Dole, 2000). If students are to read at a higher level, the teaching of reading must change accordingly. Consequently, each Faculty of Education should examine every facet of its programmes, specifically the Foundation Phase, and consider how to make them even more effective.

According to the International Reading Association (IRA) (2003a:1-2), "[T]eachers should be well prepared to implement research-based programs and practices, and they must have the knowledge and skills to use professional judgement when those programs and practices are not working for particular children." According to Moats (1999), a chasm exists between classroom instructional practices and the research knowledge-base on reading development. Part of the responsibility for this divide lies with teacher preparation programmes, many of which, for a variety of reasons, have failed to adequately prepare their teacher candidates to teach reading. Pandor (2008:45) notes that "We recognise, however, that teachers still struggle to translate the curriculum into good classroom practice. Teachers need support to implement the curriculum." The South African DoE (2009) appointed a panel of experts to investigate the nature of the challenges and problems experienced

in the implementation of the National Curriculum Statement (NCS). One factor which became apparent was that “[C]ertainty and specificity about what to teach and how to teach it will help to restore confidence and stability in the system.” (DoE, 2009:61). From this it might be possible to deduce that teachers do not know **what** to teach or even **how** to teach it.

The key to ensuring that all children reach their potential in learning to read, rests with formal training and experiences that teachers receive in assessing individual differences and in delivery of direct and informed instruction. Lyon (2002:7) suggests that teacher preparation is the key to teaching children to read. The quality of the teacher is consistently found to be an important predictor of student achievement (Goldhaber, 2002; Rockoff, 2004). Shulman and Sykes (1983:504) state that, “[T]he teacher must remain the key … Debate over educational policy are moot, if the primary agents of instruction are incapable of performing their functions well.”

In 1997, the National Reading Panel (NRP) was convened by United States (US) governmental agencies and Congress to "assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read" (NRP, 2000:1-1). This panel concluded that research findings support the inclusion of five components in the teaching of reading: explicit, systematic teaching of *phonemic awareness* and *phonics,* guided oral reading to improve *fluency,* direct and indirect *vocabulary* building, and exposure to a variety of reading *comprehension* strategies. In 2006, the National Council on Teacher Quality (NCTQ) used these five categories to evaluate a random sample of American teacher preparation programmes at the undergraduate and graduate levels. The NCTQ's findings are evident from the title of the report on this study: *What Education Schools Aren't Teaching about Reading and What Elementary Teachers Aren't Learning* (Walsh, Glaser, & Wilcox, 2006). The NCTQ found that of the 72 schools of education it surveyed, only 15% were educating pre-service teachers about the five essential components of reading instruction as defined by the NRP and supported by the Department of Education in their publications of *Teaching Reading in the Early Grades A Teachers handbook* and *The National Reading Strategy.*

Teaching reading is a job for an expert. Contrary to the popular belief that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice (Moats, 1999:11). According to Moats (1999:6), comprehensive redesign of teacher preparation

programmes is possible, but it must begin with a definition of the knowledge and skills necessary for effective practice and demonstration of how these are best learned. New teachers require much more extensive, demanding, and content driven training if discoveries from the reading sciences are to inform classroom practice (Moats, 1999:8; Walsh *et al*., 2006:8-9).

In order to improve how pre-service teachers are prepared to teach reading, it is necessary first to understand how this preparation takes place at present. To accomplish this, the study will systematically examine how a university in the North West Province prepares its pre-service Foundation Phase teachers, especially with regard to the five components identified by the US NRP (2000) and required by the South African DoE (2008b:11).

1.2 Literature review

It was not until 1961 that researchers undertook the first systematic study on pre-service teacher preparation (Austin & Morrison, 1962). This groundbreaking study focused primarily on content knowledge versus instructional methods in the curricula of teacher preparation programmes. It brought to light deficiencies in teacher education.

Teacher preparation programmes use a variety of methods to prepare pre-service teachers to teach reading in elementary classrooms. Only quite recently have researchers investigated the optimal methods for this type of teacher preparation (Cochran-Smith & Fries, 2005:53). Such research tries to answer broad questions. What do pre-service teachers need to *know* in order to teach reading effectively? What do they need to be able to *do?* What are the best methods for preparing pre-service teachers?

Since 1961, there has been a great deal of research about reading, and about effective reading instruction. However, there has been relatively little research on the preparation of pre-service teachers to teach reading. What research has occurred has focused largely on teachers' philosophical beliefs and instructional approaches, rather than on content knowledge (McCutchen, Abbott, Green, Beretvas, Cox, Potter, Quirogq & Gray 2002:69). Fewer research studies have examined the scientific basis of the content and methods taught in teacher preparation programmes. Also, few researchers have applied qualitative research techniques to these issues. As has been noted (Ball, 2000:241-247), the addition of a qualitative element is necessary because teacher preparation programmes must do three quite different things: (a) identify content knowledge that matters for teaching reading, (b) discover how to best teach that content knowledge

to pre-service teachers, and (c) determine what it takes for teachers to put that knowledge into practice.

In 2005, the Australian government released the results of a national inquiry about the teaching of reading. The report, *Teaching Reading* (Rowe, 2005:20), concluded that Australia's institutions of higher learning have "significant opportunities for improvement in teacher preparation". The study recommended that to ensure that beginning teachers were prepared for effective teaching, Australian teacher education programmes should place greater emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

A common critique of teacher education is that teachers lack depth and breadth of content knowledge required to teach literacy (Layton & Deeny, 1995:20; Nolen, McCutchen, & Berninger, 1990:64). Furthermore, Snow, Burns and Griffin (1998:289) quote Kagan as she said that university courses fail to provide novices with adequate procedural knowledge of classrooms, adequate knowledge of pupils or the extended practica needed to acquire that knowledge, or a realistic view of teaching in its full classroom. Snow *et al*. (1998:289) continue to say that several researchers have found that teacher preparation programmes for the teaching of reading have not been adequate to bring about the research-based changes in the classroom practices that result in success. Furthermore, they state that even if sufficient course work with the needed content is available, the problem of transferring the knowledge to the future teacher's practice must be addressed.

Today's teachers must understand a great deal about how children develop and learn, what they know, and what they can do. Teachers must know and be able to apply a variety of teaching techniques to meet the individual needs of students. They must be able to identify students' strengths and weaknesses and plan instructional programmes that help students make progress (Snow *et al*., 1998:279). Snow *et al*. (1998:284) align teacher preparation programmes with the opportunities that should be provided to young children in order to prevent reading difficulties. They continue to say that teachers must have a deep understanding of the *what*, the *how* and the why of language and literacy.

The Department of Basic Education (DoBE) and the Department of Higher Education and Training (DHET) (2011:15) has identified that teacher quality is an area that needs attention and reiterates that the Policy on the Minimum Requirements for Teacher Education Qualifications Framework

defines standards at a generic level for all teacher education qualifications. However, they recognise that specific standards need to be developed that relate to the areas of expertise in which teachers need to specialise (DoBE & DHET, 2011:15).

Rose (2006:5) notes that training to equip those who are responsible for beginner readers with a good understanding of the core principles and skills has become a critical issue. He continues to say that there is room for improvement in all types of training of individuals for these roles as practitioners and teachers need to have detailed knowledge and understanding of reading content so that they can plan and implement high quality programmes. Furthermore, he notes that imaginative and skilful teaching which engages and motivates children does not happen by chance but rather through well trained adults, who are skilled in observing and assessing children's learning, good planning and preparation.

The following research questions are addressed in the study:

- **What** reading literacy components should be addressed (based on an international and national literature review) and are included in a foundation phase teacher preparation programme within the Faculty of Education Sciences at the North-West University (all three campuses)?
- **How** does the Faculty of Education Sciences at the North-West University prepare its pre-service teachers to teach and assess the reading literacy components?

1.3 The purpose of this study is to:

- Determine what reading literacy components should be addressed, and are included in a foundation phase teacher preparation programme within the Faculty of Education Sciences at the North-West University.
- Determine how the Faculty of Education Sciences at the North-West University prepares its pre-service teachers to teach and assess the reading literacy components.
- Formulate knowledge and practice standards in terms of *what* and *how* reading literacy components should be included and taught within a foundation phase teacher preparation programme in order to improve the quality of reading literacy training.

1.4 Central theoretical statement

The current foundation phase teacher preparation programme at the North-West University is not sufficiently preparing Afrikaans, English and Setswana mother tongue pre-service teachers in ***what*** to teach and ***how*** to teach the reading literacy components within the B Ed programme.

1.5 Research methodology

A detailed discussion of the research methodology used in this study is given in chapter 3.

1.5.1 Research paradigm

This study is situated within an interpretive paradigm. Interpretivists believe that reality is not objectively determined, but is socially constructed (Hussey & Hussey, 1997). In essence, this research paradigm is concerned with the uniqueness of a particular situation, contributing to the underlying pursuit of contextual depth (Myers, 1997).

1.5.2 Research design

A case study is appropriate for the intended study. This descriptive and interpretive study took place within a bounded context. It focused on one teacher preparation programme. Yin (2003:1) supports this when he states that "case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real life context". This approach was best described by Stake (1994:242) who wrote, "[Q]ualitative case study is characterized by the main researcher spending substantial time on site, personally in contact with activities and operations of the case, reflecting, revising meanings of what is going on".

1.5.3 Participants

According to Creswell (2007:74) purposeful sampling shows different perspectives on the problem therefore it is imperative that persons partaking in the study are knowledgeable about the topic and can be a source where information can be obtained. This particular study focused on a Foundation Phase teacher preparation programme, namely the Baccalaureus Educationis (B Ed) (Foundation Phase) degree. It is offered over four years and trains students to teach from grade R to grade 3. The participants included in the study were the literacy lecturers (English, Afrikaans and Setswana)

from all three campuses who work in the Foundation Phase Subject Group of this programme (n = 5).

1.5.4 Data collection methods

According to Niewenhuis (2007:75), “A key strength of the case study method is the use of multiple sources and techniques in the data gathering process”. It is therefore up to the researcher to choose evidence as well as determine the techniques that will be used to collect the data. The data collection methods chosen for this research provide rich data specifically focused on the research questions. Data collection methods included individual interviews, direct observation and the collection and examination of documents (e.g., study guides, reading compendiums, assignments, and examination papers).

1.5.5 Methods of analysis

Maxwell (1996:77) wrote that the "qualitative researcher begins data analysis immediately after finishing the first interview or observation and continues to analyse the data as long as he or she is working on the research". Data analysis is multifaceted. Analysis includes organizing data, generating categories and themes, coding data, and interpretation.

Maykut and Morehouse (1994:126) inform us that a defining characteristic of qualitative research is an inductive approach to data analysis. An inductive approach refers to the fact that data is collected that refers to the research question, generating a hypothesis is not a priority and the variables for the data collection are not predetermined (Maykut & Morehouse, 1994:126-127). A content analysis approach to data analysis was used to analyse the data.

1.5.6 Ethical issues

Research involves several ethical issues. Clandinin and Connelly (2000:170) note that, "Ethical matters shift and change as we move through an inquiry. They are never far from the heart of our inquiries no matter where we are in the inquiry process". Merriam (1988:179) states that, "[I]n a qualitative case study, ethical dilemmas are likely to emerge at two points: during the collection of data and in the dissemination of findings". Punch (1994:89) states that "most concern revolves around issues of harm, consent, deception, privacy, and confidentiality of data". The proposed research design requires no deceptive practices or methods. Its intent is clear.

Prior to volunteering, potential participants received sufficient information to make decisions about participating. They signed informed consent forms which detailed their involvement and the study's purpose. Participants were informed of their right to withdraw at any time, and of the terms of confidentiality for this study.

Ethical clearance was obtained from the North-West University's Ethical Committee before the commencement of the study.

1.6 Chapter division

In Chapter 1 the contextualisation and problem statement is discussed. Chapter 2 reviews international and national studies on teacher preparation programmes and reflects what the literature says about *what* and *how* reading literacy components should be taught within teacher preparation programmes. The Developmental theory of reading provides the theoretical basis of this study. Chapter 3 discusses the methodology applied within the study and chapter 4 presents the data and the discussions thereof. Chapter 5 presents the conclusion, knowledge and practice standards for the teaching of the reading literacy components within a teacher preparation programme. Moreover, implications for teacher preparation programmes are drawn and recommendations for further studies are suggested.

Chapter 2

Teacher Preparation Programmes: A focus on Reading Literacy

2.1 Introduction

The IRA (2003b:2) emphasises the fact that colleges and universities that prepare teachers have a pivotal role to play in meeting the challenge of placing a quality teacher of reading in every classroom. Based on their assumption that teachers enter the profession through an undergraduate preparation programme in higher education, they decided to explore this further as there is no documented knowledge or facts about these programmes. Furthermore, there is no knowledge of the quality of the preparation these programmes provide as well as no knowledge of the success of these programmes or even whether the quality of these programmes make a difference in the quality of teaching and student achievement (IRA, 2003b:2). It can therefore be concluded that in the United States, there is no conclusive data regarding the quality and effectiveness of teacher preparation programmes.

In South Africa, the National Teacher Education Audit in 1996 concluded that the quality of teacher education was generally poor, inefficient, and cost-ineffective (Hofmeyer & Hall, 1996:41). Similarly, a review of eight Higher Education Institutions (HEIs) offering Foundation Phase teacher training programmes indicated wide variation in the programme goals espoused, and the design of the programmes focusing on literacy teaching (Zimmerman, Howie & Long, 2008:45). According to the DoBE and DHET (2011:15), the quality and the relevance of the teacher preparation programmes offered by HEIs, vary widely. In the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025,* (DoBE & DHET, 2011:3), it is stated that universities have the responsibility for ensuring that the programmes being offered are of high quality and lead to meaningful development for teachers.

Thus, the content within teacher preparation programmes seems to be questionable, regardless of this, teachers still need to fulfil their task of teaching our children to read, therefore teachers need to have sufficient knowledge of all the elements which pertain to this task. According to the DoE (2008b:12), teachers responsible for teaching foundation phase learners must have knowledge of the five components of reading, namely, phonemic awareness, word recognition, vocabulary, fluency and comprehension. In 1997, the US governmental agencies and Congress convened the NRP to assess the status of research-based knowledge as well as the effectiveness of various

approaches to teaching children to read (NRP, 2000:1-1). Like the South African DoE, this panel found that research findings support the inclusion of the five components in the teaching of reading. Therefore, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension should form an integral part of foundation phase teacher preparation programmes.

The purpose of this chapter is firstly, to give an overview of teacher preparation programmes from an international perspective (kindergarten to grade 3) and from a South African perspective (foundation phase grade R to grade 3), as well as discuss a theoretical framework for teacher preparation programmes. The second focus of this chapter is a discussion of the knowledge and skills needed by teachers to teach the five essential reading components as identified in the international and South African literature. The discussion is focused on the inclusion of evidence-based research as it relates to reading literacy instruction.

2.2 Teacher preparation programmes: An international perspective

Snow, Burns and Griffin (1998:279) note that pre-service teacher education is intended to develop teacher expertise for teaching reading and preventing reading difficulties, but it encounters many obstacles. Teacher preparation programmes often cannot meet the challenge in preparing teachers for highly complex and increasingly diverse schools and classrooms, the challenge of keeping abreast of current developments in research and practice, the complexity of the knowledge base, the difficulty of learning many of the skills required to enact the knowledge base as well as work with children who experience learning difficulties.

According to the IRA (2003b:1), there is a growing consensus in the United States that putting a quality teacher in every classroom is the key to addressing the challenges of literacy learning in schools. They found that effective teaching makes a difference in student learning. Teachers – not instructional methods or the materials – are crucial to promoting student learning. The IRA (2003b:1) mentions that researchers agree that effective teachers of reading are knowledgeable, strategic, adaptive, responsive and reflective.

Lyon (2002:7) states that teacher preparation is the key to teaching children to read. The quality of the teacher is consistently found to be an important predictor of student achievement (Goldhaber, 2002; Rockoff, 2004). According to Snow *et al.* (1998:283), very little time is allocated to preparing teachers to teach reading; reading is often embedded in a course for teaching English Language arts which dilutes the focus of reading. This also means that the amount of time is insufficient to

provide beginning teachers with the knowledge and skills necessary to enable them to help all children become successful readers. Rowe (2005:116) notes that it is reasonable to expect that teacher training programmes should take responsibility for developing specialist knowledge, skills and capabilities their students will need to become effective teachers of reading. According to Brady and Moats (1997:1), the knowledge children need to master in order to succeed at reading is well documented, and all kinds of instructional methods that are effective have also been verified. However, most teachers are not being given the content and depth of training needed to enable them to provide appropriate instruction (Brady & Moats, 1997:1).

According to Levine (in Lyon & Weiser, 2009:478), teacher preparation programmes "cling to an outdated, historically flawed vision of teacher education that is at odds with society". Levine's work revealed that if teachers are to be provided with content, assessment knowledge, instructional expertise, and classroom management capabilities that are to improve student reading proficiency, then colleges of education must also address their low admissions standards, their fragmented and inconsistent curricula, their educational faculty who are disconnected from the real world of the classroom, and their sufficient quality control of programme structures and courses (Lyon & Weiser, 2009:478).

Spear-Swerling and Brucker (2004:332) note that the importance of effective teacher preparation has been widely recognised by scientific scholars like Moats and professional organisations like the International Reading Panel. Moats and the International Reading Panel emphasise the extensive knowledge base and skills required to teach reading well to diverse groups of children (Spear-Swerling & Brucker, 2004:333). Spear-Swerling and Brucker (2004:333) have drawn the conclusion that well prepared teachers are central to implementing the recommendations of scholarly panels such as the International Reading Panel. Moreover, teachers' knowledge base and skills for developing children's word level reading abilities are important and should be addressed in teacher preparation programmes (Spear-Swerling & Brucker, 2004:333). Thus, prospective teachers need opportunities to apply their knowledge in working with children (Spear-Swerling & Brucker, 2004:333).

2.2.1 Preparation of teachers in the United States

The IRA (2003a) states that preparing beginning teachers in the United States to teach reading well must be a top priority. Upon investigating teacher preparation programmes, The National

Commission on Teaching and America's Future (1996:31-32) found that American teacher education programmes taught theory separately from application. In lecture halls, teachers were taught to teach from texts and by lecturers who had not themselves ever practiced what they were teaching. Students' courses on subject matter were disconnected from their courses on teaching methods, which were in turn disconnected from their courses on learning and development. Thus, when they entered their own classrooms, they could not remember or apply much of what they had learnt; so they reverted to what they knew best, the way they (the teachers) had been taught. According to the National Commission on Teaching and America's Future (1996:31-32), breaking this cycle requires that teachers are educated in partnerships with schools that are exemplars of what is possible rather than what has been done.

The National Commission on Teaching and America's Future (1996:32) identified the following difficulties within teacher preparation programmes:

- **Inadequate Time –** the fact that the undergraduate degree is confined to four years makes it hard to learn subject matter, child development, learning theories, and effective teaching strategies.
- **Fragmentation –** fragmentation in courses occur because key elements that teachers have to learn are disconnected from each other. The National Commission on Teaching and America's Future (1996:32) found that coursework is separate from practice teaching; professional skills are segmented into separate courses; faculties in the arts and sciences are insulated from education professors. Would-be teachers are left to their own devices to put it all together.
- **Uninspired Teaching Methods -** traditional lecture methods still dominate in much of higher education so prospective teachers do not to learn active, hands-on and minds-on teaching methods which they should experience firsthand in their training.
- **Superficial Curriculum -** The National Commission on Teaching and America's Future (1996:32) found that the curriculum used in teacher preparation programmes is superficial as a focus is placed on subject matter methods and educational psychology. Pre-service teachers do not learn deeply about how to understand and handle real problems of practice.
- **Traditional Views of Schooling –** a deficit in the preparation of teachers is also identified as institutions have pressures to prepare candidates for schools as they are, most pre-

service teachers learn to work in isolation, rather than in teams, and to master chalkboards and textbooks instead of implementing technology.

In 1999, the IRA convened the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction. This commission was asked to study teacher preparation and provide leadership for change. The commission's focus was to:

- conduct a national survey to determine the current practices;
- identify common characteristics of excellent reading teacher preparation programmes which could be scrutinised and used to help improve other programmes; and
- conduct a comparative study of the effectiveness of graduates of excellent teacher preparation programmes.

Twenty-eight colleges and universities applied to participate in the study. However, reading experts identified only eight institutions with outstanding credentials for preparing excellent reading teachers in their teacher preparation programmes. The commission found that teachers who are well prepared in quality reading teacher education programmes are more successful and confident in their knowledge and instructional practises. Furthermore, they found that the better prepared teachers are also well grounded in their vision of literacy and their ability to teach reading as they are more comfortable finessing the system, enriching the programme and drawing from a repertoire of strategies to help struggling students. Another finding of the commission was that teachers who are prepared in quality reading teacher education programmes are teaching in measurably different ways than most teachers (IRA, 2003b:7-8).

As part of the work of the commission they characterised the key features of a quality baccalaureate programme in reading teacher preparation. Astonishingly, "there is a convergence with the Standards for Reading Professionals" (IRA, 2003b:10). The commission found that teacher educators centre their programmes on a vision of literacy, quality teaching and quality teacher education. The commission also found that teacher educators engage pre-service teachers with a comprehensive curriculum, and guide them toward a **cohesive** knowledge base for effective teacher decision-making around the following topics:

- early literacy, including oral language, phonemic awareness, phonics and word identification;

- fluency, vocabulary and comprehension;
- assessing all aspects of literacy learning and;
- organising and managing literacy instruction across all grades.

Thus, the commission found research evidence that identifies critical features of teacher preparation programmes that produce excellent classroom teachers of reading (IRA, 2003b:10).

In 1997, the NRP was convened by US governmental agencies and Congress to "assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read" (NRP, 2000:1-1). The panel was comprised of 14 individuals stretching from leading scientists in reading research, reading teachers, educational administrators and parents. To establish the needs and understandings of research, the work of the panel included public hearings where they utilised the knowledge of the direct consumers being teachers, parents, students and policymakers (NRP, 2000:1-2). Themes identified from the hearings included:

- the importance of the role of the parents and other concerned individuals;
- the importance of early identification and intervention;
- the importance of phonemic awareness, phonics, and good literature in reading instruction;
- the need for clear, objective and scientifically based information on the effectiveness of different types of reading instruction; and
- the importance of the role of the teacher.

The panel thus composed sub-groups to further investigate various topics identified by the panel. These topics included: phonemic awareness instruction, phonics instruction, fluency, comprehension, vocabulary instruction, teacher education and reading instruction. These sub-groups formulated seven broad questions to guide their efforts in meeting the demands of the work intended (NRP, 2000:1-3). These questions include:

1. Does instruction in phonemic awareness improve reading? If so, how is this instruction best provided?
2. Does phonics instruction improve reading achievement? If so, how is this instruction best provided?
3. Does guided oral reading instruction improve fluency and reading comprehension? If so, how is this instruction best provided?

4. Does vocabulary instruction improve reading instruction? If so, how is this instruction best provided?
5. Does comprehension strategy instruction improve reading? If so, how is this instruction best provided?
6. Do programs that increase the amount of children's independent reading improve reading achievement and motivation? If so, how is this instruction best provided?
7. Does teacher education influence how effective teachers are at teaching children to read? If so, how is this instruction best provided?

The findings and determinations of this study were released in a report entitled: Report of the National Reading Panel. Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups, published in 2000.

The NRP (2000) concluded that research findings support the inclusion of five components in the teaching of reading: explicit, systematic teaching of phonemic awareness and phonics, guided oral reading to improve fluency, direct and indirect vocabulary building, and exposure to a variety of reading comprehension strategies. Based on the findings of the NRP, the NCTQ decided to investigate what aspiring elementary teachers are now learning about reading instruction during their preparation as undergraduate students (Walsh, Glaser & Wilcox, 2006:9).

In 2006, the NCTQ conducted a study to glean knowledge into what aspiring teachers are taught about reading instruction (Walsh, *et al*., 2006:3). A random sample of American teacher preparation programmes at the undergraduate and graduate levels were evaluated in this study. The study included rating the various courses, syllabi as well as the various texts used within the courses (Walsh *et al*., 2006:17).

Walsh *et al*. (2006:15-17) report that the NCTQ identified and included any course which met the following criteria:

- Any course which conceivably taught early reading instruction which could be entitled: "early reading", "language arts", 'reading assessment", "corrective reading", "reading in the content areas".
- Any course required of a teacher who aspired to teach kindergarten through to grade five.

- Any compulsory reading courses.

The courses were then analysed to assess the degree to which the five reading components of good reading instruction were taught. The analysis of the courses included a rating of the following factors:

i) the quality of the texts for teaching the basic reading components;
ii) the course objectives and lecture time devoted to teaching the components; and
iii) the assignments that were given to students in which they demonstrate their knowledge of reading instruction.

The NCTQ had the syllabi (content) used in their study reviewed by two reviewers. They were trained by the projects' reading experts and received a reliability rating of 95%. When the reviewers came across syllabi that were unclear, they were characterised and labelled as such. The content was evaluated through observations during the lectures and the reviewers looked for evidence that the five reading components were the topic of:

i) part of the lecture
ii) all of a single lecture
iii) multiple lectures

The reviewers also analysed whether students were expected to demonstrate their knowledge of good reading instruction through different kinds of assessments and assignments (Walsh *et al.*, 2006:17).

Walsh *et al.* (2006:20-36) note that the study conducted by the NCTQ, found that most education schools were not teaching the science of reading, courses which claimed to have a balanced approach simply ignored the science of reading and phonics was taught more frequently that the other components of reading (Walsh *et al.*, 2006:20-36). Furthermore, they found that of the 72 schools of education surveyed, only 15% of the schools of education were educating pre-service teachers about the five essential components of reading instruction (as defined by the NRP) (Walsh *et al.*, 2006:3).

From the work of the NCTQ, Walsh *et al.,* (2006:43-47) recommend that states need to develop reading standards and licensing tests. Schools of education should be accredited to train reading

teachers based on whether they incorporate and focus on the science of reading in their courses. They continue to note that teachers should be required to pass a test in reading to achieve "highly qualified teacher" status, better textbooks should be developed by experts in the field and education schools need to build faculty expertise in reading.

Moats and Foorman (2003) completed a four-year longitudinal study which surveyed teacher knowledge of reading-related concepts. They found gaps in teachers' insights about learning to read and these results correspond to other studies like that of the NCTQ of teachers' content and disciplinary knowledge. According to Moats and Foorman (2003:36), one third of teachers' had acquired basic understanding about reading processes and 20% demonstrated very limited knowledge of information that would seem required, furthermore, 45% demonstrated partial grasp of language, reading development and informal assessment.

It can therefore be concluded that numerous studies conducted in the United States acknowledge that these elements – phonemic awareness, phonics, fluency, vocabulary and comprehension – are increasingly identified as essential content for teacher preparation courses. These elements should be embedded and form a comprehensive curriculum that should guide pre-service teachers toward a coherent knowledge base for the effective teaching of reading. However, impediments such as inadequate time, fragmentation of courses, uninspired teaching methods, superficial curricula and traditional views of schooling remain problems within teacher preparation programmes.

2.2.2 Preparation of teachers in Australia

The Australian government continues to focus on achieving sustained improvements in the literacy and numeracy skills of Australian children to prepare them for their future (Rowe, 2005:1-3). They feel that continuing to achieve a goal of each child meeting appropriate standards in literacy and numeracy is critical in overcoming educational disadvantage. Thus, a national inquiry was conducted by the Australian government regarding the teaching of reading in teacher preparation programmes. In doing so, an independent committee, from the national inquiry, was appointed to review current practices in the literacy acquisition of Australian school children. The committee was asked to inquire into:

- the teaching of reading in Australian schools;
- the assessment of reading proficiency including identification of children with reading difficulties; and
- teacher education, and the extent to which it prepares teachers adequately for reading instruction.

Rowe (2005:7) places great emphasis on the fact that the teaching of literacy (reading and writing) is a complex and highly skilled professional activity. Furthermore, Rowe (2005:11) states that effective literacy teaching, and reading in particular, should be grounded in findings from rigorous evidence-based research.

The Australian study inquired into the four-year bachelor degree courses that prepare student teachers to teach students in the primary grades (Rowe, 2005:91). Their rationale was because the four-year bachelor degree is significant in the sense that it is the source of primary school teachers and due to the fact that these courses would most likely devote the majority of the time to preparing student teachers to teach reading. However, the inquiry found that less than ten per cent of course time is devoted to preparing student teachers to teach reading (Rowe, 2005:113).

The Australian study utilised questionnaires as part of the survey. The questionnaire provided a list of skills and capabilities that were taught which student teachers need to become effective teachers. Respondents were asked to identify the skills and capabilities developed in the course subjects (Rowe, 2005:97-98).

The results of the national inquiry, *Teaching Reading* (Rowe, 2005:11-13) indicated:

- the effective teaching of reading is a highly developed professional skill, therefore teachers must be adequately prepared;
- the preparation of teachers to teach reading is uneven across universities and that an evidence-based, and an integrated approach including instruction in *phonemic awareness, phonics, fluency, vocabulary and comprehension* needs to be adopted;
- teaching standards and student achievement standards are fundamental issues to the determination of reading outcomes (teaching standards refers to standards that should be met by new teachers by the time they graduate); and

- emphasis is placed on the role which assessment plays in the teaching of reading as assessment is needed to identify children who are not making progress and it can be used to compile intervention programmes (Rowe, 2005:11-13).

Rowe (2005:12) notes that the preparation of new teachers to teach reading is inconsistent across universities, and recommends that evidence-based and integrated approaches including instruction in phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension needs to be adopted. This is based on the fact that the inquiry found that teaching approaches used in schools are not supported by findings from evidence-based research and that too many teachers do not have a clear understanding of why, how, what and when to use particular strategies and this has important implications for pre-service teacher education, teacher development and for the design and content of literacy curricula (Rowe, 2005:14).

2.3 Teacher preparation programmes: A South African perspective

An investigation of foundation phase teacher provision by the public universities in South Africa was conducted by Green, Parker, Deacon and Hall (2011). The researchers analysed the systemic evaluations conducted in South Africa in 2009 and found that it demonstrated a significant inequality in foundation phase education provision, within the system in South Africa. Green *et al.* (2011:110-111) reiterate that the low results reflected in the systemic evaluations could be related to the teachers as many teachers who teach young children have not been educated and trained professionally to specialise in this pedagogy. This is due to the fact that until the mid 1990's South African Universities focused on training high school teachers. Subsequently, the training of primary school teachers was left up to the provincial colleges of education (Green *et al.*, 2011:111). It was only after 2001 that foundation phase teachers were trained on a more consistent basis (Green *et al.*, 2011:111) suggesting that it is imperative that intervention in pre-service teacher education programmes occur in South Africa.

Green *et al.* (2011:116) state that the provision of sufficient numbers of excellent teachers for foundation phase classrooms is one of the key strategic levers that South Africa could employ in order to improve learning in the foundation phase as South Africa produced only 27,8% of the estimated need of foundation phase teachers for 2009. South Africa also has a great need for African Language foundation phase teachers; in 2009 only 169 graduated and 3 696 teachers were needed in the system. However, the DoBE and the DHET acknowledge this flaw within the country

and through their *Integrated Strategic Plan for Teacher Education and Development (2011-2025)* envisage to address this matter by attracting and encouraging high-achieving school leavers to become teachers (DoBE & DHET, 2011:11).

Zimmerman, Howie and Long (2008) conducted a cross-sectional survey of the Bachelor of Education degree for the Early Childhood Development/Foundation Phase teacher preparation programmes at South African HEIs. The survey was a branch of the Centre for Evaluation and Assessment's Teaching Literacy Education Project, which investigated pre-service and in-service training initiatives for literacy teaching in South Africa. The aim of the survey was to be able to describe how pre-service teachers are being trained to teach literacy to South African Foundation Phase students. Eight institutions namely, the University of Pretoria, the University of the Witwatersrand, Cape Peninsula University of Technology, Stellenbosch University, Nelson Mandela Metropolitan University, the University of Fort Hare, North-West University, the University of Kwa-Zulu Natal and the University of Zululand completed the survey questionnaire and a comparative content analysis was conducted.

Zimmerman *et al.* (2008:58) found that there is wide variation in both the programme goals and the design of the programmes at the various institutions within the country. The content for these literacy programmes was well considered as each module and study unit served a specific goal for teacher education that was in line with the national curriculum and international trends. However, time limitations, resource inadequacies and lack of optimal opportunities for student teachers' practical exposure impeded the achievement of programme goals. Moreover, Zimmerman *et al.* (2008:46) found that the learner achievement data released in the Progress in International Reading Literacy Study (PIRLS) suggest that teachers may not have the repertoire of skills needed to prepare students as students are struggling to develop reading literacy competencies. They recognise that teachers' acquisition of the teaching skills necessary to bring about the development of literate language competence are critical (Zimmerman *et al.*, 2008:46).

Concerns were raised as discrepancies became apparent between different institutions with regard to time allocation, the numbers of modules and semesters for the preparation of student teachers to teach reading literacy (Zimmerman *et al.*, 2008:58). They then drew the conclusion that newly-qualified teachers enter classrooms around the country with varying levels of exposure to and experience in the teaching of reading. Zimmerman *et al.* (2008:58) suggested that guidelines from a regulatory body for teacher education in South Africa should be compiled to help ensure that

student teachers receive at the very least the same amount of exposure to training in the teaching of literacy as well as guidelines to assist and ensure consistency in the quality of learning experiences across institutions.

In July 2009, A Teacher Development Summit was held in South Africa to identify and address the challenges that teacher education and development are experiencing. This summit's findings are recorded in a document called the *Integrated Strategic Plan for Teacher Education and Development (2011-2025).* The DoBE and DHET (2011:4) identify various challenges which teacher education and development are facing, these include:

- A lack of access for prospective and practising teachers to quality teacher education and development opportunities.
- A mismatch between the provision of and demand for teachers of particular types.
- The failure of the system to dramatically improve the quality of teaching and learning in schools.
- A fragmented and uncoordinated approach to teacher education and development.

According to the DoBE and DHET (2011:4), the main goal of the plan is to "improve the quality of teacher education and development in order to improve the quality of teachers and teaching". The DoBE, the Provincial Departments of Education as well as the DHET are all agents in obtaining the goal. There are a variety of factors which impact on the quality of the education system in South Africa. Participants of the summit felt that teachers' poor subject matter and pedagogical content knowledge are important contributors (DoBE & DHET, 2011:4). In the *Integrated Strategic Plan for Teacher Education and Development (2011-2025)* document it is stated that the formal education system is not producing sufficient new teachers to meet the needs of the schooling system and agrees with the opinion expressed in the Policy of Minimum Requirements for Teacher Qualifications which states that specific standards[1] are to be developed which relate to the areas of expertise which teachers need to have (DoBE & DHET, 2011:15).

[1] This recommendation was taken into consideration as one standard was developed based on the results of this study, consult chapter 5.

Green *et al.* (2011:118) concur with the findings of the DoBE and the DHET as stipulated in the *Integrated Strategic Plan for Teacher Education and Development (2011-2025).* They too agree that there needs to be a sufficient increase in the number of teachers that are produced as well as that quality teachers need to be produced. Thus, foundation phase teacher education needs to be strengthened and in doing so an integrated approach towards responding to the current shortfall will have to be adopted (Green *et al.,* 2011:119).

This approach will have to include:

- Improving the teaching and learning conditions in the foundation phase classrooms.
- Counteracting the negative image of foundation phase teaching through strong recruitment.
- Enabling a clearly-defined career pathway for classroom-based foundation phase teachers.
- Facilitating access of African language students.
- Improving the status of foundation phase teacher education as a valued activity in universities through the development of a strong research community.
- Improve the relevance of foundation phase teacher education programmes (Green *et al.*, 2011:119).

Teacher preparation in South Africa seems to be in dire straits as the quality of teacher education and development is questioned by the authorities. However, plans have been put into place to address these aspects.

The research conducted in both the United States and Australia point to the fact that rigorous research based findings should be included in teacher preparation programmes. Great emphasis is also placed on the inclusion, and explicit teaching of the five reading literacy components identified by the National Reading Panel. Research conducted in South Africa point to the lack of effective teachers and the gap in teacher preparation in general.

The next section of this chapter provides an overview of the theoretical framework for this study as well as for teacher preparation programmes in general.

2.4 Conceptual and theoretical framework for teacher preparation programmes

Tracy and Morrow (2006:4) define the term theory as “a well documented explanation for a phenomenon related to teaching and or learning”. This explanation then becomes part of the body of content knowledge that constitutes the field. Theories have an important role within educational practice as one of the most important reasons for understanding theories is that individuals’ theory are closely linked to their behaviours and practices. This link between theory and behaviours is the central reason that knowledge of theories is essential for optimal instruction (Tracy & Morrow, 2006:4). In the field of education a multitude of theories can be used to explain a variety of teaching and learning phenomena.

According to the IRA (2007:2), research is the bedrock of excellent teacher preparation programmes. Research informs theories and theories guide decision making. Teacher preparation programmes will fall short without research and theory as a base (IRA, 2007:2-3).

Dooley and Matthews (2009:271) refer to the work of Clay (2001) who states that children arrive at formal literacy instruction with developed systems to process non-print information such as syntax of oral language, meanings of words and making sense of daily activities. According to Clay in Dooley and Matthews (2009:271), young children develop these processing systems as a consequence of their early life-experiences, thus, children must develop new processing systems which are needed to decode graphic symbols. Moreover, they state that these new systems are unique to processing alphabetic scripts as children’s early non-print systems could be a point of departure for the development of the new systems needed to decode print. Thus children’s development and early life experiences have a great influence on their literacy development and ability to read.

Considering the stance that children’s development and early life experiences have an influence on their ability to read, Tracy and Morrow (2006:76-77) state that theorists working from a developmental perspective attempt to explain the growth of specific behaviours and abilities across time. They reiterate that developmental theorists in reading aim to address how early reading develops, what ways can early reading development be facilitated and what are the symptoms of developmental problems in early reading ability.

The National Association for the Education of Young Children (NAEYC) (2010:28) states that the early childhood field has been grounded in a child development knowledge base and early childhood programmes have aimed to support a range of developmental outcomes for young children. Furthermore, they note that well-prepared early childhood degree candidates base their practice on sound knowledge and understanding of young children's characteristics and needs. This is because this foundation encompasses multiple, interrelated areas of children's development and learning. Candidates of these programmes can also apply their understanding of the multiple influences on young children's development and learning. Furthermore, they can demonstrate their ability to use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for each child which includes the curriculum, interactions, teaching practices and learning materials (NAEYC, 2010:28-29).

According to the IRA (2007:2), teachers need to be made aware of various theories of literacy development as they need to have an understanding of language and reading development as well as an understanding of learning theory and motivation so that they can ground their instructional decision making effectively. The point of departure of this study is that a developmental approach is followed to literacy development. The next section focuses on a discussion of the knowledge and skills needed by teachers to teach the five essential reading components.

2.5 Knowledge and skills required by pre-service teachers to teach the components of reading instruction

Horowitz, Darling-Hammond and Bransford (2005:88) purport that effective teachers should be able to establish not only *what* to teach but also *how* to teach in a way that students can understand and use the new information and skills gleaned. According to Horowitz *et al.* (2005:88), effective teachers should know what their students are ready for and need to learn so that they can use their work to build understanding, as well as be able to monitor progress so that they can address the specific needs of their students for optimal learning.

Horowitz *et al.* (2005:88) state that to do all these things, teachers need to understand children's development and how it influences, and is influenced by their learning. They continue to note that a foundation of knowledge about child development is essential for planning curriculum; designing, sequencing and pacing activities; diagnosing students' learning needs; organising the classroom and teaching social and academic skills. Understanding where a child is developmentally is one of the most important keys in shaping appropriate learning tasks that are engaging for students. Tasks

that are developmentally inappropriate not only breed academic failure but they also undermine motivation and encourage disruptive behaviour (Horowitz *et al.*, 2005:89). It has become increasingly clear that education supports development; children can become ready to think and perform more complex tasks if they are given opportunities and guidance to develop these skills (Horowitz *et al.*, 2005:94). Thus, if the teacher has the knowledge base to identify where a child is in his/her development as well as how to support his learning, he/she will also be aware of and understand the child's cultural experiences as this too has an impact on their learning. According to Horowitz *et al.* (2005:89), a teacher who has a good understanding of child development and learning is more likely to be effective in the classroom.

Moats (2009a:387) notes that teachers feel unprepared to address the instructional needs of students with language, reading and writing problems. Moats (2009a:387) continues to note that teachers often have a minimal understanding of how students learn to read and write or why many students experience difficulty with the most fundamental task of schooling. Lyon and Weiser's (2009) research reveals that teachers lack basic understanding of many concepts that relate directly to teaching beginning and struggling readers. Moats (2009a:387) continues to say that teachers are unaware of or misinformed about the elements of language that they are expected to teach. This can be alleviated if new teachers are given extensive, demanding and content-driven training (Moats, 1999:13).

Moats (2010:2) states that teaching reading and writing effectively requires considerable knowledge and skill. Moreover, she found that practitioners of all levels have not been prepared in sufficient depth to prevent reading problems, recognise early signs of risk or teach students to read. Furthermore, Moats (1999:19) states that knowing what should be done in the classroom is necessary but not sufficient for developing practical teaching skills. Translating knowledge into practice (skills) requires experience with a range of students.

According to Moats, Carreker, Davis, Meisel, Spear-Swerling and Wilson (2010:1), teaching reading requires specialised knowledge about language, how children learn and acquire literacy skills and a variety of instructional strategies. To ensure that teachers are trained to teach reading, changes are needed in pre-service teacher preparation and professional development. Policymakers wanting to improve reading instruction may want to consider:

- Maintaining the goal that all children will read at grade level by supporting research-based reading instruction; and
- Aligning teacher preparation and professional development with effective reading principles (Moats, 2001:1).

Moats (2009a:389) is of the opinion that progress to true professionalism in reading instruction rests heavily on deep knowledge of content and skills necessary to teach students who struggle to learn. Teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practise (Moats, 1999:11). These knowledge and skills are imperative as teachers need to instruct most students directly, systematically and explicitly to decipher words in print, all the while keeping in mind the ultimate purpose of reading, which is to be learnt, enjoyed and understood. The demands on teachers include that of assessing children as well as tailoring lessons to individual needs. Therefore, teachers need to have the capacity to interpret errors, give corrective feedback, and select examples to illustrate concepts as well as explain new ideas in several ways (Moats, 1999:11).

The IRA (2000) confirms that teachers should understand that all components of reading influence every stage of reading and they should realise that the balance of instruction related to these components shifts across the developmental span of children and is different for each child. They (the IRA, 2000) stipulate that reading teachers should have knowledge of a variety of instructional philosophies, methods and strategies and they should understand that instruction should address the essential elements of reading.

Lyon and Weiser (2009:475) note that United States legislation requires the use of scientifically based reading instruction practices that explicitly and systematically provide instruction on the big ideas of beginning reading, namely, phonemic awareness, phonics, fluency, vocabulary and comprehension. They continue to note that legislation is also providing a drive for school systems to select comprehensive and evidence-based core reading and supplementary programmes.

Similarly, the IRA (2002) states that there is no single instructional programme or method that is effective in teaching children to read. The IRA (2002) states that successful efforts to improve reading achievement emphasise identification and implementation of evidence-based practices that promote high rates of achievement. However, Lyon and Weiser (2009:475) found that a great

number of teachers do not know how to adequately implement scientifically based reading instruction programmes.

Evidence-based practices or otherwise known as research based instruction can be defined as “a particular program or collection of instructional practices that have a record of success, it should be reliable, trustworthy” (IRA, 2002:1). Lyon and Weiser (2009:479) note that teachers cannot be expected to be responsible for independently acquiring the skills and knowledge necessary to use research-based practices. To incorporate explicit skills such as phonics instruction with vocabulary and comprehension, teachers need to be taught specific, evidence-based strategies in their courses which should be geared toward improving literacy through research (Lyon & Weiser, 2009:479).

Moats (2009a:389) suggests that an obstacle in the improvement of the disciplinary knowledge base for reading instruction is the dearth of good textbooks and teaching materials for teacher preparation and professional development. Moreover, Brady and Moats (1997:1) state that teachers need to have a conceptual foundation regarding reading acquisition and sources of reading difficulty as they need to have the ability to analyse which reading component to address at a particular time for their students’ needs as well as apply effective techniques.

Moats (1999:14) established a core curriculum for reading teacher preparation and in-service professional development and its goal is to bring continuity, consistency and comprehensiveness to pre-service teacher education. This particular curriculum is divided into four areas:

- Understanding knowledge of reading psychology and development
- Understanding knowledge of language structure which is the content of instruction
- Applying best practices in all aspects of reading instruction
- Using validated, reliable, efficient assessments to inform classroom teaching

The IRA (2009:11-38) established six standards for the preparation of classroom reading teachers. A summary of these standards include:

<u>Standard 1: Foundational Knowledge</u> - this includes:

- *Understand the major theories and empirical research that describe the cognitive, linguistic, motivational, and socio cultural foundations of reading and writing development, processes,*

and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

- *Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*
- *Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.*

Standard 2: Curriculum and Instruction - this includes:

- *Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.*
- *Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.*
- *Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.*

Standard 3: Assessment and Evaluation - this includes:

- *Understand types of assessments and their purposes, strengths, and limitations.*
- *Know how to select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*
- *Use assessment information to plan and evaluate instruction.*
- *Communicate assessment results and implications to a variety of audiences*

Standard 4: Diversity - this includes:

- *Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.*
- *Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.*
- *Know how to develop and implement strategies to advocate for equity.*

Standard 5: Literate environment - this includes:

- *Know how to design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.*
- *Know how to design a social environment that is low risk and includes choice, motivation, and scaffold support to optimize students' opportunities for learning to read and write.*
- *Know how to use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).*
- *Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.*

Standard 6: Professional Development and Leadership - this includes:

- *Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.*
- *Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviours.*
- *Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.*
- *Understand and influence local, state, or national policy decisions.*

These standards were devised based on the fact that "teachers should be well prepared to implement research-based programs and practices, and they must have the knowledge and skills to use professional judgement when those programs and practices are not working for particular children" (IRA, 2009:3).

Research plays a vital role in the education of pre-service teachers. According to Moats (2001:2), a chasm exits between the findings of research and instruction in the classroom. Moats (1999:23) states that teacher educators must be conversant with the new research findings and incorporate them into their coursework in teacher preparation. She (Moats) continues to note that teachers must be educated to identify, read, respect and apply the findings of scientific research to their practice. Thus, a growing consensus of educators maintain that teachers of reading must

understand the theoretical and empirical underpinnings of reading development (Cunningham, Zibulsky & Callahan, 2009:490).

Moats (1999:15) notes that the purpose of reading is to comprehend text, teachers should also appreciate the relationships among reading components in order to teach all components well. According to Lyon and Weiser (2009:476), in reading education, teachers are frequently presented with a 'one size fits all' philosophy that emphasises either a 'whole language' or 'phonics' orientation to instruction. However, they found that this may place many students at risk for reading failure because all reading programmes and teacher preparation programmes should include all the major components of reading instruction namely, phonemic awareness, phonics, fluency, vocabulary and reading comprehension. They emphasised the fact that it is not sufficient for teachers to simply understand what is meant by the above mentioned terminology, teachers need to know *how* these components work together to contribute to reading proficiency and how to teach them. Smart and Reschly (2007:4) emphasise that mastery of these components of reading is essential for children if they are to become proficient readers.

The inclusion of specialised knowledge and skills (i.e., what to teach and how to teach) related to the five essential components of reading instruction seems to be essential in teacher preparation programmes that focus on preparing foundation phase teachers. The following sections focus on a discussion of the knowledge and skills required by foundation phase teachers to teach phonemic awareness, phonics, fluency, vocabulary and reading comprehension.

2.5.1 Knowledge and skills required to teach phonemic awareness

The IRA (1998:3) defines phonemic awareness as "an understanding about the smallest units of sound that make up the speech stream: phonemes[2]". In other words, phonemic awareness is the ability to hear, identify and manipulate the individual sounds (phonemes) in spoken words. According to Armbruster, Lehr and Osborne (2001:1), phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Therefore, before children learn to read print, they need to become aware of how the sounds in words work.

[2] Phonemes are the smallest parts of sound in a spoken word (Armbruster *et al*., 2001:1).

Phonemic awareness is often misunderstood and confused with both phonics and phonological awareness. Phonological awareness is the ability to identify and manipulate larger parts of spoken language for example words or syllables, thus it can be concluded that phonemic awareness is a sub-category of the broader term phonological awareness (Armbruster *et al*., 2001:2-3). The difference between phonological awareness, phonemic awareness and phonics is illustrated in Table 2.1 below:

Table 2.1:

Difference between phonological awareness, phonemic awareness and phonics

Phonological awareness	Phonemic awareness	Phonics
Is the awareness that sound structure of language can be considered separate from meanings and functions, thus it is knowing that spoken words are made up of sounds.	Is a subtype of phonological awareness and is the awareness of the smallest unit of sounds.	Is knowing the difference between specific, printed letters and specific spoken sounds.
Example: If a child is phonologically aware, he/she will be aware of rhyme, syllables and even display awareness of the onsets of words.	Example: If a child is phonemically aware he/she will be able to tell that **bat** is the word presented by the three separate sounds, **b/a/t**.	Example: If a child can identify various sounds within words like the first sound of **bat**.

(Adapted from Snow, Griffin & Burns, 2005:68).

According to the IRA (1998:3), the acquisition of phonemic awareness occurs over time and develops gradually into sophisticated levels. Research also recognises that there is a diversity of developmental paths among children, however there is no evidence which suggests that there is an exact sequence of the acquisition and development of phonemic awareness.

Armbruster *et al.* (2001:1) emphasise the fact that children who have phonemic awareness skills are most likely to have an easier time learning to read and spell than other children who have few or none of these skills. The NRP (2002:2-1) conducted studies which have identified that phonemic

awareness and letter knowledge are predictors of how well children will learn to read and this indicates the importance of teaching phonemic awareness to children.

Moats *et al*. (2010:20) state that phonological awareness, print concepts and knowledge of letter sounds are foundational to literacy, teachers who understand how to teach these skills effectively can prevent problems associated with reading. It is, therefore, imperative that pre-service teachers must learn phonology in order to teach phonemic awareness.

Moats *et al.* (2010:19-20) stipulate that the component of phonology[3] should be covered as follows in terms of content and method:

1. Know the progression of the development of phonological skills.
2. Identify the differences among phonological manipulations.
3. Understand the principles of phonological skill instruction (brief, multisensory, conceptual and auditory-verbal).
4. Understand the reciprocal relationships among phonological processing, reading, spelling and vocabulary.

Phonological awareness instruction aims to support children's ability to blend and segment phonemes that are associated with graphemes. Phonological awareness instruction also involves more than the manipulation of sub-word units, accurate identification of and discrimination of confusable phonemes and words is important for reading and spelling because if a student confuses *rich* with *ridge*, the teacher can provide explicit feedback regarding the voiceless /ch/ and voiced /j/ -consonants that are otherwise indistinguishable in manner of articulation (Moats, 2009b:385). Teachers who enact phonemic awareness instruction should understand that letters and sounds are separate entities, teachers should also understand the difference between a phoneme and a grapheme as well as be able to differentiate between the two during instruction (Snow, Griffin & Burns, 2005:74).

In order for pre-service teachers to acquire knowledge about the progression of the development of phonological skills they need to have knowledge of activities that promote phonological skills.

[3] Phonology refers to the speech sound system within language structure (Wren, 2000: 27).

Therefore, Snow *et al*. (2005:75) state that reading teachers should have a working knowledge of the phonological system which includes the ability to articulate, identify, count and manipulate phonemes. Moats *et al.* (2010:19) state that the awareness of speech sounds in reading, spelling and vocabulary would help develop pre-service teachers' knowledge about the reciprocal relationships among phonological processing. Thus, if teachers can teach children to manipulate phonemes by using letters and focus on only one or two types of phoneme manipulation as opposed to several types they are equipping students to become phonemically aware (Armbruster *et al.*, 2001:5-6). If teachers have knowledge of phonological manipulations they will be able to effectively instruct, teach and help students acquire phonemic awareness as activities to teach phonemic awareness include: phoneme isolation, phoneme identity, phoneme categorisation, phoneme blending, phoneme segmentation, phoneme deletion, phoneme addition and phoneme substitution (Moats *et al.*, 2010:19; Armbruster *et al.*, 2001:4-5).

The NRP (2000:2-1 – 2-2) indicates that the following tasks are commonly used to assess phonemic awareness. These tasks include:

- Recognising individual sounds in words (phoneme isolation), for example, "Tell me the first sound in paste." (/p/)
- Recognising the common sound in different words (phoneme identity), for example, "Tell me the sound that is the same in bike, boy, and bell." (/b/)
- Recognising the word with the odd sound in a sequence of three or four words (phoneme categorization), for example, "Which word does not belong? bus, bun, rug." (rug)
- Listening to a sequence of separately spoken sounds and combining them to form a recognisable word (phoneme blending), for example, "What word is /s/ /k/ /u/ /l/?" (school)
- Breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound (phoneme segmentation), for example, "How many phonemes are there in ship? " (three: /š/ /l/ /p/)
- Recognising what word remains when a specified phoneme is removed (phoneme deletion), for example, "What is smile without the / s/?" (mile)

The NRP (2000:2-21 – 2-36) highlights the following aspects for the instruction of phonemic awareness:

- The types of phonemic awareness tasks need to be assessed according to the levels of the children.
- In the instruction of phonemic awareness, the focus should be on one or two skills.
- Reasonable amounts of time should be allocated to phonemic awareness instruction.
- The segmentation of words into phonemes should be emphasised.
- Working with smaller groups of children should be emphasised as it is more effective.
- Letters should be used when working with phonemes.
- Phonemic awareness instruction should be connected to reading and writing.
- Manipulatives should be used to teach phonemic awareness.

The NRP (2000:7) found that teaching children to manipulate phonemes in words was highly effective as well as the fact that teaching phonemic awareness to children improves their reading. The NRP (2000:7) purport that phonemic awareness provides children with essential foundational knowledge in the alphabetic system, as it is a necessary instructional component within a reading programme (NRP, 2000:1-8).

2.5.2 Knowledge and skills required to teach phonics

According to Smart and Reschly (2007:4), phonics involves the understanding that there are single speech sounds (phonemes) represented by each letter or letter combination and also the ability to form correspondences between letters and sounds and to recognize spelling patterns. Armbruster *et al.* (2001:11) describe phonics as "the relationship between letters of written language and the individual sounds of spoken language".

Villaume and Brabham (2003:479) state that phonics has a predefined role as it helps children to learn and use the alphabetic principle[4], thus children will be able to recognise familiar words as well as decode new words. Furthermore, Villaume and Brabham (2003:479) reiterate that students who understand this principle know that the sounds of spoken words are mapped onto written words in systematic ways. As students develop understandings of this principle, they become adept at using letter-sound correspondences to figure out unrecognised words.

[4] Alphabetic principle refers to the understanding that there are systematic and predictable relationships between written letters and spoken sounds (Armbruster *et al*., 2001: 11).

However, the ability to read unfamiliar words (decoding) is aided by applying knowledge of phonics (Moats *et al.*, 2010:21-22). Thus, Moats and Foorman (2003) state that phonics instruction in English requires that the teacher lead students through multilayered, complex and variable spelling correspondences at the sound, syllable and morpheme[5] (orthography[6] and etymology[7]) level. This is because reading and spelling requires the student to analyse words by syllable and/or morpheme. Recognition of prefixes, suffixes, roots, and parts of compounds, and recognition of the morphological structure of words to which inflections have been added, facilitates word recognition, access to word meaning and recall for spelling (Moats, 2009b:385).

Moats *et al.* (2010:21-22) stipulate that the component of phonics should be covered as follows in terms of content and method:

1. Have knowledge of how to order phonics concepts.
2. Understand principles of explicit and direct teaching.

According to Moats (2009b:385), phonics and spelling instruction requires the teacher to know and explain a multi-layered orthographic system. English orthography represents sounds, syllable patterns, and meaningful word parts (morphemes), as well as the language from which a word originated. Phonic decoding, if properly taught, includes much more than a letter-sound correspondence for each letter of the alphabet.

Moreover, teachers who enact phonics instruction must be able to appreciate and explain the morphemic structure of words. Therefore, Cunningham *et al*. (2009:491) suggest that teachers must have knowledge of the grapheme/phoneme conventions as well as have knowledge of the basic information about morphemes and morphological processes as well as how they connect to

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[5] A morpheme is the smallest meaningful unit of speech, therefore a single word may contain more than one morpheme (for example: the word *smallest* has two morphemes namely *"small"* and *"est"* and each part has meaning. Thus, morphology refers to the meaning of word parts (Wren, 2000: 31).

[6] Orthography refers to the aspect of language concerned with letters and their sequences in words (Snow *et al*., 2005:18).

[7] Etymology refers to the origins and relations among words (Snow *et al*., 2005:18).

spelling (Snow *et al.*, 2005:81). Furthermore, spelling and reading build and rely on the same mental representation of a word and knowledge of the spelling of a word aids reading fluency (Snow *et al.*, 2005:86).

Therefore, knowledge of the above mentioned content will equip the per-service teacher to be able to plan and present lessons with progression of word recognition skills as well as explicitly teach concepts of word recognition and phonics (Moats *et al.*, 2010:21-22). The NRP (2002:2-99) makes us aware of the various approaches to phonics instruction which includes synthetic phonics, analytic phonics, analogy-based phonics, phonics through spelling, embedded phonics and onset-rime phonics instruction. Furthermore, the NRP (2002:2-90) notes that phonics programmes are used to teach young children to read as they progress through the primary grades as well as to remediate the reading difficulties of poor readers. These explicit phonics programmes provide teachers with precise directions for the teaching of these relationships. Armbruster *et al.* (2001:12) note that phonics instruction should commence in kindergarten already and can be done with the entire class or smaller groups or even on an individual basis. Knowledge of phonics and the application thereof is needed to read unfamiliar words which are an essential foundation for reading comprehension, thus explicit, systematic instruction is needed for phonics (Moats *et al*., 2010:21-22). Explicit instruction refers to precise, fully developed and clearly expressed teaching whereas systematic instruction can be described as orderly, planned and coordinated teaching (Villaume & Brabham, 2003:479-480). The NRP (2000:2-96) states that systematic phonics instruction has produced improvements in reading and spelling in students from kindergarten to grade six. They continue to note that it also contributes to improvement in comprehension and it has an impact on word recognition as well. The NRP (2000:2-97) emphasises the fact that phonics instruction is not a reading programme on its own and should not become the dominant component in a reading programme.

2.5.3 Knowledge and skills required to teach fluency

According to Moats *et al*. (2010:24), fluency is “the ability to read a text accurately and quickly”. Rasinski, Reutzel, Chard and Linan-Thompson (2011:287) define fluency as a characteristic of reading that occurs when readers’ cognitive and linguistic systems are developed so that they can read with accuracy to allow for understanding of the texts and reflecting its prosodic features. Lehr, Osborn and Hiebert (2005:8) state that fluency appears to serve as a bridge between word recognition and reading comprehension as fluent readers are able to identify words accurately and

automatically and thus focus attention on comprehension. Figure 2.1 illustrates the bridge between word recognition and reading comprehension.

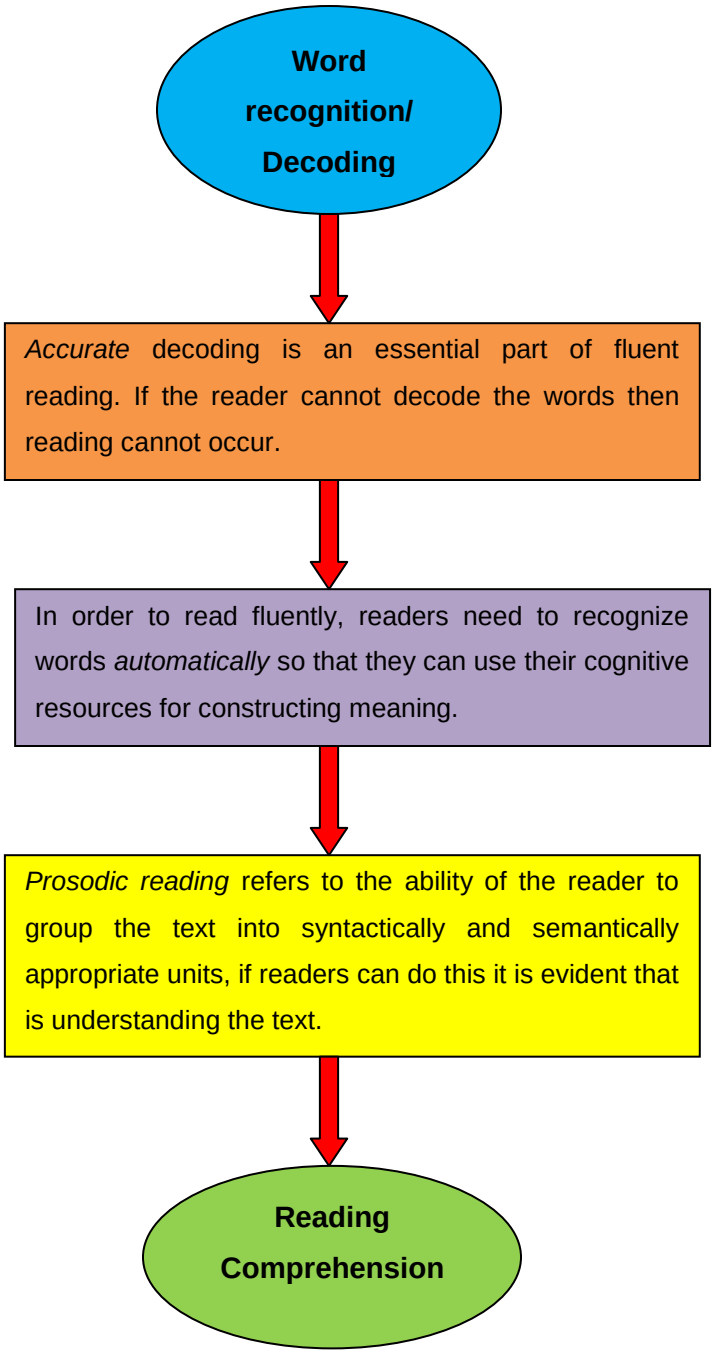

Figure 2.1

The bridge between word recognition and reading comprehension

(Adapted from Rasinski and Mraz, 2008:115)

Armbruster *et al.* (2001:19) state that students who lack fluency in their reading will be inclined to focus their attention on decoding individual words therefore making their reading laboured. Thus, if readers focus their attention on making connections among ideas in a text and between ideas, comprehension will develop. Even though fluency can be taught and instructed, it does however develop gradually over time and with practice. It is also not a stage of development, it changes and depends on what the reader is reading, their familiarity with the text as well as the amount of practice.

Lehr *et al.* (2005:8) state that fluent readers can make connections among the ideas in the text and between the text and their background knowledge therefore, fluent readers can recognize words and comprehend at the same time. However, less fluent readers must focus their attention on word recognition and thus have insufficient attention to devote to comprehension (Lehr *et al.*, 2005:8).

The NRP (2000:3-8) notes that there is a relationship between fluency and comprehension as the reading process requires two basic cognitive tasks. Within the reading process, the reader must be able to recognise the printed words (decoding) and construct meaning from the recognised words (comprehension), however, if there is a problem with decoding, the comprehension is immediately affected. However, Moats *et al.* (2010:24) state that effective phonics instruction leads to accuracy in decoding which leads to fluency in reading which indicates that there is a relationship between the reading literacy components.

Moats *et al.* (2010:23-24) stipulate that the component of fluency should be covered as follows in terms of content and method:

1. Understand the role of fluency in word recognition, oral reading, silent reading and comprehension.
2. Understand reading fluency as a stage of reading development.
3. Identify texts which are appropriate for students' reading level.
4. Knowledge of activities which develops fluency in reading skills.
5. Have knowledge of which instructional practices will improve fluency rates.
6. Understand techniques to enhance students' motivation to read.

According to Snow *et al*. (2005:109-110), fluency depends on a readers' knowledge about the topic, vocabulary as well as the readers control over cognitive and other processes applied in reading.

These processes are integrated within language structure. Phonology, morphology, orthography, semantics, syntax and pragmatics are the aspects of language which tie into fluency. Thus, the development of fluency rests within the integration of the instruction of phonemic awareness, phonics, vocabulary and reading comprehension.

Teachers need to have knowledge of the above-mentioned in order to place students in appropriate groups and assign appropriate texts for reading instruction so that fluency can develop among readers as it is a predictor of reading competence (Moats *et al*., 2010:24).

Fluency can be instructed in two ways namely, repeated and monitored oral reading also known as repeated reading and independent silent reading. Repeated reading refers to when students read passages aloud several times and receive guidance and feedback from the teacher. The advantages of this approach to fluency instruction is that not only do the students become better readers but their word recognition, reading speed and accuracy develops (Armbruster *et al.,* 2001:20-21). The NRP (2000:3-20) states that oral repeated reading and other procedures that have students reading passages in multiple instances while receiving feedback and guidance from peers, teachers and parents are effective in improving reading skills.

Fluency can be assessed both formally and informally. Informal assessment would be to merely listen to students read aloud and make judgements on their fluency. Formal assessment of reading fluency includes assessments which measure or determine the major components of fluency, namely accuracy, automaticity and prosody. These assessments include determining a student's reading rate, which should usually be faster than 90 words per minute (for grade 3) and taking timed samples of students' reading and comparing it to their performance. Other ways in which to determine reading fluency are to use running records and informal reading inventories which uses decoding as a benchmark for assessing reading (Rasinski *et al.*, 2011:294).

2.5.4 Knowledge and skills required to teach vocabulary

Armbruster *et al.* (2001:29) define vocabulary as the words we must know to communicate effectively. Smart and Reschly (2007:4) state that vocabulary is a function of the ability to recognise and understand individual words in reading and use them correctly.

Lehr *et al.* (2005:8) state that good readers have large vocabularies and improving students' vocabularies can also improve their reading comprehension as students need a big vocabulary to

make meaning from what they read. Students also need a great vocabulary and word-learning strategies to establish meaning of words they do not know therefore students who lack adequate vocabularies struggle to achieve comprehension (Lehr *et al.*, 2005:8). Thus, vocabulary development is essential as students use their oral language to make sense of the words they see in print and readers should know what most of the words mean before they can understand what they are reading.

The NRP (2000:4-15) states that vocabulary occupies an important position in learning to read. As a learner begins to read, reading vocabulary encountered in texts is mapped onto the oral vocabulary the learner posseses. Thus, the reader is taught to translate the unfamiliar words in print into speech, with the expectation that the speech forms will be easier to comprehend.

Moats *et al.* (2010:27-28) indicate that the component of vocabulary should be covered as follows in terms of content and method:

1. Understand the role of vocabulary development and knowledge in comprehension.
2. Understand the role and characteristics of direct and indirect methods of vocabulary instruction.
3. Know various techniques of vocabulary instruction

Moats (2009b:385) states that phonology also plays a role in vocabulary acquisition as knowledge of phonology will enable a teacher to be sure that students pronounce words accurately, and may break them into syllables or morphemes. Moats and Foorman (2003:24) state that the instruction of vocabulary requires an understanding of semantic[8] organisation and the relationships among word structure (morphology), grammatical rule and meaning (etymology and orthography). Therefore, the knowledge of words is multifaceted, as it ranges from the partial recognition of a meaning of a word to deep knowledge as well as the ability to use the word effectively in speech and writing (Moats *et al.*, 2010:27). Moats *et al.* (2010:28) state that the explicit, systematic teaching of word meanings and indirect methods of instruction such as those involving inferring meanings of words from sentence context or from word parts (for example, root words and affixes) is essential for

[8] Semantics refers to the understanding of meaning of individual words and sentences and the meaning relations between them (Wren, 2000:27).

vocabulary instruction. Thus, teachers need to know how to develop students' vocabulary knowledge as well as understand the importance of wide exposure to words both orally and through reading.

Similarly, Moats (2009b:386) states that vocabulary instruction requires knowledge of more concepts about language and how best to teach them as teacher's need to have the ability to provide multiple examples of words. Thorough instruction of word meanings which includes explication of a word's structure and pronunciation as well as its grammatical role and relationship with other words in the semantic field should be incorporated into vocabulary instruction.

Armbruster *et al.* (2001:29-30) inform us that most vocabulary is acquired indirectly and some vocabulary must be taught directly. Direct instruction helps students to learn difficult words and this leads to better reading comprehension. Indirect vocabulary acquisition happens due to the fact that students engage in oral language on a daily basis; they listen to adults reading to them and when they read extensively on their own.

Considering the fact that Moats suggests that teachers should understand the role and characteristics of direct teaching methods of vocabulary instruction, Pikulski and Templeton (2004:4) suggest that a comprehensive approach to teaching and developing vocabulary is used as children need to acquire a staggering 3000 words per year. The comprehensive approach includes:

- *Use instructional read-aloud events* – this is beneficial as it increases language and vocabulary skills.
- *Provide direct instruction in the meanings of clusters of words and individual words* – if meanings of words are not known, comprehension may be compromised.
- *Systematically teach students the meaning of prefixes, suffixes and root words* – because many words have been created through combining morphemic elements (prefixes and suffixes with root words), so if this is understood vocabularies can develop.
- *Link spelling instruction to reading and vocabulary instruction* – spelling knowledge is a powerful foundation for reading as it contributes to decoding.
- *Teach the effective, efficient, realistic use of dictionaries, thesauruses and other reference works* – exploring dictionary entries can be an important and effective component of understanding a word.
- *Teach, model and encourage the application of a word-learning strategy*.

- *Encourage wide reading* – reading exposes students to new words.
- *Create a keen awareness of and a deep interest in language and words* as many students enter school with different language skills.

Despite the fact that Pikulski and Templeton (2004:4) suggest a comprehensive approach to teaching and developing vocabulary, the NRP (2000:4-26) argues that theoretical and empirical facts point out that not all vocabulary can or must be learned through formal instruction and that vocabulary words can also be learned through incidental and indirect ways. Therefore, classroom time would not be the only sufficient laboratory to acquire vocabulary. Much of the explicit vocabulary learning occurs in contexts far from the formal learning in the classroom but is also acquired during the course of doing other activities.

The NRP (2000:4-26) notes that estimates of vocabulary size seem to suggest that there would never be sufficient classroom time to instruct students to the level of their required vocabulary. This implies that much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. However, students may well pick up vocabulary in contexts different from the formal learning of a classroom. It may even be that the vocabulary acquired in this way is more memorable, given the role of motivation in its acquisition because the vocabulary acquired in this way may be far more useful. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning.

Furthermore, the NRP (2000:4-27) stipulates the following guidelines for vocabulary instruction:

- Vocabulary should be taught both directly and indirectly.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts is valuable for vocabulary learning.
- Vocabulary tasks should be restructured when necessary.
- Vocabulary learning should entail active engagement in learning tasks.
- Computer technology can be used to help teach vocabulary.
- Vocabulary can be acquired through incidental learning.
- How vocabulary is assessed and evaluated can have differential effects on instruction.

2.5.5 Knowledge and skills required to teach comprehension

The RAND Reading Study Group (2002) defines comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Duke and Carlisle (2011:199) define comprehension as the act of constructing meaning with oral or written text and state that meaning does not reside in the oral or written text, the reader creates and adjusts a mental representation of the meaning of the text. This, however, is done using various interacting factors such as the text, the reader and the content. Duke and Carlisle (2011:200) note that in reading these factors work together to build meaning as the reader accesses the meaning of words in the text, processes the syntax of the sentences, relates the sentences to one another to build coherence and then relates the larger pieces of text to build a holistic coherence.

Moats *et al.* (2010:29-30) suggest that the component of comprehension should be covered as follows in terms of content and method:

1. Be familiar with teaching (comprehension) strategies that are appropriate before, during and after reading that promote reflective reading.
2. Contrast the characteristics of major test genres, including narration, exposition and argumentation.
3. Understand the similarities and differences between written composition and text comprehension and the usefulness of writing in building comprehension.
4. Identify in any text phrases, clauses, sentences, paragraphs and "academic language" that could be a source of misconception.
5. Understand levels of comprehension including the surface code, text base and mental model (situation model).

Due to the complex nature of comprehension Moats and Foorman (2003:24) state that comprehension instruction requires the teacher to know and explicate linguistic concepts such as text organisation, genre, inter- and intra-sentence references, figurative and idiomatic language (pragmatics[9]) and the complex sentence structure (syntax)[10]. Furthermore, Moats *et al.* (2010:30)

[9] Pragmatics is a branch of linguistics which focuses on the use of language in social contexts (Snow *et al*., 2005:18).

state that reading comprehension also depends on factors such as background knowledge and knowledge of text structure (syntax).

Armbruster *et al.* (2001:41-44) inform us that comprehension can be improved by instruction that helps readers use specific comprehension strategies. The NRP (2000:4-40) describes comprehension strategies as specific cognitive procedures that guide readers to become aware of how well they comprehend as they attempt to read and write. Armbruster *et al.* (2001:41-44) simplify this and state that comprehension strategies are conscious plans or could be sets of steps which good readers use to make sense of text. Armbruster *et al.* (2001:41-44) purport that comprehension strategy instruction helps students become purposeful, active readers who are in control of their own comprehension.

The NRP (2000:4-40) states that comprehension strategies are procedures that guide students as they attempt to read and write. For example, a reader may be taught to generate questions about the text as it is read. These questions are of the why, what, how, when, or where variety; and by generating and trying to answer them, the reader processes the text more actively. The value of cognitive strategies in comprehension instruction is, their use in the development of instructional procedures, and learning these procedures by students as an aid in their reading and learning, independent of the teacher.

The NRP (2000:4-40) suggests that instruction of strategies for comprehending during reading is a way for teachers to break though students' passivity and involve them in their own learning. Typically, instruction of cognitive strategies employed during reading consists of:

1. The development of an awareness and understanding of the reader's own cognitive processes that are amenable to instruction and learning
2. A teacher guiding the reader or modelling for the reader the actions that the reader can take to enhance the comprehension processes used during reading
3. The reader practicing those strategies with the teacher assisting until the reader achieves a gradual internalization and independent mastery of those processes.

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[10] Syntax refers to the understanding of how words can be combined to form sentences (text structure) (Wren, 2000:52).

The general finding is that when readers are given cognitive strategy instruction, they make significant gains on measures of reading comprehension over students trained with conventional instruction procedures (NRP, 2000:4-40).

Arguments raised by Lehr *et al.* (2005:17) indicate that effective comprehension instruction is instruction that helps students use both cognitive strategies and text content to arrive at deeper understandings of what they read. Lehr *et al.* (2005:15) note that researchers like Dole, Duffy, Roehler and Pearson (1991); Pearson and Fielding (1991) and Pressley (2000) found that good readers achieve comprehension because they are able to use certain procedures, labeled as comprehension strategies. Comprehension strategies are used to relate ideas in a text to what they already know, keep track of how well they understand what they read and when understanding breaks down, to identify what is causing the problem and how to overcome it (Lehr *et al.*, 2005:8).

The RAND Reading Study Group (2002:39) notes that strategy based instruction may not be sufficient by itself to ensure proficient comprehension, it should form part of a good comprehension instructional programme. The RAND Reading Study Group (2002:20) states that instruction in specific cognitive strategies can improve reading comprehension for all students and particularly can help poor readers to retain, organize and evaluate the information that they read. However Armbruster *et al.* (2001:41-44) reiterate that what remains an issue in strategy instruction is *what* strategies to teach and *how* to teach them.

The NRP (2000:4-42) states that the following comprehension strategies have a firm scientific base as they improve comprehension in normal readers and should be taught:

1. Monitoring comprehension - comprehension monitoring is a form of metacognition, readers' think about their comprehension processes as they read. Instruction of comprehension monitoring teaches students to be aware of their understanding as they read, so they should notice when they do understand, to identify what they don't understand and to apply strategies to resolve problems when they do not understand what they are reading (Lehr *et al.*, 2005:18).
2. Use of graphic and semantic organisers – graphic and semantic organisers help readers to graphically organise the meanings and relationships of ideas in text. Graphic and semantic organisers help students to improve their memory of the content of what they read. Instruction in the use graphic and semantic organisers is helpful in conjunction with reading

of informational writing in content area texts. Graphic and semantic organisers help students see how concepts fit into particular structures (Lehr *et al.*, 2005:19).

3. Answering of questions – instruction thereof can help students get more from their reading by showing them how to find and use information from a text to answer teacher questions. Learning question answering strategies can also help students find information in a text that is related to the question (Lehr *et al.*, 2005:19-20).
4. Generating questions – question generation instruction focuses on helping students learn to ask questions about what they read. Teaching students to ask their own questions improves their active processing of text and so improves comprehension. By generating questions, students become aware of whether they can answer the questions and whether they understand what they are reading (Lehr *et al.*, 2005:20-21).
5. Recognising story structures – story structures refer to the way the content and events of a story are organised into a plot, if students are able to recognise story structures they have a greater appreciation, understanding and memory for stories. Instruction thereof helps students to learn to identify the story content such as the setting, events in the story. Instruction can also help students to infer cause and effect, compare and contrast, problem solve and other relationships among parts of the text. This gives students the knowledge and techniques for reaching a deeper meaning of texts (Lehr *et al.*, 2005:18-19).
6. Summarising – summarising requires students to determine what is important in what they are reading, to condense the information as well as put into their own words. Instruction of summarising helps comprehension by making students aware of the way a text organised and how ideas are related, it helps students to identify main ideas in a text and make connections among main ideas (Lehr *et al.*, 2005:21).

Comprehension instruction should begin as early as possible as reading is a complex process that develops over time. Comprehension should be emphasised from the beginning as opposed to waiting for the other reading “basics” to be in place (Armbruster *et al.*, 2001:48).

Duke and Pearson (2002:208-209) provide a framework for comprehension strategy instruction (*cf*. Table 2.2).

Table 2.2

A framework for comprehension strategy instruction

1.	***Select the text*** – choose an appropriate text

2.	***Select the strateg***y – determine a strategy that is relevant to the understanding of the text
3.	***Give a clear explanation*** – inform the students of what the strategy is and discuss why it is useful
4.	***Model the strategy*** – help students to learn how, when and where to use the strategy by using demonstrations and thinking aloud about how to use the strategy to better understand the text
5.	***Support student practice*** – work with student to help them figure out how and when to use the strategy. Engage in class discussion about how to apply the strategy and give feedback
6.	***Have students apply the strategy*** – have students apply the strategies in lessons and individually.

This framework will enable teachers to teach comprehension strategies successfully as the NRP conducted research which shows that comprehension instruction is most effective when strategies are taught explicitly, moreover, Lehr *et al.* (2005:20-21) state that scaffolding is an important aspect of strategy instruction.

Evidence-based research points to the fact that aspects within language structure should form the bedrock of reading literacy training so that pre-service teachers can be equipped to teach phonemic awareness, phonics, fluency, vocabulary and reading comprehension. Table 2.3 illustrates how the aspects of language structure form the disciplinary knowledge base which should be incorporated into literacy modules so that pre-service teachers can teach the reading literacy components.

Table 2.3

The disciplinary knowledge base required to teach the reading literacy components

Aspect of language structure	Reading literacy component
Phonology	Phonemic awareness
Phonology Morphology Etymology	Phonics

Orthography	
Morphology Etymology Orthography Semantics	Vocabulary
Syntax Pragmatics	Reading comprehension
Fluency is tied to all of the aspects of language structure and the integration of the instruction of phonology, morphology, etymology, orthography, semantics, syntax and pragmatics will develop fluency.	Fluency

While delivering instruction in all the necessary instructional components, the interdependence of these components should be recognised as students who gain phonological skills are more likely to improve in vocabulary and students who use phonic word attack skills proficiently are more likely to spell and write well (Moats, 2009b:386). Teachers who realise these interdependencies may be more likely to tie instructional components to one another.

2.6 Conclusion

Snow *et al.* (1998:279) note that teachers must understand a great deal about how children develop and learn, what they know and what they can do. Teachers must know and be able to apply a variety of teaching techniques to meet the individual needs of students. They must be able to identify students' strengths and weaknesses and plan instructional programmes that help students make progress. However, this can only happen if teachers are equipped with the necessary knowledge and skills within their teacher preparation programmes to address these matters.

A review of national and international literature indicates that teachers need specific knowledge and skills to teach reading. One consistent finding from the literature consulted is that phonemic awareness, phonics, fluency, vocabulary and reading comprehension are components which form the foundation of reading instruction (*cf*. 2.5). Thus, teachers need to have sufficient knowledge and skills to be able to teach these components. The knowledge and skills needed by teachers to teach the reading literacy components is manifested within the knowledge of language structure as indicated by evidence-based research. Therefore, teachers need to have knowledge of phonology,

morphology, etymology, orthography, pragmatics, semantics and syntax as these aspects form the disciplinary knowledge base (as illustrated in Table 2.3) for teaching the reading literacy components. This disciplinary knowledge base is also supported by Snow *et al.* (2005:111) who state that it teachers possess this disciplinary knowledge base, they will be able to instruct phonemic awareness, phonics, reading fluency, vocabulary and reading comprehension.

Therefore, Cunningham, Zibulsky and Callahan (2009:490-491) state that teachers need to understand that early oral language development is the main precursor of reading development and that it unfolds with a steady growth of vocabulary, a deepening syntactical awareness, a grasp of pragmatics and an evolving ability to hear, blend, segment and manipulate phonemes in words and sentences. Teachers need to recognise the vital role of word recognition skills in early reading acquisition and development as well as how phonologic, orthographic, syntactic and semantic knowledge lead to fluency in reading which then leads to making meaning from text.

These aspects of disciplinary knowledge relate to one of Moats' core curriculum divisions for teacher preparation and in-service development. These components of phonology, morphology, etymology, orthography, pragmatics, semantics and syntax should be taught explicitly within foundation phase teacher preparation programmes so that teachers will be empowered to become quality reading teachers.

Chapter 3

Research Methodology

3.1 Introduction

Greef (2011:341) states that the purpose of the research must guide the researcher to choose the most effective method. According to van Manen (1990:27-28), it is important to make a distinction between research method and research methodology. Methodology refers to the theory behind the method and van Manen reiterates that methodology refers to the "pursuit of knowledge".

The focus of this chapter is on the following aspects as they relate to this specific study namely: research paradigm, qualitative research as the preferred research methodology and the methods of data gathering and data analysis. The clarification of the above will result in the illustration of the research process. The aim of the empirical phase of this research was to determine *what* and *how* the reading literacy components are taught within a foundation phase teacher preparation programme.

3.2 Research paradigm

Nieuwenhuis (2007:47) defines a paradigm as a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular worldview as it addresses fundamental assumptions taken on faith, such as beliefs about the nature of reality (ontology), the relationship between knower and known (epistemology) and assumptions about methodologies. Paradigms are therefore a lens by which reality is interpreted (Nieuwenhuis, 2007:47).

Creswell (2009:6) sees worldviews as a general orientation about the world and the nature of research that a researcher holds. He reiterates that these worldviews are shaped by the discipline area of the student, the beliefs of advisers and faculty in a student's area and past research experiences.

This study is situated within the interpretive paradigm and Connole (1993:22-23) states that an interpretive study is based on making/finding meaning from literature from the past. Babbie and Mouton (2001:28) state that the interpretive paradigm is also called the phenomenological approach which aims to understand people.

Fouché and Schurink (2011:309-310) state that interpretivists believe that the subject matter of the social sciences is fundamentally different from that of the natural sciences, thus a different methodology is required to reach an interpretive understanding and explanation that will enable the social researcher to appreciate the subjective meaning of social action.

3.3 Qualitative research

Creswell (2009:176) states that qualitative research is a form of interpretive inquiry in which researchers make an interpretation of what they see, hear and understand. Creswell (2009:4) states that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. He states that the process of research involves emerging questions and procedures, data typically collected in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the data (Creswell, 2009:4).

A qualitative research methodology differs inherently from a quantitative methodology as it does not provide the researcher with a step-by-step plan or a fixed recipe to follow. In quantitative research the design determines the researcher's choices and actions whereas in qualitative research the researchers choices and actions will determine the design or strategy (Fouché & Schurink, 2011:312).

Leedy and Ormrod (2001:147) state that qualitative approaches have two things in common. Firstly, it focuses on phenomena that occur in natural settings and secondly, it involves studying phenomena in all their complexity. Qualitative researchers recognise that the issue they are studying has many dimensions and layers, and so they try to portray the issue in its multifaceted form (Leedy & Ormrod, 2001:147). This is vital as numerous forms of data were collected as well as examined from various angles to construct a meaningful picture.

Leedy and Ormrod (2001:148) state that when choosing to approach research qualitatively, its purpose should be kept in mind. Qualitative research can:

- reveal the nature of certain situations, settings, processes, relationships, systems, or people;
- enable a researcher to:

a) gain insights about the nature of a particular phenomenon,
b) develop new concepts or theoretical perspectives about the phenomenon, and/or
c) discover the problems that exist within a phenomenon,

- allow the researcher to test the validity of certain assumptions, claims, theories, or generalisations within real world contexts;
- provide a means through which a researcher can judge the effectiveness of particular policies, practices, or innovation (Leedy & Ormrod, 2001:48).

In this study qualitative research was used to reveal the nature of a particular case study, namely the teacher preparation programme at the North-West University. The researcher gained insight into the case and was able to develop knowledge and practice standards for the teaching of the reading literacy components within the teacher preparation programme.

3.4 Research design

Given (2008:761) is of the opinion that the theoretical understandings and assumptions about research held by a researcher and/or research team provide an overarching frame that shapes and influences the research design at every point. This frame which shapes and influences the research is referred to as the research design. Research designs vary based on the purpose of the study, the nature of the research question as well as the skills and resources available to the researcher therefore, the research process will reflect the procedures of the design (Fouché & Schurink, 2011:312).

The research design chosen for this study was a case study as it would be appropriate to generate data to answer the research questions. Yin (2003:1) supports this when he states that "case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real life context". This approach was best described by Stake (1994:242) who wrote that, "[Q]ualitative case study is characterized by the main researcher spending substantial time on site, personally in contact with activities and operations of the case, reflecting, revising meanings of what is going on".

Given (2008:68) defines case studies as a research approach in which one or a few instances of a phenomenon are studied in depth. Fouché and Schurink (2011:320) state that case study design is

more of a choice of what to study than a methodological one. However, Creswell (2007:73) describes case studies as the exploration of a "bounded system", of a single or multiple cases, over a period of time through detailed, in-depth data collection involving multiple sources of information.

Fouché and Schurink (2011:321-322) note that there are three types of case studies which can be identified, namely:

- the descriptive case study. Fouché and Schurink (2011:321) use the work of Yin (2003) and describe a descriptive case study (also known as the intrinsic case study) as a design which strives to describe, analyse and interpret a particular phenomenon. In this particular study, the descriptive case study is applicable.
- the instrumental case study. Fouché and Schurink (2011:321-322) refer to the work of Mark (1996) when discussing the instrumental case study which is also used for explanatory purposes. The purpose of the instrumental case study is to build theory and to test and this is because case studies can be useful for producing theory and new knowledge which may inform policy development.
- the collective case study. This refers to an instrumental case study extended to a number of cases. Cases are chosen so that comparisons can be made between cases and concepts and then theories can be extended and validated by this.

3.5 Research site

The university at which this research took place is situated in the North West Province in South Africa. The university consists of three campuses situated in Mafikeng, Vaal Triangle and in Potchefstroom.

The *Baccalaureus Educationis* (BEd) degree is offered by the School of Education and the School for Curriculum-Based Studies. In this programme students can specialise in the Foundation Phase, Intermediate phase as well as the Senior and FET Phase. This particular study focused on the Foundation Phase teacher training programme. The BEd (Foundation Phase) programme extends over four years and trains students to teach from grade R to grade 3.

Before students are admitted to the programme they have to adhere to the following requirements (NWU, 2011:13):

- They must have a pass mark of 50-59% in the language of teaching and learning in their Home Language or First Additional Language
- The Achievement Point Score (APS) score is determined by considering the results obtained in four designated subjects and two National Senior Certificate (NSC) subjects. The result obtained in Life Orientation is not taken into account
- A candidate eligible for the programme should obtain an APS score of 21.
- A candidate who does not achieve the minimum APS score will not be selected.

3.6 Participants

According to Given (2008:589-599), advancing the understanding of human behaviour depends heavily on the contributions of research participants. Participants contribute data to research in a number of ways and in this particular study it was through interviews and observation. Creswell (2007:74) states that purposeful sampling shows different perspectives on the problem therefore it is imperative that persons partaking in the study are knowledgeable about the topic and can be a source where information can be obtained. Given (2008:697) sees purposeful sampling as a series of strategic choices about with whom, where, and how a researcher conducts his/her research. This implies that the way that researchers sample must be tied to their objective of the study. However, Given (2008:697) notes that there is no one best sampling strategy because sampling will depend on the context in which the researcher is working and the nature of the research objectives. The participants included literacy lecturers (English, Afrikaans and Setswana) from all three campuses who work in the Foundation Phase Subject Group of the B Ed programme (n = 5).

The biographical details of the participants are illustrated in Table 3.1.

Table 3.1

Biographical information of participants

Participant	*Age*	*Qualification*	*Year obtained*	*Institution obtained*
A	45-50	PhD	2008	NWU
B	50-55	PhD	2010	NWU
C	45-50	MEd	1997	PU for CHE
D	45-50	MA	2006	NWU
E	30-35	B Ed Hons	2009	NWU

Participant A has 17 years school teaching experience of which three years was as head of department, two years college teaching experience and nine years university lecturing experience and obtained a PhD whilst working in the university environment. Participant B taught in the school environment for 27 years, in this time she was a head of department for four years and a cluster leader for the school district for five years. Participant B has been lecturing in the university environment for eight years. Participant C taught for three years in the school environment after which he was employed in the university environment. He has worked at the university for the past 21 years of which the last five years required involvement in the foundation phase teacher preparation programme. Participant D has one year school teaching experience and nine years of teaching in the college environment. Participant D has been lecturing at the university for nine years and obtained an MA degree in this time. Participant E taught in the college environment for six years and was then employed at the university where she has lectured for the past two years.

3.7 Data collection methods

The following data collection methods were utilised in this study: interviews, observations and documents.

3.7.1 Interviews

One of the research methods utilised in this study was that of interviews with lecturers who lecture in the Foundation Phase. According to Seidman (1993:3), the purpose of interviewing is not to get answers to questions, nor to test hypotheses, and not to evaluate, but at the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of the experience. Seidman (1993:3-4) continues to say that interviewing provides access to people's behaviour and thereby provides a way for researchers to understand the meaning of their behaviour. He notes that "the meaning people make of their experience affects the way they carry out that experience" (Seidman, 1993:3-4). Given (2008:470) states that interviews should be conducted to enable the researcher to answer his or her research questions. Moreover, in this study interviews were used to determine *what* and *how* reading literacy components are taught within a foundation phase teacher preparation programme.

Merriam (2009:88) informs us that interviews are necessary when behaviour cannot be observed. Interviewing is the predominant mode of data or information collection in qualitative research.

Researchers obtain information through direct interchange with an individual or a group that is known or expected to possess the knowledge they seek (Greef, 2011:342).

Greef (2011:342) continues to note that the interview is a social relationship designed to exchange information between the participant and the researcher. The quantity and quality of information exchanged depend on how astute and creative the interviewer is at understanding and managing the relationship. Greef (2011:342) emphasises that there are challenges which the interviewer might face when conducting the interview, these challenges include establishing rapport in order to gain information from participants, coping with unanticipated problems, recording and managing the large volume of data generated by the interview. However, Greef reminds us that interviewing is not confined to asking questions and recording answers, the interviewer needs to be attentive and responsive throughout the process (Greef, 2011:342-345).

Qualitative studies usually employ unstructured or semi-structured interviews. Unstructured interviews are usually conducted without utilizing any of the researcher's prior information, experience or opinions in a particular area (Greef, 2011:347-348). However, in this study, semi-structured interviews were utilized and can be described as being organized around areas of particular interest, while still allowing considerable flexibility in scope and depth.

The semi-structured interview gives the researcher much more flexibility and the researcher is able to follow up on emerging avenues as they arise in the interview. It is especially suitable when researching complexity or process. With the semi-structured interview, the researcher had a set of pre-determined questions on an interview schedule but this did not dictate the interview but was a mere guide (Greef, 2011:351-352). According to Given (2008:470), most qualitative research interviews are semi-structured as a consequence of the agenda being set by the researcher's interests yet with room for the respondent's more spontaneous descriptions and narratives.

According to Greef (2011:352), the interview schedule (addendum A), is a questionnaire that is written in advance to guide interviews and force the researcher to think explicitly about what she anticipated the interview might cover. Furthermore, the interview schedule equips the researcher with a set of pre-determined questions that may be used as an appropriate instrument to engage with the participant. Questions were arranged from simple to complex and from broad to more specific in order for participants to adjust to the pattern of the interview schedule. Questions followed a logical sequence and were limited to a few only. The researcher ensured that the topic

was covered thoroughly. A focused literature review was conducted to guide the researcher to understand the topic at hand and to know what questions to ask to cover the topic. Open-ended questions were asked to allow the participants to express their opinions. Questions were also focused to ensure that the interviews gave specific information required for the purpose of the study (Greef, 2011:352).

Greef (2011:360) notes that one-to-one interviews have various strengths and weaknesses. Greef (2011:360) purports that interviews are a useful way of getting large amounts of data quickly and are an especially effective way of obtaining depth in data, but the fact that they involve personal interaction and cooperation may be problematic as participants may be unwilling to share as the researcher may ask questions which do not elicit the desired responses from participants. Moreover, interviewing is a conversational practice where knowledge is produced through the interaction between an interviewer and an interviewee or a group of interviewees.

Interviews elicit data that are not evident from documents or observation alone. Interviews provide access to multiple perspectives. An interview schedule was designed for the participants. The interview questions were designed to allow for two levels of inquiry at the same time, "satisfying the needs of [the researcher's] line of inquiry while simultaneously putting forth 'friendly' and 'non-threatening' questions in [the researcher's] open-ended interview" (Yin, 2003:90). All the interviews were audio taped (with the permission of the participants) to ensure the accuracy and completeness of the data. These tapes were transcribed and will be kept in a steel cabinet in the researcher’s office for eighteen months after the completion of the study after which they will be destroyed. Notes were taken during the interviews to record perceptions, observations, and things which could not be captured on audiotape. The interview questions addressed the following issues:

- course objectives and design
- course methods
- course content
- the reading literacy components
- work integrated learning
- assessment of pre-service teachers.

3.7.2 Observations

Direct observation allows an observer to "draw inferences about someone's meaning and perspective that [the observer] couldn't obtain by relying exclusively on interview data. This is particularly true for getting at tacit understandings" (Maxwell, 1996:76). In this study, the researcher was present at eight class sessions of approximately fifty minutes each time: four sessions at the beginning, and four sessions in the middle of the semester on the Vaal Triangle and Potchefstroom campuses[11]. Observation and recorded field notes were made during these sessions. I tried to be what Creswell (1994:81) describes as a "complete observer." The observations focused on areas such as delivery of content and learning activities. With the teacher educators' permission, the course session's observation period allowed for the collection of visual data such as handouts, board notes, and sample student work.

According to Given (2008:573), observation is one of the oldest and most fundamental data collection methods as it involves collecting impressions of the world using all of one's senses. It should be done in a systematic and purposeful way to learn about a phenomenon of interest. Although frequently employed on its own, observations are often used with other methods such as interviewing and document analysis as in this study.

Given (2008:573) continues to note that qualitative observations attempt to capture life as experienced by the research participants rather than through categories that have been predetermined by the researcher. The use of observations assumes behaviour is purposeful, which reflects deeper values and beliefs. Although it may be conducted in a laboratory or another setting chosen by the researcher, it typically takes place in natural settings to capture behaviour as it occurs in the real world. The observations in this study took place in the natural setting of the research study, namely, the university lecture halls.

An observation schedule (addendum B) was compiled to guide the observation process. Given (2008:576) characterises an observation schedule as a form prepared prior to data collection that

[11] The Mafikeng campus was not visited due to time constraints to the study set by the researcher. The researcher is of the opinion that two out of the three campuses is a good representation as the programmes on all three campuses are aligned in terms of study guides, content and exam papers.

delineates the behaviour and situational features to be observed and recorded during observation. The categories incorporated on the observation schedule were derived from the purpose of the research and from what is known about the reading literacy components within teacher preparation programmes. Observation schedules provide clear guides for focusing observation and recording data (Given, 2008:576).

Qualitative observations have a subjective role as the researcher is conducting the observation individually (Given, 2008:573). Moreover, observation is holistic in its approach, as the researcher collects data about many aspects of the research setting and its participants. Researchers, through observation, strive to identify broad trends and patterns of behaviour which they believe actually happens often which might be evident in what could be seen to be trivial and taken for granted.

3.7.3 Documents

"Documents corroborate your observations and interviews and thus make your findings more trustworthy. Beyond corroboration, they may raise questions about your hunches and thereby shape new directions for observations and interviews" (Glesne, 1999:58). The following documents (i.e., syllabi, textbook(s), reading compendiums, course outline, course handouts, examination papers and assignments) were analysed in this study. Nieuwenhuis (2007:82) makes us aware that when one uses documents as a data collection technique you will focus on written communications that shed light on a particular phenomenon you are investigating.

Given (2008:230) is of the opinion that documents constitute the basis for most qualitative research. Documents often serve as key sources of social scientific data, their role in social research is rarely highlighted considering they are sometimes subsumed under the heading of “unobtrusive” methods (Given, 2008:230).

3.8 Data collection procedure

Data was collected with the use of documents, interviews with various lecturers who lecture within the literacy modules, and observations were conducted as a final stage of the data collection procedure. The data collection procedure is illustrated in Diagram 3.1:

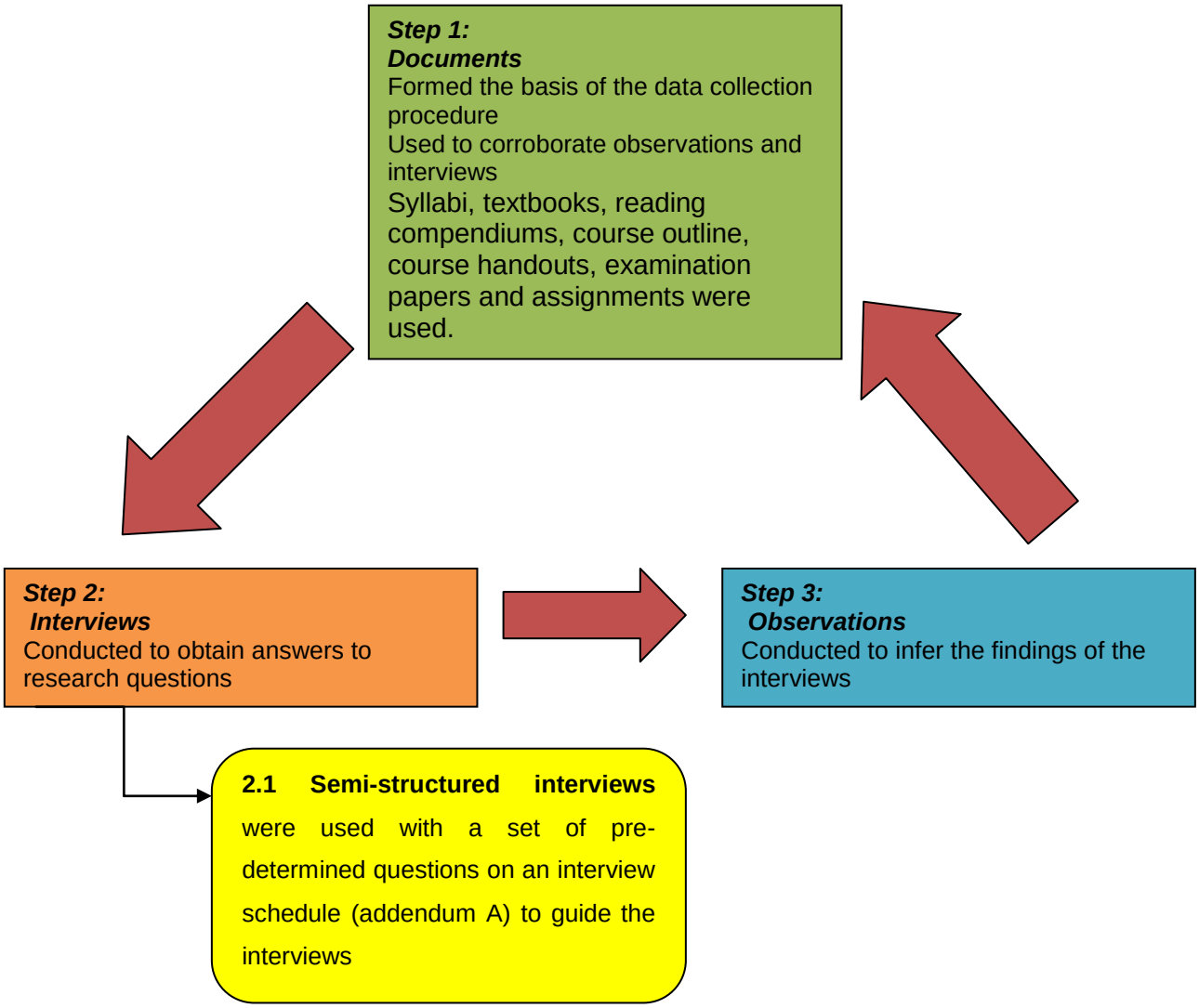


Diagram 3.1: The data collection procedure

3.9 Data analysis

Data analysis is multifaceted and includes organizing data, generating categories and themes, coding data, and interpretation. Maxwell (1996:77) suggests that the "qualitative researcher begins data analysis immediately after finishing the first interview or observation and continues to analyse the data as long as he or she is working on the research". Silverman (2010:221) agrees with Maxwell and suggests that data analysis should start as the data is being collected and suggests that data should be reviewed in light of the research questions.

Leedy and Ormrod (2001:150) are of the opinion that a case study researcher often begins to analyse the data during the data collection process, preliminary conclusions are likely to influence the kind of data that he or she seeks out and collects in later parts of the study. Ultimately, the researcher must look for convergence (triangulation) of the data: many separate pieces of information must all point to the same conclusion (Leedy & Ormrod, 2001:150).

Wellington and Szczerbinski (2007:101) state that qualitative data analysis can be messy and complicated as it involves taking in the data, digesting it, taking it apart and then putting it back together. Creswell's (2008:244-245) steps to analysing qualitative data were followed in this study. These steps included:

i) The researcher collecting the data.
ii) The data is prepared for analysis which involved transcriptions and field notes.
iii) The researcher reads through the data to obtain a general sense of the materials and coding is done afterwards.
iv) Whilst coding the data the researcher should remember to code the rest for themes to be used in the research as well as code for the description to be used in the research.

Whilst following Creswell's' steps to data analysis, a method of content analysis was used to arrive at the categories emanating from the data in light of the research questions. According to Grbich (2007:112), content analysis is a systematic coding and categorising approach which can be used to explore large amounts of textual information in order to ascertain the trends and patterns of words used, their frequency, their relationships and the structures and discourses of communication. Given (2008:120) defines content analysis as the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes.

Given (2008:121) reiterates that a qualitative approach to content analysis is inductive as it starts with deep close reading of text and attempts to uncover the less obvious contextual or latent content. Moreover, a researcher seeking to understand participants' experiences or understandings of a phenomenon of interest is likely to use such an inductive approach to an analysis of interview data. As an analytic method, content analysis is very flexible, as it provides a systematic way of synthesizing a wide range of data (Given, 2008:121).

According to Maykut and Morehouse (1994:126-127), a defining characteristic of qualitative research is an inductive approach to data analysis. An inductive approach refers to the fact that data is collected that refers to the research question, generating a hypothesis is not a priority and the variables for the data collection is not predetermined.

The standard approach to the analysis of documents focuses primarily on what is contained within them. Documents are viewed as pieces of communication between a writer and a reader, which contain meaningful messages (Given, 2008:230). Strydom and Delport (2011:377) state that document analysis involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style or coverage.

According to Wellington and Szczerbinski (2007:111), the nature of the documents being analysed will have important implications for the analysis. They emphasise the value of documents in research as it can open up and explore a field and it can conclude and consolidate research. In this study documents are used to explore *what* and *how* reading literacy components are taught within a foundation phase teacher preparation programme. Wellington and Szczerbinski (2007:111) note that searching for meaning in documents is a matter of interpretation, therefore no document should be judged at face value.

Given (2008:230) notes that the most straightforward approach in which to document content involves the adoption of some form of content analysis. Content analysis concentrates on word and phrase counts as well as numerical measures of textual expression. Denscombe (2007:221) and Given (2008:230) both state that content analysis is a method which helps the researcher to analyse the content of documents. It is a method that can be used with any 'text', whether it is in the form of writing, sounds or pictures, as a way of quantifying the contents of that text (Denscombe, 2007:221).

Denscombe (2007:221) suggests that content analysis should be a logical and relatively straightforward procedure. The researcher employed Denscombe's content analysis procedure in the following manner:

- An appropriate sample of texts was selected and the criterion for the choice of these samples were explicit. The criteria included specific categories pertaining to the reading

literacy components, assessment of the reading literacy components and application activities of the reading literacy components.

- The content was broken into smaller component units such as units which addressed content, teaching methods and assessment of students.
- Relevant categories for analysing the data were developed as the researcher needed to have a clear idea of the kinds of categories, issues and ideas that she is concerned with and how these might appear in the text. This might take the form of 'key words' associated with the theme. Key words included phonemic awareness, fluency, vocabulary, assessment (addendum C).
- *The units were coded in line with the categories* - meticulous attention to the text was needed to code all the relevant words, sentences, etc. Denscombe (2007:221) suggests that these codes should either be written on the text and subsequently referred to or entered via computer programme specifically designed for the purpose. In this study the Nvivo computer programme was utilised for this specific purpose (addendum D).

According to Denscombe (2007:236), the strengths of content analysis are that it provides a means for quantifying the contents of a text, and it does so by using a method that is clear and, in principle, replicable by other researchers. However, data collected using Denscombe's content analysis is only the first phase of the data analysis. The data emanating from the content analysis was then interpreted to unlock meaning embedded in the content disclosed.

The researcher designed a content analysis matrix (addendum E) in order to do a basic analysis of the documents. This matrix consisted of the various categories which were used to analyse the documents. In addition, an Innovation Configuration entitled, *Scientifically Based Reading Instruction Innovation Configuration*, was adapted from the National Comprehensive Centre for Teacher Quality to do an intense analysis of the documents as well. The National Comprehensive Centre for Teacher Quality designed the Innovation Configuration based on established scientifically based reading research (Smartt & Reschly, 2007). It was designed to be utilised to evaluate general and special education teacher preparation programmes to improve the teaching of reading (Smartt & Reschly, 2007). An innovation configuration is a tool which can be utilised to assess the essential components of reading instruction as well as the degree of implementation. It can also be used to assess the development and implementation of educational innovations, the reliability of instructional practices as well as the content of teacher education programmes. The

innovation configuration specifies key competencies specific to reading instruction, these competencies refer to knowledge of the reading literacy components, the different levels of implementation and in the case of this study teacher preparation. As illustrated in addendum F the innovation configuration has two dimensions: essential components and the degree of implementation. The essential components should be based on research and is listed in rows on the left, these components have descriptors as sub-sections which should guide the application of the criteria. The levels of implementation are indicated by the row which stretches across the top of the page, these levels stretch from no use to ideal implementation. These levels are then rated and a score is attached to it as illustrated below:

- There is no evidence that the component is included in the module (score = 0);
- The module mentions content related to the component (score = 1);
- The module mentions the component and requires readings and tests or quizzes (score = 2);
- The module mentions the component and requires readings, tests or quizzes, and assignments or projects for application (score = 3);
- The module mentions the component and requires readings, tests or quizzes, assignments or projects, and teaching with application and feedback (score = 4).

The scores used to present the different levels of implementation are on an ordinal scale, therefore a higher number will indicate that the implementation of a component is more thorough. The scale points cannot be interpreted as if the intervals between the score are equal.

3.9.1 Data organisation

The collection of thick, rich, descriptive qualitative data requires a well organised data-collection plan that will support analysis. This research employed the powerful software tool QSR NVivo 8 as a database. An NVivo "shell" was used to store, organize, and manage the data. It houses documents such as a methodological log, interview transcripts, audio recordings, innovation configurations and observation field notes. Each document was coded by attributes that provide detail to the content and features thus facilitating data searches and analysis. The NVivo software includes the DataBite feature that was used to link all components of the database. The methodological log serves as a record of the processes and decisions made with regard to the handling of the data and changes in the research design throughout the process (addendum D).

3.9.2 Categories and themes

When analyzing case study evidence, Yin (2003:111) wrote that, "[T]he first and most referred strategy is to follow the theoretical propositions that led to your case study". Yin (2003:115) states that, "[T]he best preparation for conducting case study analysis is to have a general analytic strategy". Preliminary analytic categories drawn from the research questions included:

- five components of reading
- programme features
- work integrated learning
- course materials
- pre-service teacher assessment
- curriculum

3.9.3 Coding

Glesne (1999:135) describes coding as "a progressive process of sorting and defining and defining and sorting those scraps of collected data". The goal of coding in qualitative analysis is to separate or "fracture" (Strauss, 1987:201) the data into meaningful analytical units and assign a category or descriptive words in order to aid data retrieval. Sorting and comparison of smaller units of data eventually makes sense of the data as a whole (Maxwell, 1996:77). In this study, data coding took place as each piece of data was collected. The coding document in the NVivo shell was the initial list of codes derived from the literature review and research questions. For each type of text data, initial coding consisted of highlighting sections of text in colour, to indicate topic categories. As categories and patterns emerged, analysis shifted toward more analytical node coding. After the initial coding, the NVivo search tool was used to locate words and phrases relating to specific categories or nodes as a way to check that nothing was missed. As categories or nodes emerged, it was possible to look for data that relate in meaningful ways. Coding made it possible to ask questions, make comparisons, look for connections between components, and create additional nodes.

3.9.4 Interpretation

The result of data analysis is the ability to interpret and give meaning to the data at one point in time. Maxwell (1996:32) refers to interpretation as "an account of the meaning given to some

situation or event by the people studied in their own terms". Denzin (1994:504) describes interpretation as a "productive process that sets forth the multiple meanings." He goes on to state that interpretation is transformative, interpretation illuminates, and it refines: "Meaning, interpretation, and representation are deeply intertwined in one another". This research moved from the descriptive level to the interpretive level in order to deepen the understanding of how this university prepares its foundation phase teachers to teach reading. The first level was to systematically classify the data into categories and themes and the next level involved making inferences.

3.9.5 Validity

There are multiple descriptions for determining validity. At the core, the issues pertaining to qualitative research are "trustworthiness" and "authenticity." Ensuring validity is the process of intentionally eliminating threats and identifying evidence that challenges the research conclusions. The assessment of validity happens in each phase of research. Prolonged engagement augments the "trustworthiness" of this research through every phase. Yin (2003:87) describes some overriding principles that are important to data collection in case studies. These include the use of multiple sources of evidence, a case study database, and a chain of evidence.

3.9.5.1 Multiple sources of evidence

Maxwell (1996:40) states that triangulation of data collection methods reduces the risk that conclusions will be subject to limitations of one method or systemic biases. Using the method of triangulation to ensure validity, this study design includes multiple sources of evidence, including individual interviews with the teacher educators, multiple site observations and documents.

3.9.5.2 Case study database

A database provides a means for documenting and organizing data. As previously mentioned, the database for this research was QSR NVivo 8 software, which can be used to record, manage, and analyze data. The NVivo "shell" can be a repository for all documents such as transcriptions of interviews, observation field notes, visual data, coding log, and memos. The software supports the following data activities required throughout the research process: organizing, linking, categorizing, questioning, shaping, and synthesizing.

3.9.5.3 Chain of evidence

Yin (2003:83) describes the chain of evidence as the "explicit links between the questions asked, the data collected, and the conclusions drawn".

3.9.6 Rich data

Rich data provides a complete picture of what is going on, allowing the reader to enter the research context (Glesne, 1999). Verbatim transcripts of interviews and observation notes that are full of descriptive words will provide rich data. Qualitative research must take particular care to address the potential for researcher bias and the phenomenon of reflexivity. In addition, such research must acknowledge and address the influence of the researcher on the setting or the individual studied, (i.e., reactivity to the researcher) (Maxwell, 1996). Two methods that address these phenomena are member checks and peer review.

3.9.6.1 Member checks

Guba and Lincoln (1989) describe member checking as systematically soliciting feedback about data and conclusions from the people who are subjects of research. Member checking can help identify researcher bias. In this study, participants could review their interview text, provide feedback, correct inaccuracies, and/or clarify ambiguities in the text. Maxwell (1996:94) states that member checking "is the single most important way of ruling out the possibility of misinterpretation of the meaning of what they say and perspective they have on what is going on".

3.9.6.2 Peer review

A group of three teacher educators who were outside the study reviewed a draft of the report on this study, and provided feedback. Their external review and input on the research helped identify validity threats and raise awareness of my own biases and assumptions.

3.10 The researcher's role

Qualitative methods rely much less than quantitative methods on "standardized" instruments and methods. Thus, the researcher is positioned quite closely to raw words and real life, and the researcher as "person" plays a more obvious, if not more profound, role in all stages of research (Given, 2008:766).

Creswell (2009:175) reiterates that the researcher is the key instrument in qualitative research. This was evident as the researcher collected data by examining documents, observing behaviour and interviewing the participants.

3.11 Ethical issues

Research involves several ethical issues. Merriam (1988:179) mentions that, "[I]n a qualitative case study, ethical dilemmas are likely to emerge at two points: during the collection of data and in the dissemination of findings". Punch (1994:89) states that "most concern revolves around issues of harm, consent, deception, privacy, and confidentiality of data". Clandinin and Connelly (2000:170) note that, "[E]thical matters shift and change as we move through an inquiry. They are never far from the heart of our inquiries no matter where we are in the inquiry process". The proposed research design requires no deceptive practices or methods. Its intent is clear. I assume ultimate responsibility to address ethical issues.

Prior to volunteering, potential participants received sufficient information to make decisions about participating. They signed informed consent forms which detailed their involvement and the study's purpose. Participants were informed of their right to withdraw at any time, and of the terms of confidentiality for this study.

Ethical clearance was obtained from the North-West University's Ethical Committee before the commencement of the study.

3.12 Conclusion

The qualitative approach of using a case study research design was the best approach for this study. Embedded within this research design was the use of a document analysis, interviews and observations which further helped to triangulate the data findings so that a true representation of the data could be interpreted to address the research questions. Therefore a deeper understanding of *what* and *how* the reading literacy components are taught within a foundation phase teacher preparation programme could be obtained.

Chapter 4

Results and Discussion

4.1 Introduction

The purpose of the study was to conduct an analysis of *what* and *how* reading literacy components are included and taught within a foundation phase teacher preparation programme. This chapter aims to present and discuss the results of the data collected through documents, interviews and observations. The researcher employed a method of content analysis to analyse the data as the data was coded to identify possible themes and categories. The findings are discussed under the themes and categories as they relate to the research questions stipulated in Chapter 1.

The results of the qualitative data gathered was used to develop a knowledge and practice standard for the teaching of the reading components within foundation phase teacher preparation programmes and is presented in Chapter 5.

4.2 Results

The results are presented according to the two aspects focussed on in the research questions formulated in section 1.2, namely ***what*** reading literacy components should be addressed and are included in a foundation phase teacher preparation programme within the Faculty of Education Sciences at the North-West University, and ***how*** does the Faculty of Education Sciences at the North-West University prepare its pre-service teachers to teach and assess the reading literacy components.

4.2.1 What reading literacy components are taught?

The discussion in this section has two foci, namely one on general literacy content and a second on the five specific reading literacy components.

4.2.1.1 An analysis of the general literacy content

i) Document analysis

The literacy home language modules are presented in Afrikaans, English and Setswana from the first year through to the fourth year. The Setswana home language module is currently only offered up to third year level, but as of 2012 it will run up to the fourth year level.

The content as covered in the **study guides** within the Literacy modules in the B Ed Foundation Phase programme is presented in Table 4.1:

Table 4.1

Content: Literacy Home Language

LITH 113 Study unit 1 1.1 Outcomes-based education and the National Curriculum Statement 1.2 Principles of outcomes-based education and the National Curriculum Statement 1.3 Introduction to the learning area Languages Study unit 2 Learning outcome 1: Listening 2.1 Hearing and listening 2.2 Listening and the story 2.3 Listening and the interpretation of academic articles Study unit 3 Learning outcome 2: Speaking 3.1 Language and speech development 3.2 Speaking activities Study unit 4 Learning outcome 6: Language structure and use 4.1 Sounds and words 4.2 Spelling teaching 4.3 How do I plan a lesson for English Home Language in the learning programme Literacy? Study unit 5 Teaching and learning strategies in the learning area Languages 5.1 Teaching and learning strategies 5.2 Work stations, learning nooks and games
LITH 223 Study Unit 1 Written communication 1.1 Learning and development theories relevant to the teaching of written communication in the Foundation Phase 1.2 Preparation for the commencement of written communication 1.3 The writing process 1.4 Learning activities and teaching strategies relevant to the teaching of

writing
1.5 The role of meta-cognition, feedback and assistance in the development of writing skills
1.6 Assessment standards for writing in the Foundation Phase

Study Unit 2 The development of handwriting
2.1 The history of the development of the alphabet
2.2 Minimum requirements for teaching writing
2.3 Approaches to teaching writing
2.4 Factors that influence writing
2.5 Perceptual skills and precision motor development
2.6 Printing, cursive and the writing of numerals
2.7 Teaching handwriting and assessment

Study Unit 3 Think and reason
3.1 Critical thinking skills and the learner in the Foundation Phase
3.2 Thinking and Bloom's taxonomy
3.3 Thinking and the use of pictures, poetry and graphic representations

LITH 313

Study unit 1 Language, literacy and perceptual development of the young learner
1.1 The development of language and literacy
1.2 Perceptual development

1.2.1 Motor perception
1.2.2 Visual perception
1.2.3 Auditory perception
1.2.4 Haptic perception
1.2.5 Smell and taste perception
1.2.6 Base line assessment with regard to perceptual development

Study unit 2 Emergent literacy, reading readiness and preparation for initial reading
2.1 Emergent literacy
2.2 Reading readiness and preparation for initial reading

Study unit 3 Theories of reading
3.1 An introduction to theories and models
3.2 Initial reading theories

LITH 423

Study Unit 1 Reading and reading instruction approaches in practice
1.1 Definition and aspects of reading
1.2 Reading approaches, methods, strategies and high-frequency words
1.3 The main components of reading and the instruction thereof in a balanced reading approach

Study Unit 2 The implementation of reading in practice
2.1 Reading material in the foundation phase
2.2 Presentation of the class reading lesson, reading groups and assessment
2.3 The elimination of general reading errors and prevention of reading

difficulties

Study Unit 3 Continued reading instruction in practice
3.1 Reading aloud: reading techniques and reading skills
3.2 Silent reading
3.3 Reading comprehension
3.4 Elementary literature study and research

Study Unit 4 A differentiated approach to reading in practice
4.1 Differentiation and the planning of a differentiated reading approach
4.2 Implementation of a differentiated reading approach

Study Unit 5 The assessment of learners in literacy
5.1 Investigation methods
5.2 Assessment of barriers to learning related to language, reading and spelling

The study guides indicate that the Afrikaans content is merely translated into English and Setswana and not revised for English and Setswana mother tongue. The uniqueness of language structure is therefore not taken into consideration.

The module outcomes stipulated to be covered within the literacy modules in the B Ed Foundation Phase programme is presented in Table 4.2:

Table 4.2

Module outcomes: Literacy Home Language

LITH 113 • Demonstrate a fundamental knowledge of outcomes based education, as well as relevant teaching and learning strategies in English Home Language within the context of the learning area Languages; • Demonstrate facilitation skills of methods, procedures and techniques relating to the teaching of Listening, Speaking, as well as Language Structure and Use; • Demonstrate problem solving skills by means of planning and presenting lessons during the teaching of Listening, Speaking, as well as Language Structure and Use; • Show appreciation for the contribution that outcomes based education and the National Curriculum Statement makes in order to strive to provide quality education to foundation phase learners in South Africa.
LITH 223 • Demonstrate fundamental knowledge, with a good understanding of the principles and theories concerning the acquisition of handwriting and written communication, as well as thinking and reasoning skills of the foundation phase learners, and be able to apply it in the learning area Languages; • Demonstrate knowledge of the key aspects, theories and principles in the teaching of handwriting, written communication, enhancement of

thinking and reasoning skills of the foundation phase learners and be able to apply it in teaching practice; • Plan and apply a suitable selection of teaching and learning strategies, methods and techniques to be used for individuals, or in groups, in lessons for teaching handwriting, written communication as well as thinking and reasoning activities; • Be able to analyse, evaluate, support lesson planning and -application according to given criteria for effective outcomes based teaching, which includes interaction, media and values.
LITH 313 • Demonstrate a well-rounded and systematic knowledge with a sound understanding of perceptual development, reading readiness and initial reading in the Home Language (English); • Demonstrate essential procedures and processes aimed at the practice with regard to perceptual development, reading readiness and initial reading in the Home Language (English); • Execute the effective choice and utilisation of essential methods, procedures and techniques in order to demonstrate effective education of perceptual development, reading readiness and initial reading in the Home Language (English); • Demonstrate sensitivity towards the child as a unique being by expressing an ethically accountable value system.
LITH 423 • Demonstrate a complete and systematic knowledge of Learning Outcome 3: Reading and Viewing in the Home Language (English) as well as assessment of the Literacy classroom in the foundation phase, within the context of the learning area Languages, as contained in the National Curriculum Statement; • Demonstrate efficient choices and application of essential procedures and techniques during reading instruction (Learning Outcome 3: Reading and Viewing) and its assessment; • Demonstrate the ability to solve unfamiliar, concrete and abstract problems and issues regarding reading instruction (Learning Outcome 3: Reading and Viewing) and its assessment; • Demonstrate ethically correct attitudes and behaviour towards learners from a variety of culture groups and facilitate the importance of good reading and spelling ability in the child as lifelong learner.

The module outcomes and an outline of the content (*cf*. Tables 4.1 & 4.2) of LITH 113 indicate a focus on listening[12], speaking[13] and language structure and use[14]. The language structure and use study unit does not address aspects such as phonology, morphology, syntax or semantics but

[12] Listening is learning outcome 1 of the Languages curriculum in the Revised National Curriculum Statement (Department of Education, 2002:11).
[13] Speaking is learning outcome 2 of the Languages curriculum in the Revised National Curriculum Statement (Department of Education, 2002:11).
[14] Language structure and use is learning outcome 6 of the Languages curriculum in the Revised National Curriculum Statement(Department of Education, 2002:12) .

focuses on sounds and words and the teaching of spelling. It is clear that the focus of the module is on the National Curriculum Statement (NCS) as opposed to an in depth knowledge of language structure and language development (*cf*. Chapter 2). The module outcomes of LITH 223 focus on thinking and reasoning[15], as well as the development of written communication[16]. In the third year of study, the LITH 313 module addresses perceptual development and reading readiness. LITH 423 focuses on reading and viewing[17], which is another outcome of the learning area languages, within the NCS. It is evident that the modules focus on the specific requirements of the NCS. This is an example of teaching to a curriculum, which can have negative implications for effective teacher preparation. If a new curriculum is implemented, as in 2012 (Curriculum and Assessment Policy Statement) (CAPS), the teacher would be prepared for the previous curriculum and not how to effectively teach children to read.

An analysis of the **course reading materials** indicate that the textbook *Literacy in the Foundation Phase* (Joubert, Bester and Meyer, 2008) is used in conjunction with reading compendiums for each module which is compiled by the lecturers who developed the modules. The textbook is available in both English and Afrikaans, but not in Setswana. The Setswana students have to purchase the English book. Various chapters from books, internet articles and journal articles are included in an appendix within the study guide. The reading compendiums are compiled by the developers of the modules. The internet articles are not necessarily drawn from academic sites or journal articles; some articles (from LITH 423) were downloaded from sites such as Wikipedia. Students have to read them as preparation for class, however, knowledge of the content of the articles is not assessed and some are included for reference and self-study purposes. Some content included in the reading compendiums reflect the PhD content of the developer of the modules.

An analysis of the 2010 LITH 113, 223, 313 and 423 **exam papers** confirm that the modules are based on the NCS. Pre-service teachers are required to "show" that they are capable of developing

[15] Thinking and reasoning is learning outcome 5 of the Languages curriculum in the Revised National Curriculum Statement (Department of Education, 2002:12) .
[16] Reading and viewing is learning outcome 3 of the Languages curriculum in the Revised National Curriculum Statement (Department of Education, 2002:11).
[17] Writing is learning outcome 4 of the Languages curriculum in the Revised National Curriculum Statement (Department of Education, 2002:11).

tasks, exercises and activities for specific aspects within the NCS, such as planning an activity for languages (*cf*. Questions in LITH 113, first opportunity).

LITH 113

First Opportunity

- *Discuss the characteristics of continuous assessment.* *[6]*
- *With reference to Addendum B, plan an integrated activity for each of the learning areas. Stipulate the assessment strategies that you will use for each activity and clarify the implementation thereof in the classroom situation. Answer the question in your* ***exam book*** *by drawing and completing a* ***similar table.*** *[24]*

LEARNING AREA	POSSIBLE ACTIVITY (8)	ASSESSEMENT STRATEGY (8) IMPLEMENTATION (8)
Languages		
Mathematics		
Arts and Culture		
Technology		
Natural Sciences		
Social Sciences		
Life Orientation		
Economic and Management Sciences		

- "Listening is a trans-active process that involves many facets, including receiving, focusing, attending, discriminating, assigning meaning, monitoring and remembering". (Sampson *et al*., 2003:97.) *Discuss the criteria that can help a teacher to assess listening.* *[12]*

- *Name and discuss the five (5) essences that have to be borne in mind when doing dramatisation so that it can be optimally utilised for the learner's language and literacy development.* *[10]*

- *How would you as Foundation Phase teacher integrate spelling activities with reading, writing and word building?* *[6]*

- *An important component of the balanced literacy approach is teaching learners to spell by relating sounds to letters. Name and discuss the phases according to which learner's spelling ability develops.* *[4 x 2 = 8]*
- *Work stations are activity centres that should feature in the classroom. Discuss the aspects that must be borne in mind when work stations are set up and indicate five (5) possible advantages thereof.* *[14]*

The above mentioned questions require the students to simply regurgitate factual information, as students are required to *discuss* or *name* content studied. These questions do not require students to have in depth knowledge of the content or demand that they engage critically with the content. This is an indication that the questions lack depth as students simply have to state facts. The exam questions for the second opportunity are very similar in nature:

Second Opportunity[18]

- *Name and describe the six main learning outcomes of Languages as determined by the National Curriculum Statement.* *[12]*
- *Regardless to the fact that the learner can hear well and therefore has no hearing problems, he may still not have the ability to listen with understanding. Identify the possible causes of poor listening abilities in the school beginner.* [5]
- *In the process of listening a variety of skills and aspects are involved. Sampson et al. (2003:97) quote Lundsteen and she alleges: "Listening is a trans-active process that involves many facets, including receiving, focusing, attending, discriminating, assigning meaning, monitoring and remembering". It therefore implies that different types of listening take place in the classroom. Distinguish between eight (8) different forms of listening and demonstrate how it manifests in the class.* *[8 x 2 = 16]*

[18] The North-West University has two exam opportunities per semester. Students are to use one opportunity only but can pay to utilise the second opportunity if they wish to re-attempt the exam to improve their mark. The second opportunity was also established to give students who cannot write the first opportunity a chance to take the exam.

- *Play is an important means of learning in the formative world of the child. Name and discuss Smilanski's categories of play (Essa, 1992:55). [4 x 2 = 8]*
- *Work stations are activity centres that should feature in the classroom. Name three (3) advantages of work stations. [3]*

The LITH 223 exam questions indicate that lecturers are trying to cover all the content within the curriculum as questions demand lengthy answers from students but count only ten marks.

LITH 223

First Opportunity

- *How will you apply Vygotsky's theory in the classroom? Keep in mind that Vygotsky's concept of the Zone of Proximal Development is based on the idea that development is defined through both what the learner can do independently as well as with facilitation.*

  [10]

- *Apply the theories of Gagne and Bruner on the teaching of writing in a grade two classroom. Use your own practical examples to support your argument. [10]*

- *Explain and describe 5(five) techniques/methods to practice both the writing of words and sentences. [10]*
- *Design a work sheet (in print writing) and show how you will implement functional-creative work in the theme of Christmas in a grade 1 class. Five marks will be allocated to the content of the work sheet and the other five marks to the correct formation of letters and numbers written in print. Please use 1(one) A4 folio page. [10]*
- *Evaluate (in cursive writing) the following statement and provide the necessary motivation." Neatness and the correct formation of letters need not be overemphasized in the teaching of handwriting." Five marks will be allocated to the manner in which you motivate your answer and a further five marks will be allocated to the correct forming of letters, words and sentences in cursive writing. [10]*

The above mentioned questions demand that the students apply skills specific to handwriting. Questions also demand that students design worksheets, this is an indication that students are

equipped with classroom application skills relevant to literacy, but the application does not require an in depth knowledge of the specific content. The formulation of questions indicates a lack of evidence-based research and theory relevant to literacy teaching required by students. These questions also indicate a lack of depth in the content as students are not required to display an understanding of the content but rather to recall factual information as studied. This is also confirmed in the second opportunity:

Second Opportunity

- *Summarize the concrete operational phase of Piaget's developmental theory and explain critically how the teacher can apply the characteristics in the Foundation Phase classroom the teaching of the letter "a". [10]*
- *Compare the development theories of Piaget and Vygotsky in table form. Focus on the different phases as well as the influencing factors of cognitive development. [10]*

- *List five (5) techniques that can be used to help learners when the writing of sentences is addressed. This question should be written in cursive writing and five marks will be allocated to the manner in which you motivate your answer and the other five marks to the correct formation of letters and numbers cursive writing. [10]*
- *Evaluate (in print writing) the following statement and provide the necessary motivation. "To write is more than the formation of letters; it is the depiction of the world as experienced by the writer." Five marks will be allocated to the manner in which you motivate your answer and a further five marks will be allocated to the correct formation of letters words and sentences in print writing. [10]*

The LITH 313 module addresses perception, thus there were no questions in the 2010 exam papers which related to the teaching of reading. The LITH 423 module, however, focused on reading and viewing and the question in the exam paper covered aspects of reading, such as reading theories and a differentiated approach to reading in practice. Furthermore, the questions also indicated that students were classroom application skills. The LITH 423 questions are similar in nature and the questions don't seem to address higher thinking skills (e.g. evaluate).

LITH 423

First Opportunity

- *Classroom instruction, of a reading lesson, usually consists of four phases where a specific reading skill or reading technique is taught. Plan a classical reading experience for grade 1 to demonstrate the technique of punctuation such as the comma, full stop or exclamation mark. Stipulate clearly with relevant examples from the reading in Addendum 1, the course of the four phases.*

  Phase 1 *[2]*

  Phase 2 *[3]*

  Phase 3 *[20 ÷ 2 = 10]*

  Phase 4 *[10 ÷ 2 = 5]*

- *The instruction of reading must correspond to the learner's stage of development and abilities on that developmental level. It is the duty of the knowledgeable teacher to accommodate all learners in the class setting, which requires the teacher to apply a differentiated approach.*

  Analyse the concept of differentiation regarding education. *[3]*

  Analyse the process you will follow to implement differentiation at the beginning of a school year in a grade 3 class. *[10]*

The second opportunity exam paper confirms that very few, if any, higher order thinking skills are required by students when answering the exam paper. The focus is similar to a first year level paper requiring students to illustrate with practical examples and to design worksheets.

Second Opportunity

- *Reading aloud is necessary because it offers the learner the opportunity to use more than one sense to master the abstract nature of reading. Reading techniques are central to the ability of reading aloud. Thoroughly analyse the reading techniques and analyse the reading*

techniques and illustrate with examples, from Addendum 1, where necessary.

[15]

- *Use the reading passage in **Addendum B** and plan the implementation of a differentiated reading approach to reading for a grade 2 class, according to the following points:*

  *Illustrate clearly with practical examples from the reading passage in **Addendum B**, four (4) kinds of apparatus you can possibly use when implementing a differentiated approach to reading:*

Design very briefly two differentiated work sheets [2x3=6]

A set (two or three) of sight word cards. *[1]*

A set (two or three) of cards containing high frequency words. *[1]*

Flash cards of phrases and sentences (one of each). *[2]*

The exam papers confirm that the literacy modules are devised around the NCS. The lack of depth in the content is also a cause for concern as students simply have to recall facts and not necessarily display an understanding thereof. The exam papers also do not make provision for differentiation as the levels of the papers are all the same. The questions do not demand any application or higher order thinking. Moats (1999:11) states that reading is a job for an expert; reading is "rocket science". Therefore, it is vital that teachers need to be trained as professionals and not to "play school".

Assessment within literacy is covered minimally within these modules. Reference is repeatedly made to the term "assessment standard". This constant reference again points to the fact that these modules were devised around the NCS. Assessment of the barriers to learning related to language, reading and spelling is covered in the fourth year module which is taught in the second semester. In this section, students are exposed to only two standardised tests which can be used to assess reading and spelling. The Schonell Reading Test is an example of a test which is incorporated into the module. By analysing the outcomes for the study unit, this section of the content was intended to teach the students to use assessment for diagnostic purposes.

The document analysis indicated that the NCS was used as a basis for the literacy modules. There is no indication of evidence-based research being referred to in any of the documents, assignments or exam papers.

ii) Innovation Configuration

The innovation configuration was not used to analyse the general content as it is a tool which can be utilised to evaluate the specific and essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and reading comprehension) as well as the degree of implementation. It can also be used to assess the development and implementation of educational innovations, the reliability of instructional practices as well as the content of teacher education programmes. It was used extensively for the specific content review (*cf*. Section ii of 4.2.1.2).

iii) Interview analysis

The interviews conducted confirmed the findings of the document analysis. The content of the literacy modules are determined by the literacy lecturers responsible for teaching within the foundation phase teacher preparation programme, and the content is based on the NCS. One lecturer stated that:

> *The old curriculum document that we had, the National Curriculum Statement played a big role, so they looked at the different skills that was required of the children, from Grade 1 to 3, and it was divided into the four years, but I think the curriculum document was the guide used to compile these modules.*

When asked how the content of the modules were determined a lecturer said:

> *I receive the study guides and I work according to the study guides and where I see I can fill in something, I do. I didn't compile the study guide or the content, I receive the study guides from one of our other campuses.*

The lecturers acknowledge that teaching to the curriculum has its flaws but they felt that aspects within the NCS have an important role when training literacy teachers. One lecturer commented that:

The curriculum was used as a guide to compile these modules so that means that everything has to change if the curriculum changes. The whole course would have to be redeveloped if the curriculum changes. There are things within the curriculum which is applicable for example knowing how to be able to do the handwriting and speaking, the writing, the listening all the different skills that teacher has to have.

This indicates that the lecturer's focus is on helping pre-service teachers to teach the curriculum and not on the teaching of reading. The analysis of the interviews also indicated that there is some resistance to the use of research-based articles. One lecturer indicated:

The students complain about all the articles and I actually spoke to one of my colleagues at another campus, but she said that she does not focus on all the articles, as long as they know how to teach the aspects in the study guide.

Another lecturer indicated:

I find that some of the articles are long articles, and the students complain about that, but I know that we have to lift the level of our students so for that reason it's important that articles are included, so what I usually include are some tests so that students can actually read the article. I will allow them to summarize the article in five sentences and then ask questions about the article.

This reveals that articles and their content are not seen as a teaching resource and source of knowledge. Another lecturer said:

I also use a lot of internet articles but I can't remember the specific sites, I will use them if it is relevant to the topic and it's usually articles that are easy and understandable for the students because they don't usually understand the journal articles. I don't test my students on the articles I'd rather test them on the work in the textbook. The internet articles are usually not journal articles but rather articles of interest which provide them (the students) with practical ideas and advice on how to deal with things.

Equipping students with practical ideas has many advantages, however, if these practical ideas are not based on evidence based research, it may be of no value. The fact that the lecturers do not

value the use of articles can be of great concern as some of the articles and support material address the content in depth and students will benefit from the inclusion of these articles.

The Setswana lecturer indicated:

> *The main material I use is the book Literacy in the Foundation Phase a book by Ina Joubert, Bester and Meyer. This book is not available in Setswana, that is also a big problem because the students want me to translate the book for them.*

The textbook *Literacy in the Foundation Phase a* book by Ina Joubert, Bester and Meyer (2008) was originally written for Afrikaans and then translated into English. The use of this textbook for Setswana is problematic as the book uses examples specific to Afrikaans and English. Furthermore, the interviews conducted confirm the findings of the document analysis in terms of assessment. One lecture stated:

> *I think assessment and how to address problems with learners is still something that we have to address more.*

Another lecturer said:

> *Assessment, as far as I know, it is done in the fourth year, they work a little on what if a child has problems, but I'm not at that chapter yet, so I don't know how extensive it is.*

The fact that the above mentioned lecturer does not know how extensive the content is covered indicates a lack of knowledge of the content in the B Ed curriculum.

Another lecturer indicated:

> *I think there is a big gap in assessment, the students don't understand that in the National Curriculum Statement we have formative, summative and diagnostic assessment, they don't really know the difference.*

Another lecturer said:

> *I also done interviews with teachers that they say when the students come, they, when they get any child with a problem, they don't know how to help him, so then they have to go and*

ask a more experienced teacher or someone with remedial instruction experience to help them, because they really don't know what to do, so I think that is something that need a lot of attention.

The analysis of the interviews with the five literacy lecturers corroborate the findings of the document analysis. It was confirmed that the content of the literacy modules was compiled around the NCS and knowledge of assessment as it relates to reading literacy specifically is lacking from the modules. The resistance to the use of articles may be problematic because the students are then not given the opportunity to develop the skills to master and address evidence-based research presented in the articles. In addition the interviews seem to indicate that lecturers make use of prescribed content that they are familiar with or have some knowledge and experience about.

iv) Observation Analysis

An analysis of the observations indicated that the lecturers seem to rely heavily on the study guide, they seem to use only the information and sources which are included in it, and this results in the students missing out on the most recent findings within the field as the lecturer does not deviate from the content in the study guide.

The observation analysis also indicated that assessment is not used by lecturers to inform their teaching. The differentiation between formative and summative assessment in the B Ed course is not clear. For example, students' marks (formative) are used to determine whether they get entrance to examinations and are thus not used to monitor progress or inform teaching. Thus, the incorrect application of assessment is demonstrated to the students. This has negative implications for pre-service teachers as when they enter their own classrooms, they will not be equipped with adequate knowledge of assessment so they will revert to what they know best; the way they were taught at university within their teacher preparation programme.

The analysis of the observations indicate that in the lecture halls, the students is taught to teach from texts. The students' courses on subject matter are disconnected from their courses on teaching methods.

It can, therefore, be concluded that the general content of the literacy modules is focused on the National Curriculum Statement. Results indicate that a superficial impression of literacy is displayed in the module content as the modules lack academic rigour and depth and do not address content

needed to teach reading literacy as such. The specific reading literacy content is discussed in the next section.

4.2.1.2 An analysis of the five specific reading literacy components

i) Document analysis

An analysis of the documents relevant to the literacy home language (LITH) modules (i.e., study guides, exam papers, reading compendiums and textbooks) indicated that the reading literacy components are covered haphazardly throughout the four years of study (*cf*. Table 4.1). For example, vocabulary is covered in LITH 113 (first year) within study unit 2.3, phonics and phonemic awareness is addressed within study unit 4.1 and 4.2 of LITH 113. In the second year, phonics is covered in study unit 1.2. Vocabulary, phonemic awareness and phonics are covered in LITH 313 within study units 2.1 and 2.2, whereas all the reading literacy components are mentioned in the LITH 423 module in all the study units. It is evident that new topics are introduced every year, thus there is no progression within the modules and no indication of in depth knowledge in any topic. The rationale for why topics are presented in a specific year is not clear. However, the module outcomes seem to indicate that the topics are planned around the NCS.

Furthermore, as indicated in Table 4.2, none of the **module outcomes** refer to or mention the reading literacy components. However, the **study unit outcomes** which mention aspects of the reading literacy components are summarised in Table 4.3.

Table 4.3

Study unit outcomes: Literacy Home Language

LITH 113 **Study unit 4** • Compare the assessment standards of Grade 0 with the assessment standards of Grade 1-3 with reference to the ability of the learner to use the sounds, vocabulary and grammar of the language to create and interpret texts; • Compare the literacy milestones of Grades 1, 2 and 3 with regard to phonics by explaining the most important differences and focusing on progression in particular; • Discuss and demonstrate phonological consciousness, phonemic consciousness, the alphabetical principle and working knowledge of sounds;
LITH 223 None

LITH 313 **Study unit 2** • Define the term phonologic awareness and evaluate the effectiveness thereof; • Analyse the relationship between insufficient oral vocabulary and behavioural problems
LITH 423 **Study unit 1** • Analyse, evaluate and apply the principles of a balanced reading approach as well as create opportunities for the facilitation of the instruction of high-frequency words, vocabulary, phonemic awareness, phonics, reading fluency and reading comprehension in a balanced reading approach; **Study unit 3** • Analyse, evaluate, plan and demonstrate applicable learning exercises according to suitable teaching strategies to realise the progress of the foundation phase learner's reading capacity in the context of a continued reading approach (in relation to reading aloud, silent reading and reading comprehension); • Analyse theoretical knowledge of conceptualisation of reading comprehension instruction in the foundation phase;

Both the module and study unit outcomes were extracted from the study guides used in the document analysis. Based on the broad guidelines given in the yearbook, the study guides contain the essence of what the students should know and be able to do. Table 4.3 discloses what the students should know about the reading literacy components.

In the LITH 113 module, only three study unit outcomes refer to some of the reading literacy components. In study unit 4, the students are required to compare assessment standards from grades 0-3 by referring to the use of sounds and vocabulary. As from 2012, with the implementation of the CAPS curriculum, this will no longer be relevant for teachers. Students are also required to compare the learners' literacy milestones of Grades 1, 2 and 3 with regard to phonics by explaining the most important differences and focusing on progression. In addition, students should be able to demonstrate and discuss phonological awareness, phonemic awareness, the alphabetical principle and working knowledge of sounds. An analysis of the content given in the study guide as well as the material prescribed for the particular section indicates that the lecturers present the content in a "once over lightly" fashion. Students have to read definitions and be able to distinguish between the concepts. The reason why phonemic awareness is relevant to the process or what the relationship is between phonemic awareness, decoding and oral reading fluency is not addressed in the prescribed content. This knowledge is essential for teachers in order to determine with what aspects children are experiencing problems and how this could affect other areas. In addition, it

affects choices of activities and targeted interventions. In study unit 2.3 of LITH 113, vocabulary is addressed in detail within a prescribed article. However, this article is used to teach students how to study and interpret academic articles so the content was not used explicitly for the teaching of vocabulary. Study unit 4.1 and 4.2 in LITH 113 touches on the definitions of phonemic awareness and phonics as these reading literacy components are used to help the students glean knowledge of the teaching of phonics.

In study unit 2 of LITH 313, students should be able to define phonological awareness and evaluate the effectiveness thereof in terms of emergent literacy as well as to be able to analyse the relationship between insufficient oral vocabulary and behavioural problems. However, no link is made between oral vocabulary, fluency and reading comprehension.

In study unit 1 of LITH 423, students should be able to analyse, evaluate and apply the principles of a balanced reading approach as well as create opportunities for the facilitation of the instruction of high-frequency words, vocabulary, phonemic awareness, phonics, reading fluency and reading comprehension in a balanced reading approach. The focus of this study unit is on approaches to teaching reading; the reading literacy components are thus not the focus of the module. This content within the study unit seems very comprehensive for one unit. This may indicate a lack of understanding or knowledge of evidence-based research on the part of the developers of the module as they do not realise how complex reading actually is. Study unit 3 demands that students should be able to analyse, evaluate, plan and demonstrate applicable learning exercises according to suitable teaching strategies to realise the progress of the foundation phase learner's reading capacity. Furthermore, students are also required to analyse theoretical knowledge of the conceptualisation of reading comprehension instruction in the foundation phase. Reading comprehension forms a small part of the work covered in the reading compendium pertaining to this section of the work. Reading comprehension is covered under the heading of "Continued Reading Instruction in Practice" within the study guide and the reading compendium. The five reading literacy components are mentioned throughout the documents analysed but the explicit teaching thereof is absent.

An analysis of the 2010 LITH 113, 223, 313 and 423 **exam papers** indicates that only five questions were asked that related to the reading literacy components, over the spectrum of four modules over the four years:

LITH 113

First opportunity

- *Clarify the meaning of "expressive vocabulary", "receptive vocabulary", "meaning or oral vocabulary", "literate vocabulary" and illustrate a figure to show the relationship. [10]*

Even though the module and study unit outcomes do not stipulate anything pertaining to vocabulary, a question relating to it was asked in the exam. This question does however, come from the article used to teach students how to study and interpret academic articles. This question requires the student to differentiate between various types of vocabulary and discuss the relationships between each. However, why this is necessary, how to teach it as well as how it relates to the other reading literacy components is not addressed.

- *An important component of the balanced literacy approach is teaching learners to spell by relating sounds to letters. Name and discuss the phases according to which learner's spelling ability develops. [8]*

This question demands that students apply their knowledge of phonics (study unit 4 of LITH 113; *cf*. Table 4.1) as students are asked to discuss the phases of spelling development. However, why it is important to have knowledge of this is not addressed. This is the only question which touched on the knowledge of phonics in the examination papers over the four years of study. The second opportunity exam reflected one question which addressed a reading literacy component.

Second opportunity

- *What influence does the development of vocabulary and language in the pre-school years have on the learner's academic performance in later years? Provide an exposition of the comprehensive approach that should be followed when teaching and developing vocabulary. [10]*

This question requires the student to regurgitate factual information from an article used to equip students with knowledge and skills to interpret academic articles. Even though the module and

study unit outcomes do not require the students to have knowledge of vocabulary, this question demanding knowledge thereof was included in the exam. There were no questions in the LITH 223 and LITH 313 exams which related to the reading literacy components.

The LITH 223 and LITH 313 modules consisted of content which addressed writing, handwriting and perceptual development, thus, there were no specific questions in the exam which addressed the reading literacy components. The LITH 423 module, which was based on learning outcome 3 (reading and viewing) of the NCS, had various questions which to a certain extent incorporated the reading literacy components.

LITH 423

First opportunity

- *There isn't just one way to draw up questions on a text. Evaluate this statement. Use Addendum 2 to identify and design four (4) techniques for formulating questions.* [10]

This question is very ambiguous as it makes a statement and asks that the student evaluate it, furthermore, it also demands that the student identify and design four techniques for formulating questions. However, only ten marks is allocated for this question. This question relates to reading comprehension, and is the only question that addresses a study unit outcome within the module.

Second opportunity

- *The American National Reading Panel (2002:1-2) identifies inter alia the following four main components central to the successful instruction of reading: the development of phonemic awareness; the teaching of phonics; the ability to read words accurately and fluently (reading fluency) and the ability to read with comprehension. Other researchers (Bursuck et al., 2004:312) also identify the inclusion of aforementioned components, as part of a scientific and valid reading curriculum. How would you as aspiring teacher go about implementing* ***ONE (1)*** *of these four main components during reading instruction in the foundation phase? [8]*

The allocation of 8 marks for a question that requires a student to indicate how he/she implements a component does not seem realistic if compared to what the question demands of the student; this

might lead to superficial answers from the students. Moreover, the content that is asked in this question was never the focus in any of the study units of the module.

The analysis of the exam papers indicates that students are not required to display any in depth understanding of the content as the questions demand that students clarify the meanings, name, discuss and identify aspects pertaining to the reading literacy components. There is no critical engagement with the content.

The document analysis revealed that phonemic awareness is covered but it stops at requiring students to give a definition and examples thereof. In the documents a differentiation is made between phonemic awareness and phonics but the terminology is incorrectly **translated** in the LITH 113 module (*cf*. Table 4.3). The study guide refers to phonological consciousness and phonemic consciousness as opposed to phonological awareness and phonemic awareness. There is also no evidence of content which addresses the assessment of phonemic awareness, or even content which addresses methods of how to teach phonemic awareness. A repertoire of teaching methods and types of assessment specific for phonemic awareness is not included in the modules. Furthermore, the analysis of the documents revealed that on many occasions within the LITH modules across the four years, students are provided with a framework of when to teach what phonic sound but there is no further reference to content regarding phonics. The document analysis did, however, reveal that fluency is covered thoroughly in an article in the LITH 423 module. Even though fluency is not covered to a great extent within these literacy modules, a definition and thorough discussion thereof was hidden within an article written by Rasinski and Mraz (2008). The article was prescribed for the teaching of reading comprehension. Vocabulary is covered to a limited extent within the four literacy modules. A very good article about vocabulary is included in the LITH 113 module but it is used to educate the students on how to study academic articles and no cognisance is taken of the content of the article. However, the 2010 examination demanded content knowledge of this article to be regurgitated for assessment purposes. The document analysis indicated that reading comprehension is covered in the fourth year of the literacy course (*cf*. Table 4.1) within a study unit about continued reading instruction in practice.

The document analysis also indicated that the assessment of the reading literacy components is not addressed in these modules. There is no evidence of how to assess phonemic awareness, phonics, fluency, vocabulary or reading comprehension, thus the students will not be equipped to

diagnose, screen, monitor progress or devise reliable and valid assessments associated with the reading literacy components.

ii) Innovation configuration

The Innovation Configuration (addendum F) used to analyse the documents uses aspects such as phonemes, early indicator of risk, precursor to phonics, detect, segment, blend, manipulate phonemes (sounds) (e.g., /b/ /a/ /t/ = bat) and rhyming, alliteration in preschool and kindergarten as descriptors for phonemic awareness. Phonemic awareness achieved a rating of one for individual speech sounds and detect, segment, blend, manipulate phonemes (sounds) (e.g., /b/ /a/ /t/ = bat) on the innovation configuration. This was the norm for all four modules from year one of study through to the fourth year. The remaining descriptors received a rating of zero. If a rating of one is achieved on the innovation configuration it means that the syllabus mentions content related to the component, a rating of zero indicates that there is no evidence that the component is included in a module. Thus, there is no integration within the teaching of phonemic awareness. It is also evident that there is no depth in the content of the module as there are no specific assignments or projects specific to the teaching of phonemic awareness and work integrated learning is not incorporated into the module.

Phonics achieved a rating of one on the innovation configuration. This was the norm for all four modules from year one of study through to the fourth year as well. A rating of one was given to correspondence of sounds and letters, phoneme–grapheme correspondences, blending, decoding, encoding, and letters and sounds working in systematic way, the rest was given a rating of zero. The innovation configuration uses the following as descriptors for phonics; correspondence of sounds and letters, phoneme–grapheme correspondences, blending, decoding, encoding, syllable types, prefixes, suffixes, base words, alphabetic principle, word analysis, words composed of letters (graphemes) that map to phonemes and letters and sounds working in systematic way. Even with the rating of one on the innovation configuration, the documents display minimal evidence of the inclusion of content which specifically addresses the assessment of phonics or even content on how to teach phonics. Thus, students will not have in depth knowledge of phonics instruction.

Similar to phonics, fluency also received a rating of zero in LITH 113, this means that there was no evidence that the component was included in the module. This was repeated in LITH 223 and 313, however, fluency acquired a rating of one for the LITH 423 module. The innovation configuration

uses rate, accuracy, and prosody, repeated readings, fluency training, partner reading, measurable goals and charting progress as descriptors for fluency. Despite the inclusion of the article about fluency, no evidence of the assessment of fluency or how to teach fluency is included in the modules.

For vocabulary, the innovation configuration uses the following as descriptors: taught directly and indirectly, oral language, multiple contexts, meanings, choosing and levelling words for explicit instruction, word consciousness, context and morphemes. Based on the innovation configuration, vocabulary achieved an overall rating of one in the LITH 113 module, LITH 223 it achieved a zero, in LITH 313 it achieved a rating of one and in LITH 423 it achieved a rating of one as well. The results of the innovation configuration indicate that content related to the component is simply mentioned within the module, there are no specific tasks set around the component and there is no evidence of reflection about the components. Thus, the students acquire no in depth knowledge of the component, or the assessment of vocabulary or how to teach vocabulary explicitly.

The innovation configuration uses questioning strategies (i.e., before, during, and after reading), summarize/predict/retell, metacognitive strategies, both narrative and expository text structure and collaborative strategic reading as descriptors for comprehension. The LITH 113, 223 and 313 modules achieved a rating of zero. Even though study unit 3 of LITH 423 addresses comprehension, it only achieved a rating of one as the module only mentions descriptors and examples pertaining to comprehension, there are no tests or assignments required for the teaching of comprehension by the students.

Moreover, none of the modules or any specific reading literacy component achieved a rating of four on the innovation configuration as the modules did not require students to apply knowledge or reflect on any content by doing specific readings, tests, assignments or projects**,** this too was found in the analysis of the exam papers as mentioned earlier.

Both the document analysis and the innovation configuration indicate that the reading literacy components are included haphazardly within the LITH modules of the teacher preparation programme. These LITH modules also lack content depth as students are not required to display **any understanding of the content** but rather just state facts pertaining to the content. Furthermore, the critical engagement of in depth knowledge of language structure is also absent from these modules. Due to the haphazard nature of the inclusion of the reading literacy

components within the literacy modules, students are also given a superficial understanding of what reading literacy entails as there is no progression within the modules and students will not be able to see the continuity and interdependence of the reading literacy components.

iii) Interview analysis

During the interviews it became clear that the reading literacy components are covered to a minimal extent. One lecturer stated that:

> *The reading literacy components are covered but I don't think enough, we mention them in every year group but by the end of the third year they (the students) cannot tell you the difference between them.*

The fact that the reading literacy components are simply mentioned, as acknowledged by the lecturer, could indicate that the lecturers do not value the explicit teaching of the reading literacy components or that they are very focused on only teaching to the curriculum. However, it could also be an indication that the lecturers do not think that in depth knowledge of language structure is required to teach the components. Another possible explanation is that it could indicate that lecturers themselves have not kept abreast with evidence-based research conducted about literacy.

Another lecturer said:

> *They are done. I know the phonic awareness is done well but fluency and other components are not, they are just done in passing, not really in depth.*

As indicated in Table 4.3, it is evident that the reading literacy components are merely mentioned within the literacy modules. A specific focus on reading literacy components and the instruction thereof was not included in the planning of these modules. According to the literature studied (section 2.4), these aspects should form the backbone of a teacher preparation programme that aims to prepare quality literacy teachers. The five (5) components are mentioned within the content that is spread over the four (4) years. An analysis of the interviews support what the documents revealed, namely that the reading literacy components are included within the course content but they stop at a definition that is required and are consequently done in passing with the students. The lecturers stated:

They are covered but I don't think enough, we mention them in every year group, I think if we can make it more practical and while we are doing it apply it then I think they (the students) will have a better understanding, but it is mentioned and I think the one they understand the best is comprehension.

Another lecturer indicated:

I know it is addressed but I'm not sure to what extent, we have just spoken about the five components.

This lecturer only started lecturing these modules in the second semester of 2010 so she has not worked through all the content as such, thus she does not know to what extent the reading literacy modules are covered within the modules.

Another lecturer stated:

They are not really covered, what is covered well and even the assessment thereof is phonic awareness in the activities. When it comes to fluency, vocabulary and comprehension they are not covered well. The students know what the components of reading are, but how to teach it and what is involved in it, and what it means to be fluent, what activities can the children do, how can it be assessed, what can I do in class, that's not there it's done in passing, not in depth.

The documents analysis and the interviews discussed above confirm that the reading literacy components are covered to a minimal extent. The interviews substantiate the findings of the documents. One lecturer stated that phonemic awareness is covered as follows:

I think like a definition and what it is. They learn that it is sounds and that words are made up of various sounds and also that there is a correspondence between a letter and the sound but it stops at a definition.

Another lecturer commented that:

Phonological awareness is covered. They (the students) find it very challenging because it is difficult to them, but once they apply it, it becomes clearer but I think it is because the

Afrikaans and English differ a lot. In Afrikaans we speak of 'klanke' and in English different terminology is used.

Another lecturer commented that:

They learn about the sounds, the phonics and the sounds, their combinations, their use, building words and recognising them in words.

One lecturer indicated that phonics and the content pertaining to it is covered as follows:

Phonics is also sounds of letters, alphabet, vowels and consonants. So they learn what it is how to use them as well as their use in words and sentences.

Another lecturer stated:

They can't see the difference between phonics and phonemic awareness, they find it difficult to distinguish between the two. It is mentioned but it's not mentioned in depth. I know that if I ask the student off hand what phonemic awareness and phonics is, they won't be able to tell me the difference between the two, but they need to do it and apply it.

The findings in the interviews did not differ from findings in the documents or innovation configuration. One lecturer said that fluency is covered within the literacy modules as follows:

They also just learn what it is but they never get that chance just to practice fluency and I think it's a common problem among some of the students as well, they can't read fluently themselves.

Another lecturer indicated:

I saw that it is included, I gave them some practical examples when we spoke about fluency, you know you can have a little television have the child read as if he is a news reporter and that you can tape them on a tape recorder and I think that some of these practical things they find quite useful.

From these interviews it is clear that the lecturers tend to equip students with strategies and skills specifically to enhance teaching in the classroom as opposed to exposing them to evidence-based

research or broadening their knowledge base about the reading literacy components which is necessary for the teaching of reading.

During the interviews, lecturers were of the opinion that vocabulary is covered sufficiently, one lecturer said:

> *I think we focus a lot on vocabulary, every time when you do something like when you tell a story through a picture you always encourage them to have word cards and things like that so they learn a lot about vocabulary and how to teach vocabulary.*

Another lecturer stated:

> *They learn the basic concept that you have to teach vocabulary first, see that it links to their background to their pre-knowledge, relates to their interests and that a teacher should teach the vocabulary explicitly, you know having the children on the carpet making sure they understand all the words, writing it, making a word hospital where words are taught and even if it a bilingual class you can have the Afrikaans and the English words.*

The above interview seems to indicate that the lecturers are teaching the students as if they are teaching children in a school classroom. This could be because most of the lecturers interviewed taught in schools for more than 20 years. However, one lecturer contradicted the findings of the analysis of the documents and the innovation configuration:

> *Vocabulary, no it's actually not there. What they know about vocabulary is that it is new words and they need it for the children to comprehend but they are not taught how they will teach it.*

Another interview indicated the opposite to the findings of the document analysis and indicated that reading comprehension is included as follows:

> *I think at the moment the programme has a lot of reading components in it and everywhere comprehension appears and I think also study methods and things like that you concentrate on things like comprehension, they need to comprehend in order to give the correct answers so I think comprehension gets more attention that what the others get.*

This indicates that a discrepancy occurred between some of the comments made during the interviews and an analysis of the documents. This discrepancy could have occurred because the lecturer did not understand the question or misinterpreted the question. However, the response seems to reflect a lack of what teaching reading comprehension entails.

Another lecturer indicated:

> *They learn about it but not enough is done on reading comprehension, if you ask the students about reading comprehension they will say just ask them questions but they don't know of other strategies to use to initiate comprehension, I think we can be a lot more creative when we teach learners to comprehend, there are a lot of things you can do but we have to get past the thing of just asking a few questions and getting it answered, there is also indirect text, the meaning behind text, things like that.*

The lecturer indicated that the students don't have sufficient knowledge of comprehension as students assume comprehension is asking questions about the text. However, as indicated in the document analysis and innovation configuration, the students aren't given sufficient in depth content to broaden their knowledge of the component and this could be why the students associate the asking of questions with comprehension as they have no other frame of reference.

The interviews support and confirm the findings of the document analysis which notes that the reading literacy components do "surface" within the literacy modules. However, the modules do not include the evidence-based research to teach reading literacy nor does it require students to apply, reflect or display an understanding of the content required to teach reading literacy. Moreover, it is not sufficient for students to simply understand what is meant by the reading literacy components, they need to know *how* these components work together to contribute to reading proficiency and how to teach them.

iv) Observation Analysis

The observations were conducted to see if and specify what reading literacy components were taught in the LITH modules. In one class the lecturer started by announcing the topic and the learning outcomes for the session were displayed on the power point presentation. The lecture revised the definitions of phonological awareness, phonemic awareness and phonics with the students and then the students had to complete a group activity about the topic. Furthermore, after

the revision of the terms there was no in depth discussion of the topic, there was no critical engagement with the elements of the reading literacy components either. Moreover, there was no focus on phonology or aspects related to language structure. No emphasis was placed on the fact that phonological awareness, concepts of print and knowledge of letter sounds are foundational to literacy and that teachers who understand how to teach these skills effectively can prevent problems associated with reading. Some students confused the components like phonemic awareness, phonological awareness and phonics. It was clear that the students could not differentiate between phonemic awareness and phonics and lecturers did not or could not seem to correct them (*cf*. Table 4.4).

An analysis of the observations indicate that the students were not able to identify the reading literacy components if it was described, however they are aware of the reading literacy skills but cannot attach names to it or define them. This could be because the lecturer is inclined to teach to the curriculum and does not realise the value of the reading literacy components within reading instruction or because there is no indication of the in depth content knowledge of phonics or phonemic awareness within the curriculum of the teacher preparation programme.

Table 4.4

Observation table 1

(extracted from observation data cards)

Context	Observation
Are the students clear about what they need to be able to know and do regarding the Reading Literacy Components?	The topic for the class was Reading aloud: Reading techniques and reading skills. As preparation for the class The students were asked to summarise the article by Rasinski and Mraz (2008) which addresses fluency. The lecturer announced the topic and asked students what fluency was. The students could not define it and the lecturer then asked certain students to read in front of the class so that their peers could see what reading fluency was. Students could not understand and place the role of fluency within reading instruction as mentioned in the article they had to prepare for the session.
	Students can/are aware of the reading literacy skills but they cannot attach names to it or define it. Students speak of sounds in words and cannot define it as phonics, confusion between phonics and phonemic awareness is evident. The lecturer asked rest of class to clarify meaning and responses of students displayed confusion.

The students were asked to summarise the article by Rasinski and Mraz (2008) which addresses fluency. There were no clear guidelines given to the students on what the summary had to cover, the summaries were then peer assessed according to criteria given to the students by the lecturer. However, the content knowledge of the article was not addressed by the lecturer thus, confirming the lacking of in depth knowledge coverage of the reading literacy components. The summaries were collected and the marks allocated for the summaries, contributed to the participation marks of the students.

In another observation, the students had to do a group activity. The topic for the class was *Learning activities and teaching strategies relevant to the teaching of writing*. The students had to plan a written activity for a grade 3 class, where the learners have to write a story and a suitable topic had to be provided. The students had to describe one activity that they would use as a pre-writing activity. The lecturer reminded the students that vocabulary formed an integral part of this activity as it is part of a basis for creative writing. After discussing how vocabulary forms an integral part of writing, the students had to complete the activity in their groups and then they had to present it to the rest of the class. The analysis of the observations indicates that the students could define and attach meaning to the term vocabulary, however, no evidence of how to teach vocabulary was observed and no emphasis was placed on the fact that oral language is used to make sense of the words and readers should know what most of the words mean before they can understand what they are reading.

The observation analysis indicates that students cannot acurately define and identify the reading literacy components. There is great confusion amongst students about what they should know regarding the reading literacy components. The possibility that the lecturers lack in depth knowledge of the reading literacy components should also not be ignored. Even though the interviews and documents state that the reading literacy components are included in the modules but stop at a definition is confirmed by the observations as the students' confusion and inaccurate description of the reading literacy components point to this. Regardless of whether the module outcomes of LITH 423 indicate that students should be able to analyse, evaluate and apply the principles of a balanced reading approach as well as create opportunities for the facilitation of the instruction of the reading literacy components, the observation analysis indicates that this is done superficially as definitions of the reading literacy components were simply just given and no in depth content knowledge was addressed regarding the reading literacy components.

After an in depth document, interview and observation analysis it can be concluded that the current content of the LITH modules were devised around the National Curriculum Statement and does not explicitly include the reading literacy components. Furthermore, there is no evidence of the disciplinary knowledge base required to teach reading. It was found that snippets of the reading literacy components do appear within the literacy modules but evidence-based research thereof is not included. A comprehensive curriculum does not only contain the specific content *(what)* that should be covered, it should also entail *how* the content should be taught as teachers should have the knowledge and skills to teach reading. The next section focuses on *how* the reading literacy components are taught within the teacher preparation programme.

4.2.2 How are the reading literacy components taught?

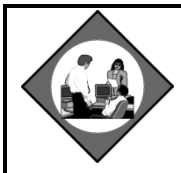
This section focuses on how the reading literacy components are taught within the teacher preparation programme.

i) Document analysis

An analysis of the documents indicates that the integration between theory and practice is very vague. The document analysis indicated that the teaching of the reading literacy components is not done explicitly, as the reading literacy components are embedded within study units addressing aspects specific to the National Curriculum Statement.

The document analysis indicated that peer teaching methods is one method used to teach aspects within the curriculum. The peer teaching tasks are implemented through the group work presentations and are planned as part of the modules. An example of this is illustrated below:

Extracted from LITH 423 study guide (study unit 1):



FULL-TIME STUDENTS**:**

GROUP ASSIGNMENT A

Plan a reading lesson according to the language experience approach. Incorporate the recommendations, prescriptions and guidelines applicable to the language experience approach (LEA) you studied in the following prescribed Internet articles:

Article 2: SHEAKOSKI, M. 2008. Language experience approach. *Suite 101.com.* Apr. http://www.suite101.org/readingapproach/sheakoski2/ Date of access: 5 Feb. 2010.

Article 3: LABBO, L.D., EAKLE, A.J. & MONTERO, M.K. 2002. Digital language experience approach: using digital photographs and software as a language experience approach innovation. *Reading Online.* http://www.readingonline.org/electronic/labbo2/ Date of access: 3 May 2010.

It is important for groups to adhere to the lesson planning requirements, set for all students of the Faculty of Education Sciences, during their planning. Groups will, therefore, not only work with Languages: Learning Outcome 3, but will also integrate other outcomes and assessment standards of Language and other learning area into their lesson planning. Set your critical outcome very clearly as well as the learning outcomes and assessment standards. Make sure the reading activities suit the development level of the learners as well as the context of the lesson. Consult the addendum at the back of your LITH 112 study guide (2007) to determine the relevant learning outcomes and assessment standards.

Present your lesson during the contact session. This lesson presentation is an opportunity for peer evaluation. All lesson presentations must be done on PowerPoint and loaded onto eFundi.

The PowerPoint presentation must be submitted to the lecturer, at the end of the contact session, for marking of the spelling and language editing.

Thus, students had to use their knowledge of the language experience approach and apply it to complete this activity. Lecturers could then determine whether students could apply their knowledge of the content by completing this activity successfully.

The analysis of the documents also point towards the fact that the lecturers focus is on how to teach the content and they do this through providing students with tools which can be used to teach in the classroom. That is why their application activities involve the compilation of activities, the making of worksheets and flashcards. There is no evidence of how to teach phonemic awareness,

phonics or any of the reading literacy components. There are very few opportunities for the students to learn how to teach the components in terms of evidence-based research, the focus is tools that will help children to acquire the skills pertaining to the reading literacy component. Thus, students are required to make flashcards and worksheets, and emphasis is placed on the aesthetics of these tools.

Work Integrated Learning (WIL) is an opportunity for students to bring theory and practice together, however, the documents make no mention thereof nor is reference made to WIL in any way. It can be deduced that work integrated learning is a separate entity within the teacher preparation programme. All the students from year one to year four have six (6) weeks of their academic year allocated to work integrated learning; three (3) weeks are allocated in the first semester and three (3) weeks in the second semester. The third year students are evaluated by their lecturers in the second semester and the fourth year students are evaluated in their first semester. The work integrated learning is organised by a lecturer outside the foundation phase subject group. This lecturer arranges for the students to go out to the schools for their practical component. The students have periods allocated to Professional studies where they are given guidance pertaining to the practical component of the course. The students are given assignments which are based on observations and have an administrative nature, thus students have to do assignments and enquire at the various schools about registers and how the school functions. The National Commission on Teaching and America's Future (1996:31-32) suggest that teachers are educated in partnerships with schools that are exemplars of what is possible rather than what has been done. This, however, does not occur, students choose the schools they wish to visit and the choice is usually made around the students' personal logistics.

An analysis of the documents indicates that there are no specific literacy assignments given to the students specifically for work integrated learning, however, semester assignments stretch over this time period. Thus, students have no opportunity to see how theory and practice infuse.

ii) Innovation configuration

The innovation configuration considers systematic instruction and integration as part of the essential components of reading literacy. It uses the following as descriptors for systematic instruction: *planned, purposeful, sequential, step - by – step, for example, teach certain letters (b,*

m, a) before others (y, x, tch), teach from easy to more difficult and directions for determining whether reading programmes use skills sequence and provide adequate practice.

In study unit 4 of LITH 113 students are taught that certain letters should be taught before others as well as that certain sounds should be taught before others because of the degree of difficulty. This is done by giving the students a list of the phonic sounds. This list is divided into the three grades and thus students can see when they should teach what phonic sound. This resulted in a rating of one for systematic instruction. LITH 223 received the same rating as the same content is revised for the teaching of writing in literacy. LITH 313 achieved a rating of one for planned, purposeful and sequential instruction as an article on emergent literacy is included which illustrated this. LITH 423 obtained a rating of one for both teaching certain letters before others and teaching aspects which are more difficult first.

The component of integration is illustrated by *planned connections of instruction for five essential elements of reading, weaving of five essential components of reading (or any combination of components), first taught in isolation and always placed back in meaningful context.* All four literacy modules received a rating of zero for integration. This is because the five reading literacy components are included haphazardly within the modules, there is no connection in the instruction thereof. All the content included in the modules are not weaved together so there is no coherence in the content where instruction thereof is concerned.

To obtain a rating code of three on the innovation configuration the module has to mention the component and demand of the student to complete specific readings, tests, and assignments in order to apply their knowledge and this needs to be done through observations, planning of lessons, classroom demonstrations or journal responses. However, none of the modules obtained a rating of three for this descriptor as not one of these four literacy modules required the students to complete specific readings, tests or assignments in order to apply their knowledge of the reading literacy components.

The document analysis thus displays minimal evidence of how the reading literacy components are taught. Phonemic awareness, phonics, fluency, vocabulary and reading comprehension should be taught explicitly and systematically. The results of the document analysis and innovation configuration point to the fact that the lecturers tend to have a “one size fits all” approach to their views of literacy content and teaching methods. Pre-service teachers aren’t exposed to a wide

repertoire of methods or in depth disciplinary content knowledge which is based on evidence-based research. For example, no mention is made of the fact that there are various approaches to phonics instruction which includes synthetic phonics, analytic phonics, analogy-based phonics, phonics through spelling, embedded phonics and onset-rime phonics instruction. Furthermore, the modules fail to teach the students that fluency can be instructed in two ways namely, repeated and monitored oral reading also known as repeated reading and independent silent reading. Even though silent reading is part of a study unit within a module, no reference to is made to this. In addition, no reference is made to the fact that the instruction of word meanings which includes explication of a word's structure and pronunciation should be incorporated into vocabulary instruction or that effective comprehension instruction is instruction that helps students use both cognitive strategies and text content to arrive at deeper understandings of what they read. From the results of the innovation configuration it is also clear that the opportunity to infuse theory and practice is absent.

iii) Interview analysis

An analysis of the interviews confirms that the reading literacy components are not taught explicitly within the literacy modules as the students are not exposed to the knowledge base required to teach the "how" of the reading literacy components. One lecturer stated that:

> *They are covered but I don't think enough, we mention them in every year group, but I saw at the end of the third year the students cannot tell the difference between them and I think if we can make it more practical they will have a better understanding of it.*

The fact that the reading literacy components are simply mentioned, as acknowledged by the lecturer, could indicate that the lecturer themselves do not know what knowledge and skills are required in order to teach the reading literacy components. The literature consulted in chapter 2 indicates that a specific disciplinary knowledge base is required in order to be able to teach the "how" of the reading literacy components. The literature consulted also indicates how the reading literacy components should be taught but the current practice within the literacy modules differs. One lecturer indicated:

I teach the components by mentioning them as I don't have time to go into depth with each one so I tell them what it is and show them what it is, I also try to get examples from them but it's not always successful. There is no time for application either.

Even though the lecturer stated that lack of time is a determining factor for their teaching, she made it evident that micro-lessons are needed:

I think if we had more time it will be a very good idea if we can have micro lessons because after you have covered a component, time can be set aside for each individual to present his lesson and thereby indicate if they can apply their knowledge or not. Lecturers will then be able to pick up many problems.

Another lecturer indicated that there is not enough time for practical implementation of the knowledge which the students have learnt and stated:

There is not enough time for application and the work integrated learning time is not enough. The ideal situation will be while the students are studying, they have a class, so it will be great if we can have a school on the premises at the university where you can take your students to and show them practically this is what should be done.

Another lecturer indicated that the reading literacy components are taught using various teaching methods:

I prepare the power point for the lecture, I also translate the power point into Setswana and I teach it either the traditional way or question and answer to instigate their thinking and at times I give them questions that appear in the study guide and they then have to do presentations based on the work.

Lecturers seem to have a heavy reliance on group work in their teaching, one lecturer indicated:

I do a lot of group work, I let them do group work so that they can be able to reflect on what they have done.

Another lecturer indicated:

I let them apply things for example, they have to work out a lesson, and I actually let them compare an old curriculum lesson to a CAPS lesson to see how they differ.

It became evident that classroom examples and tools to be used in classroom context are given to the students to make application of knowledge possible. The interviews confirmed this as one lecturer indicated:

The students apply their knowledge when they have to design lessons and they then use the rest of the class as an assimilated class and teach them like they would teach in the classroom and the rest of the class will have to reflect.

The analysis of the interviews indicated that the lecturers do give students an indication of what they want to see when they go and visit students at schools for work integrated learning. One lecturer said:

I tell them I want to see a reading lesson.

Even though this lecturer indicated that a reading lesson is expected, no specific focus is directed on any of the five reading literacy components. Another lecturer said:

We don't go out for the first years but they must present a lesson teaching new vocabulary or teaching a sound which they choose and then afterwards they bring the lesson to me and I look at the lesson plan.

Even though this instruction to the students touches on a reading literacy component, the level of the in depth knowledge of the component will not be evident in a lesson plan. Thus, there is no way that the lecturer can determine whether or not the student has the necessary knowledge or is able to teach the skill involved. When asked what assignments are expected of students while doing work integrated learning, one lecturer said:

The students have to do assignments related to the admin. side of the school system, stuff like the registers and that sort of things but not necessarily tasks for literacy.

It seems as if the students are, therefore, not instructed to teach or use any of the reading literacy components for any part of the work integrated curriculum.

iv) Observation analysis

The aim of the observations was to determine to what extent the reading literacy components are addressed during lecturers, for example, was it part of the lecture, whether a single lecture was devoted to the reading literacy component or whether multiple lectures was needed to cover a component. The results indicate that it could not be determined as the reading literacy components were not taught explicitly as they are embedded within study units addressing aspects specific to the National Curriculum Statement. Another aim of the observations was to see whether students were expected to demonstrate their knowledge of good reading instruction through different kinds of assessments and assignments. Various group work activities were used for students to demonstrate their understanding of the content and is illustrated below.

Within the lecture halls various teaching methods were used to teach the reading literacy components as indicated in Table 4.5.

Table 4.5

Observation table 2

(extracted from data cards)

Context	Observation
Is there opportunity for integration between theory and practice, if so, how is it done?	Theory and practice was integrated through the following activity: Group work Use the given story book (provided by the lecturer) and say whether it's suitable for Skimming or Surveying. The students had to demonstrate letter formations and the lecturer gave practical tips on how to remember these using rhymes. The lecturer facilitates the students learning by guiding them into practical examples. Practical classroom examples are included; theory and content are brought together by using classroom examples.
Methodology used in terms of lecturing, presentations how does teaching occur	Initially question and answer method was used but the group work activity followed. A group presentation was done where a group of students had to present part of the content to the class. In different session, a group presentation was done but the lecturer intervened all the time as she would force the students to comment and reflect on what was said and

	discussions evolved from this, thus she would add onto anything which the students failed to mention in their presentations.
Do lecturers model desired methods prescribed by research, if so will the student be able to make the link between theory and practice?	The group activity demanded that the students contextualize content of handwriting syllabus, the lecturer attempted to model teaching strategies (using rhymes and songs) that would encourage optimal learning. The lecturer modelled story telling techniques which illustrated intonation and phrasing. The group work activity was also used where the students had to apply the work which they prepared, this activity demanded that the theory and application thereof come together.
Power point – used as basis for discussion	Power point was used as basis for the discussion but also to guide the class. In students presentations the students simply read off the power point while doing their presentation. No discussion occurred.

The analysis of the observations indicated that the direct teaching method was utilised in most classes, teaching methods of the lecturers also included questioning and answering. However, the lecturers do strive to get the students involved throughout the sessions. There was a reliance on the use of PowerPoint presentations; these were used to guide the structure of the class. Questions are asked in-between and discussions were explored as well. An attempt was made to implement group work activities towards the end of the class to monitor whether the students mastered the content. In one session the students struggled with a task and the lecturer simply stopped the class and told them to go and continue it in their groups in their own time. The activity used in this session:

> *The group work activity planned was used so that the students could apply their knowledge of reading comprehension. The students were told in a previous session to bring a text that could be used for reading comprehension.*
>
> *Use the story and indicate how you would facilitate the following in a grade 3 class:*
> *Components of Reading Comprehension*
> *Phases of Reading Comprehension*
> *Techniques in Reading Comprehension*

From the observation analysis it became evident that an obstacle for the lecturers is the fact that students don't come to class prepared for the session, thus students are given unexpected class tests so that the lecturer can determine whether they are prepared or not. The English and Setswana lecturers seem to be able to apply a variety of teaching methods to their teaching as their student groups are smaller than the Afrikaans students. More discussions and conversations were observed in these classes.

The analysis of the observations confirms that peer teaching is prominent within the literacy modules, power point presentations are used as a basis for teaching but discussion around content was absent even though lecturers gave room for this to occur. A possible reason why the discussions within the contact session failed is because the students were not prepared for the session or did not have sufficient knowledge about the topics covered in the lectures.

In the lecture halls the lecturers used group work activities to show students how to apply things in the classroom. An example of the group work activities included:

> *Use the given story book (provided by the lecturer) and say whether it is suitable for Skimming or Surveying.*

The above-mentioned activity demanded of the students to simply identify what skimming and surveying is. The activity did not help the students to bring theory and practice together. The students simply had to identify the aspects, they were not given time within the group to discuss and reason or even reflect on the content for the activity.

Theory and practice can be merged through the teaching of micro-lessons or in fact applying the theory learnt in lectures in a school/classroom; this was recognised by lecturers in the interviews. The observation analysis indicated that the lecturers seem to seek opportunities for students to practically apply their knowledge, but the opportunities are very limited. This practical application was not necessarily based on the content but rather practical strategies to aid classroom management. For example: in one lecture hall students were taught various songs and rhymes which they could go and teach the learners in their classes. Thus, it can be deduced from the observations that the lecturers do not seem to value and incorporate evidence-based research into their classes but tend to equip their students with tools to go and teach (e.g., the teaching of a song to teach handwriting).

The analysis of the observations indicates that the reading literacy components are taught by mentioning them; there is no depth in the teaching thereof or critical engagement with the content. The components are taught by giving a definition. There was minimal application in terms of the reading literacy components observed. It appears as if the components are not taught as an entity but are touched on as standalone units within literacy. The evidence gleaned, indicates that the reading literacy components are taught using practical classroom skills aimed at the school learners and not necessarily pre-service teachers.

The results indicate that the reading literacy components are taught through lectures, group work activities and group presentations. Evidence-based research focusing on the explicit and systematic instruction thereof is absent as indicated in the innovation configuration. Furthermore, students were not even expected to demonstrate their knowledge of good reading instruction through coherent and well-planned assessments and assignments.

From the observations it is clear that the lecturers do not teach the students "how" to teach the reading literacy components as this too is based on a disciplinary knowledge base (*cf*. Chapter 2). Furthermore, they don't show the students how to teach the components as their focus is to equip the pre-service teacher with tools to use in his/her future classroom.

4.3 Conclusion

It can be concluded that the five reading literacy components suggested by international literature and required by the DoBE as essential for the teaching of reading is included haphazardly in the literacy modules of the B Ed foundation phase teacher preparation programme. The modules were devised around the NCS and the five reading literacy components are touched on in a "once over lightly" fashion within this curriculum. There is no indication that evidence-based research was consulted in the development of these modules. Therefore, pre-service teachers within this teacher preparation programme do not receive explicit instruction of the reading literacy components as suggested by the National Reading Panel (2000) and the Department of Education (2008b).

A disciplinary knowledge base exists for the teaching of the reading literacy components, this knowledge base is embedded within language structure. The modules analysed do not reflect any inclusion of aspects related to language structure. These modules, in the opinion of the researcher, failed to meet the requirements of the national and international literature review conducted which reiterated that teacher preparation programmes should have a rigorous, research-based curriculum

and provide pre-service teachers with the opportunity to practice a range of predefined skills and knowledge in the teaching of reading. It is important to note that it is not sufficient for teachers to simply understand what is meant by the reading literacy components, teachers need to know *how* these components work together to contribute to the teaching of reading literacy.

An analysis of how the reading literacy components are taught within the teacher training programme indicates that it occurs through lecture contact sessions, group assignments, and the examinations. The work integrated learning sessions do not require the students to incorporate the reading literacy components into their teaching they merely have to present a lesson to lecturers who come to evaluate them during practice teaching sessions. The conclusion drawn, based on an analysis of the results is that the specific B Ed foundation phase teacher preparation programme studied does not focus on the science of reading. The lecturers within this course claimed to use a balanced approach to the teaching of reading yet, the science of reading was simply ignored and phonics was taught more frequently than the other components of reading.

Chapter 5

Conclusion and Recommendations for Future Research

5.1 Introduction

This final chapter concludes with a summary of the research results and the implications thereof for the North-West University foundation phase teacher preparation programme. The contribution of the study is defined and the implications for teacher preparation programmes identified.

The purpose of this study was to:

- Determine what reading literacy components should be addressed, and are included in a foundation phase teacher preparation programme within the Faculty of Education Sciences at the North-West University.
- Determine how the Faculty of Education Sciences at the North-West University prepares its pre-service teachers to teach and assess the reading literacy components.
- To develop guidelines in terms of *what* and *how* reading literacy components should be included and taught within foundation phase teacher preparation programmes in order to improve the quality of reading literacy training.

5.2 Literature review

Teacher preparation programmes and the knowledge and skills required to teach the reading literacy components are discussed in chapter 2. An analysis of teacher preparation programmes in the United States (Walsh *et al.*, 2006) and Australia (Rowe, 2005) identify the need for the inclusion of research based findings into the literacy modules of their teacher preparation programmes. The research based findings indicate that reading teachers should explicitly teach the five reading literacy components namely, phonemic awareness, phonics, fluency, vocabulary and reading comprehension when teaching reading. The analysis of teacher preparation programmes within South Africa also points to the fact that reading teachers need to teach the five reading literacy components explicitly. An analysis of teacher preparation within South Africa indicates the troublesome nature of teacher preparation within the country. Teacher preparation within South Africa faces many problems such as the lack of African language teachers, negative image of teacher identities, poor teaching and learning conditions as well as a fragmented and

uncoordinated approach to teacher education and development (Green *et al*., 2011; DoBE & DHET, 2011).

Moreover, Moats (2001:1) reiterates that the teaching of reading requires specialised knowledge about language as well as how children acquire literacy skills, therefore, is it vital that reading teachers are trained accordingly. This study used a developmental approach to literacy development as the theoretical framework because specific behaviours and abilities can then be explained as developmental theories in reading indicate how early reading develops, what ways early reading development can be facilitated and what the symptoms of developmental problems are in early reading ability.

Moats (2010:2) acknowledges that teaching reading effectively requires considerable knowledge and skill, however, knowledge of what should be done in the classroom is necessary but not sufficient as being able to translate knowledge into skills will be sufficient. Wade-Woolley (2011:8) states that effective and meaningful instruction in literacy is multifaceted and requires a rich conceptual understanding of the complexity of literacy.

An analysis of national and international literature about reading instruction indicated that in order for reading teachers to be able to teach phonemic awareness, phonics, fluency, vocabulary and reading comprehension, knowledge of language structure (for example: phonology, morphology, orthography, etymology, pragmatics, syntax and semantics) is required. Thus, literacy modules within teacher preparation programmes need to equip pre-service teachers with knowledge about these aspects of language structure. Language structure should therefore form the discipline-based knowledge for teaching reading.

The discipline-based knowledge required to teach phonemic awareness, phonics, fluency, vocabulary and reading comprehension is illustrated as follows:

- Knowledge of phonology is needed to teach phonemic awareness;
- knowledge of morphology, orthography and etymology is needed to teach phonics;
- knowledge of semantics, morphology, orthography and etymology is needed to teach vocabulary;
- knowledge of pragmatics and syntax is needed to teach reading comprehension; and
- knowledge of all the aspects of language structure contributes to the teaching of fluency.

It can therefore be concluded that phonemic awareness instruction highlights phonology, phonics instruction includes morphology, etymology and orthography. Vocabulary instruction brings to the fore semantics and comprehension instruction includes syntax and pragmatics. Furthermore, fluency instruction promotes the integration of all these systems (Snow *et al*., 2005:56).

It is recommended that teacher's disciplinary knowledge be broadened to include the necessary knowledge base to teacher reading effectively. Teachers should also be afforded the opportunity to develop this knowledge base as this knowledge base will enable teachers to:

- interpret and respond to student reading errors;
- pick the best example for teaching spelling and decoding as concepts must be presented as clearly as possible;
- organise and sequence information for literacy and reading instruction; and
- integrate the components of language instruction as an informed teacher can apply the principles of systematic, explicit instruction to the teaching of reading and spelling as instruction needs to be balanced and complete (Moats, 1994:95-96).

Teachers who realise these interdependencies may be more likely to tie instructional components to one another to teach reading effectively (Moats, 2009b:386).

5.3 Summary of the research results

An analysis of documents, interviews and observations indicate that the literacy modules, of the foundation phase teacher preparation programme of the Faculty of Education Sciences at the North-West University, are formulated around the National Curriculum Statement. The learning area Languages and its learning outcomes form the foundation of the modules. The study units within the study guides are structured and named after the learning outcomes of the learning area. Furthermore, this is evidence of teaching to the curriculum and the relevance thereof is questionable especially with the implementation of a new curriculum as of 2012.

The reading literacy components do however surface within these literacy modules but there is a lack of in depth and rigorous engagement with language structure as the required knowledge base. These components are covered but haphazardly. The assessment of these components is not addressed in the modules either as there is no evidence of how to assess phonemic awareness, phonics, fluency, vocabulary and reading comprehension.

5.4 Guidelines for a standard focussing on language structure

Due to the lack of in depth content knowledge used to train pre-service foundation phase teachers, guidelines for a standard was devised to be implemented in the teacher preparation programmes to equip teachers to teach reading literacy. The National Commission on Teaching and America's Future (1996:27-28) state that the formulation of standards is like building a pyramid, "each layer depends on the strengths of the others". Table 5.1 illustrates what reading teachers should know in order to teach reading literacy:

Table 5.1

Knowledge and practice standard: language structure related to the teaching of reading literacy

Phonemic awareness	Phonology 1. What is phonology and what is its role in word learning? 2. Understand the progression of phonological skills (rhyme, onset-rime) 3. Identify the differences among phonological manipulations (identifying, matching, blending, segmenting, substituting and deleting sounds) 4. What is the phoneme system? a) Consonant and vowel inventories b) Similarities and differences among phonemes, groups of phonemes and graphemes c) Sounds and letters are separate entities (phonemes and graphemes) 5. Phoneme awareness: a) What is it? b) Why it is difficult? c) How does it develop? 6. Understand the speech sound system within language structure
Phonics	Morphology 1. Definition and identification of morphemes 2. Understand the morphemic structure of words

	a) Understand relationships among word structure 3. Understand morphological processes and how they connect to spelling Orthography 1. Understand and identify syllables in words a) Letters and letter groups are units that represent phonemes b) Recognise syllable patterns and divisions between syllables 2. Understand orthographic patterns, principles and rules Etymology 1. Understand root words, prefixes, suffixes 2. Understand language structure and pronunciation of words a) Spelling derived from other languages
Vocabulary	Semantics 1. Understand the knowledge of meaning 2. Understand denotation, connotation and semantic overlap (words which overlap in meaning) 3. Knowledge of synonyms, antonyms and associative linkages (multiple uses for words) 4. Understand metaphorical, idiomatic and colloquialism Morphology Orthography Etymology
Reading Comprehension	Syntax 1. Understand the structure of phrases, clauses and sentences 2. Understand the features of sentences and the manipulation thereof (rearranging, expanding,

	combining, paraphrasing and reduction) Pragmatics 1. Understand that language can be used differently in various contexts 2. Understand and have knowledge of figures of speech
Fluency	Fluency is tied to all of the aspects of language structure and the integration of phonemic awareness, phonics, vocabulary and reading comprehension instruction will develop fluency.

Teachers who know how to do these things will make a substantial difference in how children learn to read. Furthermore, a large body of evidence shows that the preparation teachers receive, influences their ability to teach in these ways (National Commission on Teaching and America's Future, 1996:27-28).

5.5 Central theoretical statement

The current foundation phase teacher preparation programme at the North-West University is not sufficiently preparing pre-service teachers in ***what*** to teach and ***how*** to teach the reading literacy components within literacy programmes. This was confirmed as the literature reviewed indicated that current content utilised in the literacy modules of the North-West University foundation phase teacher preparation programme is totally irrelevant, therefore the teachers were not taught *what* to teach or even *how* to teach components pertaining to reading literacy.

This could be the result of the limitations within teacher preparation programmes as identified in the national and international literature review. The International literature states that inadequate time, fragmentation in the curriculum and superficial curricula are all limitations within teacher preparation programmes. The national literature also recognises that these aspects are limitations with teacher preparation programmes which contribute to the current state of matters.

5.6 Limitations of the study

Although the trustworthiness of the study was strengthened by triangulation, the results cannot be generalised to other foundation phase teacher preparation programmes as generalisation was not the intention. This study was a qualitative study which intended to investigate a particular case

study. The fact that the literacy lecturers of the North-West University were the only participants in the study could be seen as a limitation, the inclusion of the students would possibly have added another dimension to the data analysis and triangulation of the study. Observations were limited to eight class sessions of approximately fifty minutes each time: four sessions at the beginning, and four sessions in the middle of the semester (*cf*. 3.7.2). A third round of observations would have possibly allowed for more content to have been observed.

5.7 Implications of the results for teacher preparation programmes

The implication of the results of this study will affect stakeholders such as the North-West University foundation phase teacher preparation programme as well as other Higher Education Institutions' who offer foundation phase teacher preparation programmes.

5.7.1 North-West University teacher preparation programme

The foundation phase teacher preparation programme at the North-West University would have to consider revisiting the content of their literacy modules. A process of recurriculation and redevelopment should be considered so that the literacy modules include the disciplinary knowledge base for reading teachers.

5.7.2 Other higher education institutions

Other Higher Education Institutions should consider conducting an analysis of the content of their literacy modules to determine what they are teaching. The implementation of the knowledge and practice standard devised from this study should be considered for these institutions so that the evidence based research can be incorporated into the broader South African context regarding the training of reading literacy teachers.

5.8 Recommendations for future research

The following recommendations will contribute to the training of reading literacy teachers. The teaching of reading is a job for an expert and training these experts involves the inclusion of intensive theoretical and practical training that needs to include demonstration and supervised practice.

Great value is placed on the fact that teachers should know everything about reading. Together with the knowledge of the reading literacy components is the facet of the assessment thereof. This study found that the reading literacy components are not taught explicitly within the foundation phase teacher preparation programme of the North-West University. Furthermore, because teachers should be able to use various assessments to inform their teaching gleaning knowledge of the reading literacy components should then be part of their training. Thus, the inclusion of assessment of the reading literacy components could be researched.

5.9 Significance of the study

This study was conducted within European Union funded Foundation Phase project (2011-2013) on Teacher Preparation Programmes. Approval for the project was given by the Department of Higher Education and Training. The significance of this study was that it contributed to a better understanding of the multiple layers of reading teacher preparation. Research findings have expanded the knowledge base about the teaching of reading. However, there is often a gap between research and classroom practice. In faculties of education, research findings should inform classroom practice. Foundation phase teachers are expected to meet the educational needs of a wide range of children. For example, pre-service teachers need to be ready to effectively teach struggling readers, bilingual children, and children living in poverty, as well as, normally developing and gifted readers. Pre-service teachers are expected to master a broad range of teaching skills while enrolled in their preparation programmes. They need to learn both content knowledge and teaching methods. This study's detailing of what happens in the university classroom and field experiences may help to delineate what faculties of education should teach, and how. The findings of this study have implications related to aspects of reading teacher preparation such as course content, course design, delivery of instruction, and course materials.

5.10 Conclusion

The results of this study support the notion of Lyon (2002:7) who states that teacher preparation is the key to teaching children to read. In order to address the shockingly low levels of reading ability across the country, teachers should be well prepared to implement research-based programmes and practices. Therefore, teacher preparation programmes should be accountable and provide pre-service teachers with a rigorous, research-based curriculum which will enable them to become expert reading literacy teachers who can address the current state of matters. Teacher preparation programmes should adopt this knowledge and practice standard for their teach training

programmes so that consistency is achieved in the training of reading teachers as fragmentation and superficial curricula was identified as a problem in teacher preparation. If consistency among university curricula is incorporated the elimination of confusing and contradictory learning experiences for pre-service teachers will be something of the past (Moats, 1999:24).

Teacher preparation programmes should ensure that pre-service teachers acquire the disciplinary knowledge base of language structure in order to able to teach phonemic awareness, phonics, fluency, vocabulary and reading comprehension, furthermore if teachers possess this disciplinary knowledge base they will be effective reading teachers and will then be able to address the dismal state of matters regarding reading in the country.

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Addenda

Addendum A

Interview Schedule

Interviews will be used to generate <u>perspectives</u> and <u>experiences</u> on *what* Reading Literacy Components and *how* it is taught within a teacher preparation programme.

General

1. How have you been experiencing lecturing within the literacy modules?
2. Who determines the content for the modules which you teach?
3. How is it determined?

Course material and Content

4. What do you think the outcomes should be of a Literacy course within a teacher preparation programme?
5. According to your knowledge and experience, what elements (in terms of content) should be covered in a Literacy course within a teacher preparation programme?
6. What content is currently included in your modules?
7. Is this sufficient?
8. What would you add? Why?
9. What reading material is prescribed for the modules?
10. How are the Reading Literacy Components included in your course/curriculum?
11. To what extent are the Reading Literacy Components covered in the modules presented to the students currently?
12. What do the students learn about phonemic awareness within the literacy modules?
13. What do the students learn about phonics within the literacy modules?
14. What do the students learn about reading fluency within the literacy modules?
15. What do the students learn about reading vocabulary within the literacy modules?
16. What do the students learn about reading comprehension within the literacy modules?
17. How are these components taught within the literacy modules?
18. What teaching methods do you use in your teaching? (group teaching, peer teaching, self study, problem based)
19. What activities do you use in your teaching to facilitate the students learning?

Application of knowledge

20. Are there opportunities within your teaching time for students to apply their knowledge of the Reading Literacy Components? If so, how does this happen?
21. Are the students provided with opportunities to practically implement their knowledge of the Reading Literacy Components?
22. Within the work integrated learning component of the course, what tasks and assignments are given to the students for this time?
23. How is content of the modules infused with practice?
24. How is this process facilitated and how are students guided through this?
25. How do students have to demonstrate their level of competence regarding the Reading Literacy Components? How is evidence of this displayed?

Assessment

26. Are students taught to identify and differentiate between different purposes of assessment related to the Reading Literacy Components? (example: screening, diagnostic, progress monitoring and outcomes)
27. How are the students knowledge of the Reading Literacy Components assessed?
28. How are these assessments recorded?
29. How do you assess within your modules?

Teacher Preparation

30. What do you regard as a “shortage” within teacher preparation programmes?
31. What, according to you, are the greatest shortcomings/barriers which the student experience regarding the teaching and learning of the Reading Literacy Components?
32. To what extent should aspiring teachers be equipped to teach and assess Reading Literacy Components? Why do you think so?

Addendum B

Observation schedule

Observations should focus on areas such as **delivery of content, philosophy and learning activities**. The observation schedule is not intended to act as a check list but a mere guideline or a reminder of what to be alert for.

Context: student profile • Number of students present • Working in groups, pairs or individually • Level of student participation/interaction required by lecturer, are the students involved? Are the students observing?	**Notes:**
Description of session and delivery • The lecturer introduces the Reading Literacy Component • The lecturer defines the outcomes and rational of the Reading Literacy components • The Reading Literacy Components are integrated into the curriculum/lecture or are treated as a "stand alone" entity • The lecturer is confident with the knowledge and content which needs to be addressed in the classroom • Is the lecturer able to rectify any misconceptions or areas of concern • Is there opportunity for integration between theory and practice, if so, how is it done • Methodology used in terms of lecturing, presentations how does teaching occur • Do lecturers model desired methods prescribed by research, if so will the student be able to make the link between theory and practice • Preparation demanded on the student – is it used for discussion, feedback • Power point – used as basis for discussion • Tests used – what of test or activity is done, how is it conducted, is it used for feedback, (formative)	
The Student's Experience • How easily do the student relate to the content of the lecture	

• Evidence that student do/do not understand • Can student relate to the knowledge gleaned? • Are the students clear about what they need to be able to know and do regarding the Reading Literacy Components? • Are the students able to contextualize/implement their knowledge • Any evidence of how students appear to feel about the knowledge they have gleaned regarding the Reading Literacy Components • What kind of questions do they ask?	

Addendum C

Extract from LITH 423 study guide

Reading and reading instruction approaches in practice

The Department of Education (2002:9) asserts that the *National Curriculum Statement Grade R-9 (Schools)* follows a balanced reading approach to literacy development. The Department of Education (2002:9) defines the balanced reading approach as follows:

> *"It is balanced because it begins with children's emergent literacy, it involves them in reading real books and writing for genuine purposes, and it gives attention to phonics. These are the things learners need to know and do in order to learn to read and write successfully."*

A critical analysis of the above definition reflects that the Department of Education (SA, 2002:9) understands the nature and scope of the balanced reading approach very well. It mentions that learners must be engaged in the reading of real books (whole language approach) and that sounds (skills-emphasis approach) must be addressed.

Flanagan (1995:12) interprets the balanced reading approach similarly to the Department of Education (2002b:9) and asserts that it is a synthesis of the behaviouristic view of reading (bottom-up theory/skills-emphasis approach) and the psycholinguistic view of reading (top-down theory/whole language approach). Table 1 compares these two views of reading.

TABLE 1: A COMPARISON OF THE BEHAVIOURISTIC VIEW OF READING (bottom-up THEORY/SKILLS-emphasis approach) and the psycholinguistic view of reading (top-down theory/ whole language approach)

THE BEHAVIOURISTIC VIEW OF READING (SKILLS-EMPHASIS APPROACH, INCLUDING THE INSTRUCTION OF PHONICS)	THE PSYCHOLINGUISTIC VIEW OF READING (WHOLE LANGUAGE APPROACH)
1. Reading is a process that progresses from the parts to the whole (bottom-up). Learners first learn the individual letters and letter characteristics; then diphthongs and other letter units, representing sounds; then single words; then phrases and sentences; and finally the meaning of the text.	1. Reading is a process that progresses from the whole to the parts (top-down). It assumes the learners will have an understanding of the written language and how it functions. This understanding enables the reader to make sense of the written word.
2. Reading is collaboration of individual skills.	2. Reading is inclusive. All skills are implemented simultaneously to make sense of the written text.
3. Reading is text driven. The page brings more information to the reader, than the reader brings to the written page.	3. Reading is comprehension driven. The reader brings existent knowledge to the text. He predicts and questions the text.
4. The reader must first master the mechanical and technical aspects of written language, before reading comprehension is addressed.	4. Meaning is most important and is the foundation of reading.
5. Once the learners have mastered the technical and mechanical skills, they can read. The learner crosses a threshold and is then able to read.	5. People continue to learn how to read throughout their lives. There is no end.
6. Reading aloud is essential for the beginning reader.	6. Silent reading is essential for meditation and conceptualisation.

(Flanagan, 1995:12)

Clearly there are great differences between these two views. Pressley *et al*. (1996:158) and Pressley (2006:285) reason that successful foundation phase literacy teachers manage to reconcile elements of the whole language approach, the skills-emphases approach and the transactional reading theory within the framework of a balanced reading approach. This module will guide you towards implementing a balanced approach to reading instruction in your literacy classroom.

Source list:

FLANAGAN, W. 1995. Reading and writing in junior classes. Cape Town: Maskew Miller. 144 p.

PRESSLEY, M. 2006. Reading instruction that works: the case for balanced teaching. 3rd ed. New York: Guilford Press. 467 p.

PRESSLEY, M., RANKIN J. & YOKIO, L. 1996. A survey of instructional practices of primary teachers nominated as effective in promoting literature. *Elementary school journal,* 96*:*156-167.

SOUTH AFRICA. Department of Education. 2002. Revised National Curriculum Statement. Grade R-9 (Schools). Languages. English – Home Language. Pretoria: Government Printer.

You need approximately 25 hours to successfully complete this study unit of which 6 hours will be devoted to preparation for and writing of the instruction test.

Upon completion of the study unit, you should be able to:

- motivate die importance of a scientific approach to reading in the foundation phase and conceptualise a definition of reading;
- behave in an ethically responsible manner in the classroom and facilitate learners from different culture groups towards skilled readers of the home language in a sensitive manner;
- demonstrate a comprehensive and critical understanding of the diversity of learners, also in relation to social context, and the complexity of the reading instruction process in the foundation phase classroom;
- differentiate between the three basic reading approaches, namely the skills-emphasis, the whole language and the balanced approaches, in terms of their basic principles and critically analyse, evaluate and apply the relevance of each approach to the development and instruction of reading skills in foundation phase learners;
- analyse, evaluate and apply the principles of a balanced reading approach as well as create opportunities for the facilitation of the instruction of high-frequency words, vocabulary,

phonemic awareness, phonics, reading fluency and reading comprehension in a balanced reading approach;
- plan a reading lesson for a foundation phase class, according to the paradigm of the language experience approach, and present it for peer evaluation.

1.1 Definition and aspects of reading

Take note that the questions printed in cursive in this study unit applies to the instruction test set out on pp. 11-12.

Reading bundle: Chapter 1: pp. 4-21

UYS, C.C. 2010. Reading instruction in the foundation phase. Reading bundle (LITH422). Platinum Press: Potchefstroom. p. 337.

Article 1: SOUTH AFRICA. Department of Education. 2005. Report of the Ministerial Committee on Rural Education. A new vision for rural schooling. Pretoria: Government Printer. 95 p.

This report will be loaded onto eFundi.

After studying the prescribed sections, answer the following questions in preparation for the contact session:

1. Compare the findings of national and international studies on the literacy levels of learners in the foundation phase.
2. Analyse and evaluate the following statement: "The ability to write and to read with comprehension enhances opportunities of success when pursuing learning beyond the

Foundation Phase" (Pandor, 2008).

3. Pretorius and Machet (2003:33; 2004:129) as well as Alexander *et al.* (2005:66) attribute the national reading crisis to historic, socio-political and cultural factors rooted in the damaging policy and practice of education during Apartheid. The implementation of the Apartheid policy is a contributing factor to the poor literacy skills that severely hampers learners of previously disadvantaged schools in rural areas. Critically discuss the views of aforementioned researchers and compare it to the *Report of the Ministerial Committee on Education in Rural Areas* (2005).
4. Barchers (1998:23) considers it essential for the teacher to conceptualise a definition of reading, because it often determines how reading instruction will be experienced. Analyse the definition of reading provided in par. 1.2.1 and determine whether it relates to the elements of the skills-emphasis approach, whole language approach and the transactional reading theory in the framework of a balanced reading approach.
5. *According to Kriegler (1990:63) successful reading instruction gives the child the sense that reading and writing opens up a world to him and confirms his humanity. Self and world are expanded simultaneously and is imbued with new possibilities of meaning. Briefly analyse the views of Kriegler and other more recent researchers on the aspects of the reading action.*
6. *Penetrating to the depth structure of language, by means of the surface structure of language, requires not only that the learner receives motivation, comprehension and imagination, but also language awareness. Analyse the following aspects of language awareness: phoneme awareness, linguistic awareness, syntactical awareness, metalanguage vocabulary*

The answers to the above questions, except for the application questions, may be found on the prescribed pages. Mark your answers, supplement where necessary and identify problems for discussion during the contact sessions (full-time students) and telephonically or per e-mail (SBE students).

1.2 Reading approaches, methods, strategies and high-frequency words

Reading bundle: Chapter 1: pp. 20-56

UYS, C.C. 2010. Reading instruction in the foundation phase. Reading bundle (LITH422). Platinum Press: Potchefstroom. p. 337.

Article 2: SHEAKOSKI, M. 2008. Language experience approach. *Suite 101.com.* Apr. http://www.suite101.org/readingapproach/sheakoski2/ Date of access: 5 Feb. 2010.

Article 3: LABBO, L.D., EAKLE, A.J. & MONTERO, M.K. 2002. Digital language experience approach: using digital photographs and software as a language experience approach innovation. *Reading Online.* http://www.readingonline.org/electronic/labbo2/ Date of access: 3 May 2010.

Article 4 WREN, S. 2009. What does a balanced approach mean? *Reading Resources.* http://www.sedl.org/reading/topics/balanced.html Date of access: 7 Aug. 2009.

Handbook 1 GLYNN, T., WEARMOUTH, J. & BERRYMAN, M. 2006. Supporting students with literacy difficulties: a responsive approach. Open University Press: New York. (Chapter 2: pp. 29-30)

You will be expected to practically apply the above knowledge in the foundation phase.

1. The formulation of reading theories led to the emergence of reading approaches and methods that can be implemented in the instruction of reading. The definition of reading (*cf*. par. 2.1) as well as the aspects of reading (*cf*. par. 1.2.2) shows that learning to read takes much more than just a good approach. Analyse Figure 1.1 and determine the norms of what should be taught to learners in the foundation phase in terms of reading skills.

2. How does Wren (2009) interpret a balanced approach to literacy?

3. Evaluate the "Reading Wars" reported by Wren (2009). Your answer should indicate whether it was necessary and whether it had positive/negative consequences. Successful completion of this question requires a thorough study of Article 4, to enable you to make valid assertions.

4. Analyse and compare the skills-emphasis, whole language and balanced reading instruction approach. It is important to explore the historic origin, nature as well as the advantages and disadvantages of above reading approaches in terms of early reading instruction.

5. Cunningham and Cunningham (2002:92) explain that the different systematic instruction methods all recognise three learning principles that are synonymous to the successful instruction of phonics. Provide a complete description of these three learning principles.

6. Burns (2006:60-69), Uys (2007:107-108) and Perkins (2008:9) recommend that learners in the foundation phase should be exposed to word recognition techniques. Identify possible word recognition techniques and provide applicable examples.

7. Summarise the factors that may hamper the word recognition of learners.

8. What does the whole language approach entail and is there a relation between the whole language approach, language experience approach and psycholinguistics?

9. Consult the Internet articles and answer the following questions:

   9.1 Summarise the language experience approach (LEA) as viewed by Sheakoski (2008).

   9.2 Discuss the guidelines of the language experience approach (LEA) as reported by Labbo *et al.* (2002).

   9.3 Plan a digital language experience approach according to four steps.

10. Evaluate the following statement and motivate your answer.

    "Which is best? The battle rages. In actuality, we need both. The phonics skills dealing with sound/symbol relationships are helpful to children as they learn to read. The emphasis of quality literature and writing associated with the whole language movement is very important as children learn to read." (Donat, 2003:17)

11. How would you justify phonological awareness, phonics and contextual reading and writing in the framework of a balanced reading approach?

12. Compare the findings of Wharton-McDonald *et al.* (1998:101-128) and Wragg *et al.* (1998:265) related to the difference in teachers' success in teaching literacy. Also address the differences between the most effective teachers and less effective teachers. Do you consider these findings still relevant today? Motivate your answer.

13. *Discuss the nature and rationale of high-frequency words.*

14. *Evaluate the importance of the first 100 high-frequency words provided on graded lists.*

15. *What is the link between reading fluency and teaching high-frequency words?*

16. *Analyse the automatisation of high-frequency words as method of teaching reading fluency.*

The answers to the above questions, with the exception of the insight questions, can be found on the prescribed pages. Mark your answers, supplement where necessary and identify problems for

discussion during the contact sessions (full-time students) and telephonically or per e-mail (SBE students).

1.3 The main components of reading and the instruction thereof in a balanced reading approach

Reading bundle: Chapter 1: pp. 56-73

UYS, C.C. 2010. Reading instruction in the foundation phase. Reading bundle (LITH422). Platinum Press: Potchefstroom. p. 337.

Handbook 1 GLYNN, T., WEARMOUTH, J. & BERRYMAN, M. 2006. Supporting students with literacy difficulties: a responsive approach. Open University Press: New York. (Chapter 2: pp. 12-30)

After studying the prescribed sections, answer the following questions in preparation for the contact session and/or the exam:

1. The American *National Reading Panel* (2002:1-2) identifies *inter alia* the following four main components central to the successful instruction of reading: the development of a phonemic awareness; the teaching of phonics; the ability to read words accurately and fluently (reading fluency) and the ability to read with comprehension. Other researchers (Bursuck *et al.,* 2004:312) also identify the inclusion of aforementioned components, as part of a scientific and valid reading curriculum. How would you as aspiring teacher go about implementing the four main components during reading instruction in the foundation phase?

2. *Lerner and Kline (2006:391) recommend that reading comprehension strategies be implemented before, during and after reading. Evaluate the validity of Table 1.6 and compare the conclusion you reach with general practice you observed during practical teaching or as SBE student.*

3. *Provide a brief breakdown of factors that could influence reading comprehension.*

4. *How would you teach vocabulary in the framework of a balanced reading approach?*

5. Compare the Perceptual Learning System, as illustrate in Figure 1.3, with the teaching of the high-frequency word “we”.

6. "Literacy is part of the 'cultural toolkit' (Bruner, 1996) that is crucial for full participation in society. Human action is mediated by tools and signs – semiotics. Semiotic means include language, writing, and all sorts of conventional signs" (Vygotsky, 1981). Evaluate this assertion after thoroughly studying pp. 13-17 of Handbook 1.

7. Consider the following quotation and evaluate its relevance in relation to the teacher's role during reading instruction in a multi-cultural environment. "It is important that professional development and training of teachers includes an understanding of socio-cultural theory, particular with respect to the zone of proximal development, responsive social contexts for learning, reciprocal teaching and peer tutoring" (Glynn *et al*., 2006:19).

8. In some schools learners are taken out of the classroom, during the school day, to receive assistance from another teacher in relation to literacy difficulties. Why is this bad practice according to the writers of Handbook 1? Do you agree? Motivate your answer with examples you observed during practical teaching and during school-based education.

9. Evaluate James' experiences in school (Handbook 1, pp. 20-22) according to the following quotation: "Students feel safe in an environment where they are not put down, where they are confident they will learn what they need to know, and where they can take a few risks from time to time without the fear of being embarrassed or ridiculed." (Brown & Thomson, 2000:53)

The answers to the above questions, with the exception of the insight questions, can be found on the prescribed pages. Mark your answers, supplement where necessary and identify problems for discussion during the contact sessions (full-time students) and telephonically or per e-mail (SBE students).

SBE STUDENTS:

INDIVIDUAL ASSIGNMENT A

If you were a full-time student, you would do this assignment in groups during the contact session. You are welcome to plan the relevant lesson on your own and send it directly to the lecturer, with the aim of obtaining a bonus mark.

FULL-TIME STUDENTS:

GROUP ASSIGNMENT A

Plan a reading lesson according to the language experience approach. Incorporate the recommendations, prescriptions and guidelines applicable to the language experience approach (LEA) you studied in the following prescribed Internet articles:

Article 2: SHEAKOSKI, M. 2008. Language experience approach. *Suite 101.com.* Apr. http://www.suite101.org/readingapproach/sheakoski2/ Date of access: 5 Feb. 2010.

Article 3: LABBO, L.D., EAKLE, A.J. & MONTERO, M.K. 2002. Digital language experience approach: using digital photographs and software as a language experience approach innovation. *Reading Online.* http://www.readingonline.org/electronic/labbo2/ Date of access: 3 May 2010.

It is important for groups to adhere to the lesson planning requirements, set for all students of the Faculty of Education Sciences, during their planning. Groups will, therefore, not only work with Languages: Learning Outcome 3, but will also integrate other outcomes and assessment standards of Language and other learning area into their lesson planning. Set your critical outcome very clearly as well as the learning outcomes and assessment standards. Make sure the reading activities suit the development level of the learners as well as the context of the lesson. Consult the addendum at the back of your LITH 112 study guide (2007) to determine the relevant learning outcomes and assessment standards.

Present your lesson during the contact session. This lesson presentation is an opportunity for peer evaluation. All lesson presentations must be done on PowerPoint and loaded onto eFundi.

The PowerPoint presentation must be submitted to the lecturer, at the end of the contact session, for marking of the spelling and language editing. The group assignment will be assessed according to the following assessment matrix:

LITH422: Assessment of reading lesson presented according to the language experience approach:

Module: LITH422 **Date:** **Group Assignment A**

Assessment of group: J4____ **Group: ____**

Mark out of 20:	Very good	Good	Lacking	Many problems: Refer to study guide LITH112 Study Unit 4.3
1. Situation analysis				
2. Theme or context				
3. Learning outcomes				
3.1 Critical learning outcomes				
3.2 Learning outcomes and assessment standards				
4. Initial phase **(prereading phase)**				
4.1 Introduction				
4.2 Link with existent knowledge				
4.3 Problem statement and motivation				
5. Teaching and learning phase **(reading phase)**				
5.1 Content				
5.2 Teaching and learning exercises				
5.3 Methods and strategies				
5.4 Teaching aids				
5.5 Assessment strategies				
6. Conclusion phase **(Post-reading phase)**				
6.1 Strategy for product assessment				
6.2 Possible follow-up exercises				
6.3 Homework assignments				
General remark:_____				

INSTRUCTION TEST: FULL-TIME STUDENTS

You will need approximately 6 hours to prepare for and write this class test.

You will write an instruction test on Study Unit 1. You will be expected to master the questions printed in *cursive* (Study Unit 1) well enough to write a test on the work. This test counts 35% of your participation mark. If you don't write this test and fail to submit a valid medical certificate to your lecturer, within seven (7) days after the test, you will receive a mark of zero. If you fail to comply with the above stipulation, you will be given another assignment and/or the marks of the class tests will be calculated in the place of your instruction test.

You will write an instruction test on Study Unit 1. You will be expected to master the questions printed in *cursive* (Study Unit 1) well enough to write a test on the work.

Further information on the instruction test:

- This is a semi-open book test, which implies that you must make a page long (only on the **one side of the page**) summary of the applicable questions in Study Unit 1, which you may consult during the test to answer the questions.
- The test counts 30 marks; the other 5 marks are awarded for the manner in which you were able to organise the learning material of Study Unit 1 on one page.
- Summaries as well as the answering of the test paper must be done in **writing**, no computers, NO TYPING!!!
- No group work and no photocopying!!!! Every student must write his own summary. If students fail to comply with this condition, it will be considered plagiarism and you will be awarded a mark of zero.
- You have to complete the test paper in 30 minutes and **only consult your summary** during the test.
- The lecturer will schedule and inform you of the test date.

INSTRUCTION TEST: SBE STUDENTS

You need approximately 6 hours to prepare for and write this instruction test.

Remember you will be writing a class test upon completion of this study unit! You will write an instruction test on Study Unit 1. You will be expected to master the questions printed in *cursive* (Study Unit 1) well enough to write a test on the work. This test counts 35% of your participation mark and will be loaded onto eFundi on 2 September from 19:00-19:30 for completion. The completed test must reach the SBE office by 7 September for assessment.

Further information on the instruction test:

- This is a semi-open book test, which implies that you must make a page long (only on the **one side of the page**) summary of the applicable questions in Study Unit 1 which you may consult during the test to answer the questions.
- The test counts 30 marks; the other 5 marks are awarded for the manner in which you were able to organise the learning material of Study Unit 1 on one page.
- Summaries as well as the answering of the test paper must be done in **writing**, no computers, NO TYPING!!!
- No group work and no photocopying!!!! Every student must write his own summary. If students fail to comply with this condition, it will be considered plagiarism and you will be awarded a mark of zero.
- Your summary must be load onto eFundi before 1 September.
- You must complete the test in 30 minutes and **only consult your summary** during the test. The test will be loaded onto eFundi from 19:00-19:30.
- You mentor must please supervise the test and must ensure that the test paper is completed within 30 minutes and that you only consulted your summary during its completion.
- He must also confirm, at the end of the test that you complied with all the prescriptions. The signature, personal details and cell number of your mentor must be provided on the test. If it doesn't, you will be penalised 3 marks.
- The answer sheet **and** the original summary must reach the SBE office by Tuesday, 7 September.
- If you don't complete the test and send it in, you will receive a theory assignment instead of the test. You will be expected to follow the Harvard style with the assignment and also attach five relevant Internet sources.

PROBLEMS!

Review each outcome of this study unit, before you proceed to the next study unit. If you encounter any problems with the content of the study unit, please put it in writing and take it to the next class for a group discussion. SBE students may contact the lecturer per e-mail.

Source list:

ALEXANDER, R., BADENHORST, E. & GIBBS, T. 2005. Intervention programme for educationally disadvantaged students. *Medical teacher,* 27(1):66-70.

BARCHERS, S.I. 1998. Teaching reading: from process to practice. Belmont, Calif.: Wadsworth. 215 p.

BROWN, B. & THOMSON, L. 2000. Cooperative learning in New Zealand schools. Palmerston North: Dunmore Press.

BRUNER, J. 1996. The culture of education. Cambridge, Massachusetts: Harvard University Press.

BURNS, B. 2006. How to teach balanced reading and writing. 2nd ed. Thousand Oaks, Calif.: Corwin Press. 267 p.

BURSUCK, W.D., SMITH, T., MUNK, D., DAMER, M., MEHLIG, L. & PERRY, J. 2004. Evaluating the impact of a prevention-based model of reading on children who are at risk. *Remedial and special education,* 25(5):303-313. September/October.

CUNNINGHAM, P.M. & CUNNINGHAM, J.W. 2002. What we know about how to teach phonics. (*In* Farstrup, A.E. & Samuels, S.J., *eds*. What research has to say about reading instruction. p. 87-109.) (ERIC Document Reproduction Service No. ED 463 539.)

DONAT, D.J. 2003. Reading their way: a balance of phonics and whole language. Lanham Md.: Scarecrow Press. 104 p.

GLYNN, T., WEARMOUTH, J. & BERRYMAN, M. 2006. Supporting students with literacy difficulties: a responsive approach. Open University Press: New York.

KRIEGLER, S.M. 1990. Ortodidaktiese pedagogiek: teorie en praktyk. Pretoria: Universiteit van Pretoria. 138 p.

LABBO, L.D., EAKLE, A.J. & MONTERO, M.K. 2002. Digital language experience approach: using digital photographs and software as a language experience approach innovation. *Reading Online.* http://www.readingonline.org/electronic/labbo2/ Date of access: 3 May 2010.

LERNER, J. & KLINE, F. 2006. Learning disabilities and related disorders: characteristics and teaching strategies. New York: Houghton Mifflin. 549 p.

NATIONAL READING PANEL. 2000b. Report of the National Reading Panel. Teaching children to read: an evidence based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: U.S. Government Printing Office. 450 p. (NIH publication no. 00-4754.)

PANDOR, N. 2008. Address by the Minister of Education, Naledi Pandor, at the Foundation Phase Conference, 30 September 2008. http://www.info.gov.za/speeches.htm. Date of access: 3 Mar. 2009.

PERKINS, P. 2008. Making space for reading: teaching reading in the early years. (*In* Goodwin, P., *ed.* The literate classroom. 2nd ed. USA, New York: Routledge. p.3-12.)

PRETORIUS, E.J. & MACHET, M.P. 2003. The socio-educational context of literacy accomplishment in disadvantaged schools: lessons for reading in the early primary school years. *Journal for language teaching*, 38(1):33-46, Jun.

SHEAKOSKI, M. 2008. Language experience approach. *Suite 101.com.* Apr. http://www.suite101.org/readingapproach/sheakoski2/ Date of access: 5 Feb. 2010.

UYS, C.C. 2010. Reading instruction in the foundation phase. Reading bundle (LITH422). Platinum Press: Potchefstroom. p. 317.

UYS, C.C. 2007. Lees- en skryfonderrig in die grondslagfase. Potchefstroom: Platinum Press. 235 p.

VYGOTSKY, L. 1981. The genesis of higher mental functions. (*In* Wersch,. *ed.* The concept of activity in soviet psychology. New York: M. R. Sharpe.)

WHARTON-McDONALD, R., PRESSLEY, M. & HAMPSTON, J. 1998. Outstanding literacy instruction in first grade: teacher practices and student achievement. *Elementary school journal,* 99:101-128.

WRAGG, E. C., WRAGG, C. M., HAYNES, G. S. & CHAMBERLAIN, R. P. 1998. Improving literacy in the primary school. London: Routledge.

WREN, S. 2009. What does a balanced approach mean? *Reading Resources.* http://www.sedl.org/reading/topics/balanced.html Date of access: 7 Aug. 2009.

Addendum D

NVivo Node

<Internals\participant 1> - § 6 references coded [6.26% Coverage]

Reference 1 - 0.53% Coverage

We've got a lecturer who's responsible for practical teaching and she determines their tasks

Reference 2 - 1.39% Coverage

it depends on which year, it's usually stuff like observations, what does a teacher do for instance when a child is struggling with something, uhm admin stuff like the registers and that sort of things but not necessarily tasks for literacy

Reference 3 - 1.17% Coverage

we don't go out for the first years but they must present a lesson teaching new vocabulary or teaching a sound they can choose and then afterwards they bring the lesson to me and I look at the lesson plan

Reference 4 - 0.67% Coverage

second years must present a story lesson either using a story book with small pictures or a story with a big picture

Reference 5 - 1.80% Coverage

third years, we crit the third years they can choose what they want to present but it must be a language lesson and I found that they integrate the language lesson so much with life skills, like for one or other reason, they do road safety and then instead of presenting a language lesson they go onto road safety

Reference 6 - 0.71% Coverage

Forth years, most of our forth years are teaching and I want a reading lesson from them, they must present a reading lesson

<Internals\participant 2> - § 1 reference coded [1.63% Coverage]

Reference 1 - 1.63% Coverage

The forth years they have to choose a sound that's applicable for a grade 1,2 and 3 and design a worksheet which they can use there. The second years have to go and look at a student who has a problem with writing then they have to make a check list, they have to have a short diagnostic programme where they try and remediate the child and give some example back and write a report about it. The third years was about the theories, the top-down, the bottom-up and the balanced approach, so they had a research project

<Internals\participant 3> - § 1 reference coded [1.14% Coverage]

Reference 1 - 1.14% Coverage

they see the practical problems that children have with their handwriting or even the holding of a pen or the not forming the letter correctly or those kind of things, we give them work so they can go and see it in the schools

<Internals\participant 4> - § 1 reference coded [1.58% Coverage]

Reference 1 - 1.58% Coverage

As for Setswana, I usually give them extra to observe the language used in class and I know in Royal Bafokeng because they are a rich tribe, every class has two teachers the English and the Setswana, something like that so I usually ask them to check for me how they handle that

Addendum E

Content Analysis Matrix	
Authorship - who wrote it?	
Audience - who was it written for?	
Intention – why was it written?	
Production – where was it produced and when? What were the social, political and cultural conditions in which it was produced?	
Content – which words are commonly used?	
Outcomes – do they make provision for the instruction of the reading elements?	
Textbook	

General Comments:

	Phonemic awareness	Phonics	Fluency	Vocabulary	Text Comprehension
Tick (✓)					
Is the content defined and contextualised?					
Is the content practically illustrated?					
Rational motivated (Why should it be taught?) (Essence)					
Implications of teaching the RE discussed?					
Reading Literacy Component (Specifics)					
Is the progression of the development of phonological skills illustrated?					
Is the spelling system clearly explained?					
Stages of reading development addressed?					
The role of vocabulary discussed?					
Are the different levels of reading and skills discussed?					
Teaching methods					
Are teaching methods for the RE provided? (Explicit?)					
Assessment (RE)					
Are guidelines provided for the assessment of the RE?					
Are guidelines provided for the assessment of the RE in terms of barriers to learning?					
Application / Activities					
Are opportunities provided for application of RE within module?					
General					
Is the content explicit or implicit?					
Which module & When					

Addendum F

Innovation Configuration

LITH 423						
Essential Components	**Variations**					
	Code = 0	**Code = 1**	**Code = 2**	**Code = 3**	**Code = 4**	**Rating**
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** ✓ Observations ✓ Lesson plans ✓ Classroom demonstration ✓ Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** ✓ Fieldwork (practicum) ✓ Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Phonemic Awareness (This topic is ideally subsumed under the broader topic Phonological Awareness.)						
• Individual speech sounds, phonemes		X				1
• Early indicator of risk	X					0
• Precursor to phonics	X					0
• Detect, segment, blend, manipulate phonemes (sounds) (e.g., /b/ /a/ /t/ = *bat*)		X				1
• Rhyming, alliteration in preschool and kindergarten	X					0

Essential Components	Variations					
	Code = 0	**Code = 1**	**Code = 2**	**Code = 3**	**Code = 4**	**Rating**
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** ✓ Observations ✓ Lesson plans ✓ Classroom demonstration ✓ Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** ✓ Fieldwork (practicum) ✓ Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Phonics						
• Correspondence of sounds and letters	X					0
• Phoneme–grapheme correspondences		X				1
• Blending, decoding, encoding		X				1
• Syllable types	X					0
• Prefixes, suffixes, base words	X					0
• Nonsense words (assessment)	X					0
• Alphabetic Principle		X				1
• Word analysis		X				1
• Words composed of letters (graphemes) that map to phonemes		X				1
• Letters and sounds working in systematic way	X					0

Essential Components	Variations					
	Code = 0	**Code = 1**	**Code = 2**	**Code = 3**	**Code = 4**	**Rating**
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** ✓ Observations ✓ Lesson plans ✓ Classroom demonstration ✓ Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** ✓ Fieldwork (practicum) ✓ Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Fluency • Rate, accuracy, and prosody • Repeated readings • Fluency training • Partner reading • Measurable goals • Charting progress	X X X X X X	 X X 				0 1 1 0 0 0 0

Essential Components	Variations					
	Code = 0	**Code = 1**	**Code = 2**	**Code = 3**	**Code = 4**	**Rating**
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** ✓ Observations ✓ Lesson plans ✓ Classroom demonstration ✓ Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** ✓ Fieldwork (practicum) ✓ Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Vocabulary • Taught directly and indirectly • Preteach • Oral language • Multiple contexts, meanings • Choosing and leveling words for explicit instruction • Word consciousness • Context • Morphemes	 X X 	 X X X X X X				 1 1 0 0 1 1 1 1

Essential Components	Variations					
	Code = 0	**Code = 1**	**Code = 2**	**Code = 3**	**Code = 4**	**Rating**
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** ✓ Observations ✓ Lesson plans ✓ Classroom demonstration ✓ Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** ✓ Fieldwork (practicum) ✓ Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Comprehension						
• Questioning strategies (i.e., before, during, and after reading)	X					0
• Summarize/predict/retell		X				1
• Metacognitive strategies		X				1
• Both narrative and expository text structure		X				1
• Collaborative strategic reading	X					0

Essential Components	Variations					
	Code = 0	**Code = 1**	**Code = 2**	**Code = 3**	**Code = 4**	**Rating**
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** ✓ Observations ✓ Lesson plans ✓ Classroom demonstration ✓ Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** ✓ Fieldwork (practicum) ✓ Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Integration						
• Planned connections of instruction for five essential elements of reading	X					0
• Weaving of five essential components of reading (or any combination of components), first taught in isolation and always placed back in meaningful context	X					0
• Integrated	X					0
Systematic Instruction						
• Planned / purposeful / sequential	X					0
• Step - by – step	X					0
• Example: teach certain letters (b, m, a) before others (y, x, tch)		X				1
• Teach from easy to more difficult		X				1
• Directions for determining whether reading programs use skills sequence and provide adequate practice	X					0