

AN OVERVIEW OF GRADE R LITERACY TEACHING AND LEARNING IN INCLUSIVE CLASSROOMS IN SOUTH AFRICA

Dr Soezin Krog Prof Norma Nel Dr Oluyemi Stephens



PURPOSE OF COLLABORATION

The intention of the research partnership between a South African university and a Chinese university:


- Establish a joint academic team
- Develop collaborations on a variety of joint academic activities
- Exchange of information and academic materials
- Visits and exchanges of academic and other staff
- Joint presence in academic conferences
- Joint publication of academic works and organization of conferences
- Symposia, and other activities of interest to both universities.

SHANGHAI AIRPORT




INTRODUCTION


TIMELY ARTICLE



Early childhood development (ECD) and literacy learning and teaching in inclusive classrooms are at the forefront of education systems worldwide.

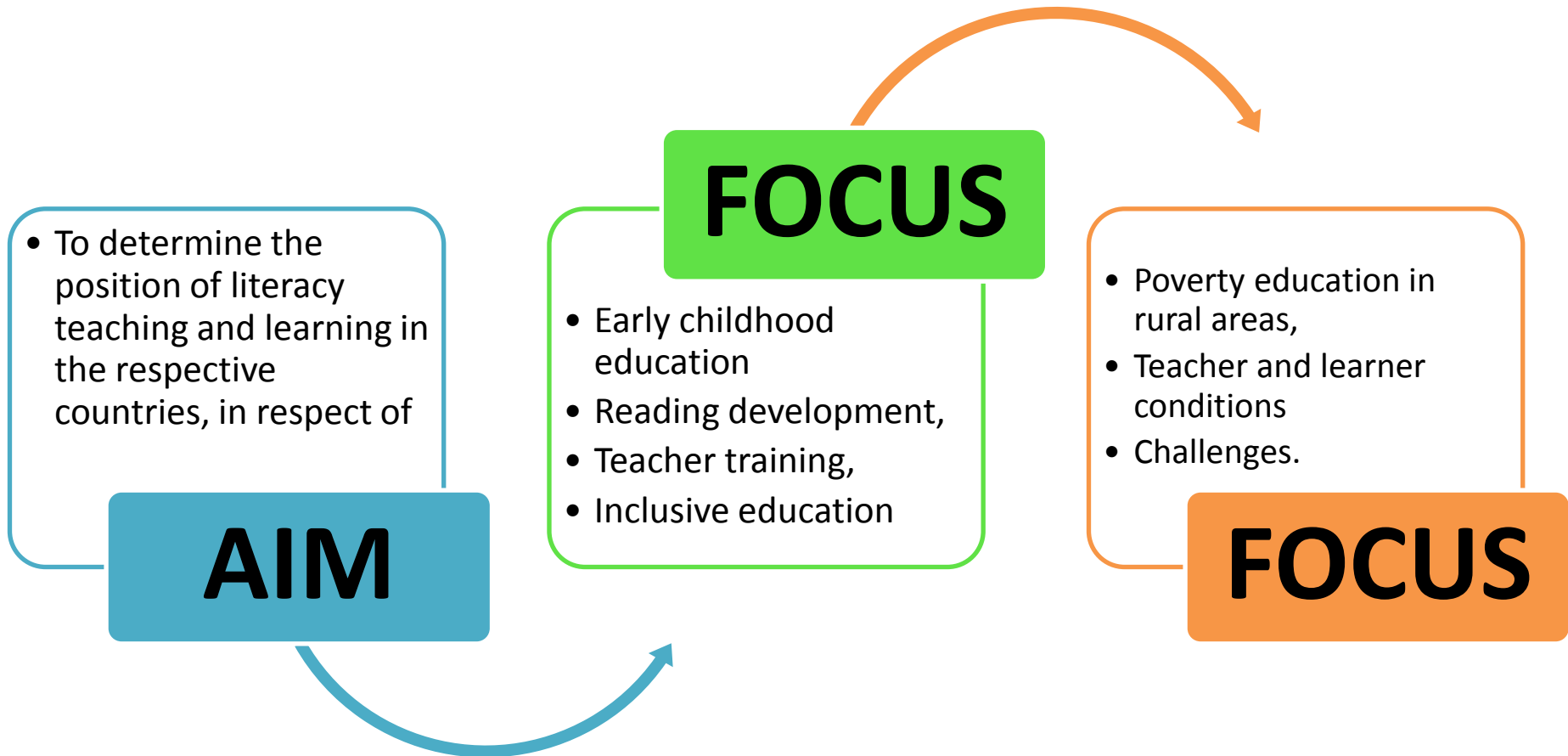


The University of South Africa & the Zhejiang University for International Studies in China
Embarked on Exploratory 3 phase study.



Comparing South African and Chinese teachers' perceptions of literacy teaching and learning as well as their classroom practices

AIM OF PHASE ONE



COLLABORATION

SA

- Independently
- Country's particular perspective
- Grade R literacy teaching and learning
- Selected primary school 2 provinces

CHINA

- Independently
- Country's particular perspective
- Teaching literacy and learning
- Creative ability of the child
- Teaching literacy in rural schools



METHODOLOGY

Qualitative approach

Convenient sampling

Site selection: 10 schools

Population: Teachers 31 teachers

Ratio 30 learners per class

3 RURAL SCHOOLS

- GAUTENG

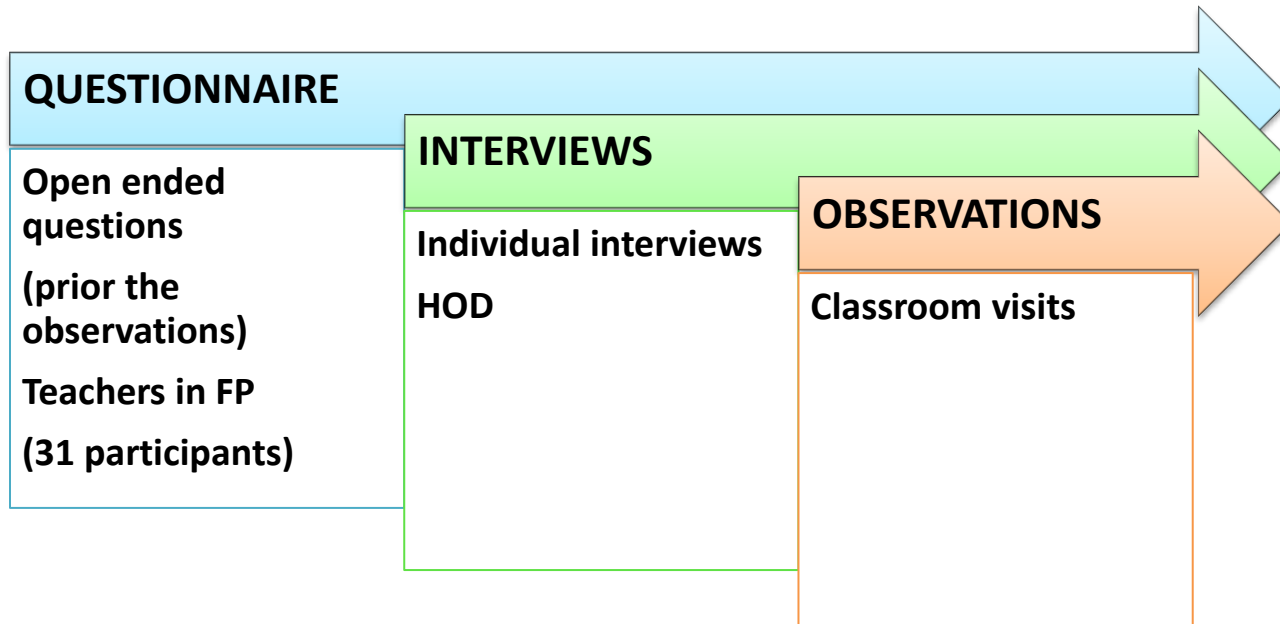
3 TOWNSHIP SCHOOLS

- GAUTENG
- MPHUMALANGA

4 INNER CITY SCHOOLS

- GAUTENG
- MPHUMALANGA

DATA COLLECTION



DATA ANALYSIS

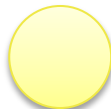
CODING



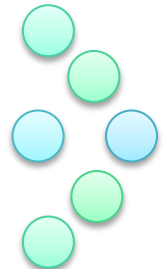
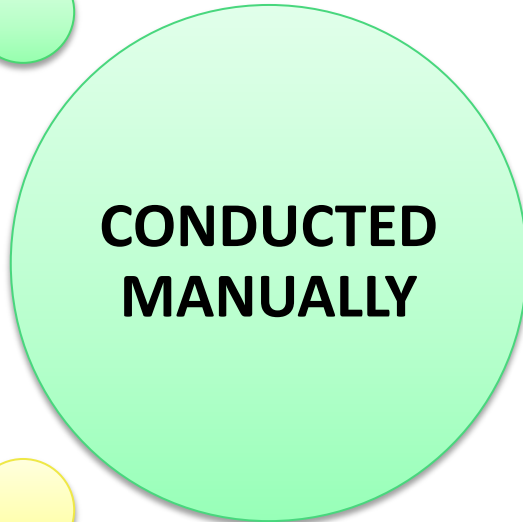
CATEGORISING



IDENTIFYING THEMES



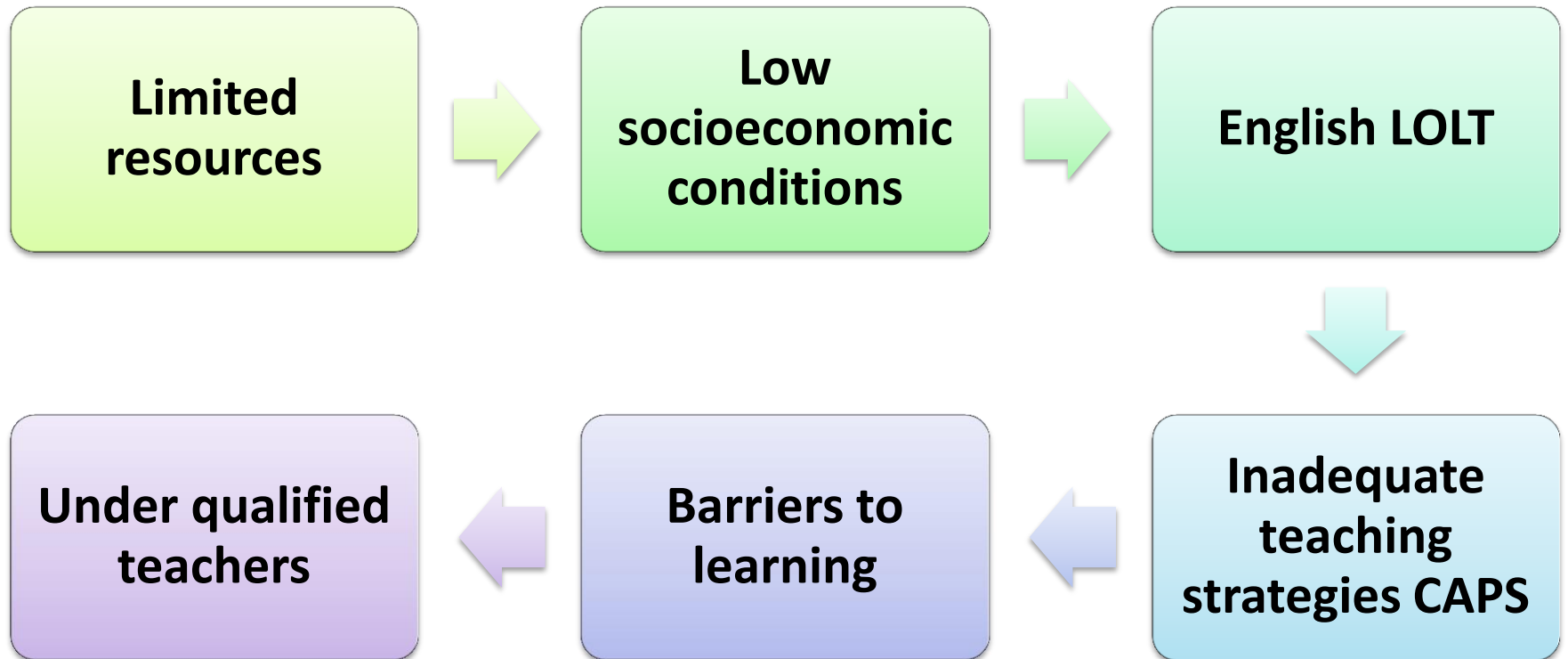
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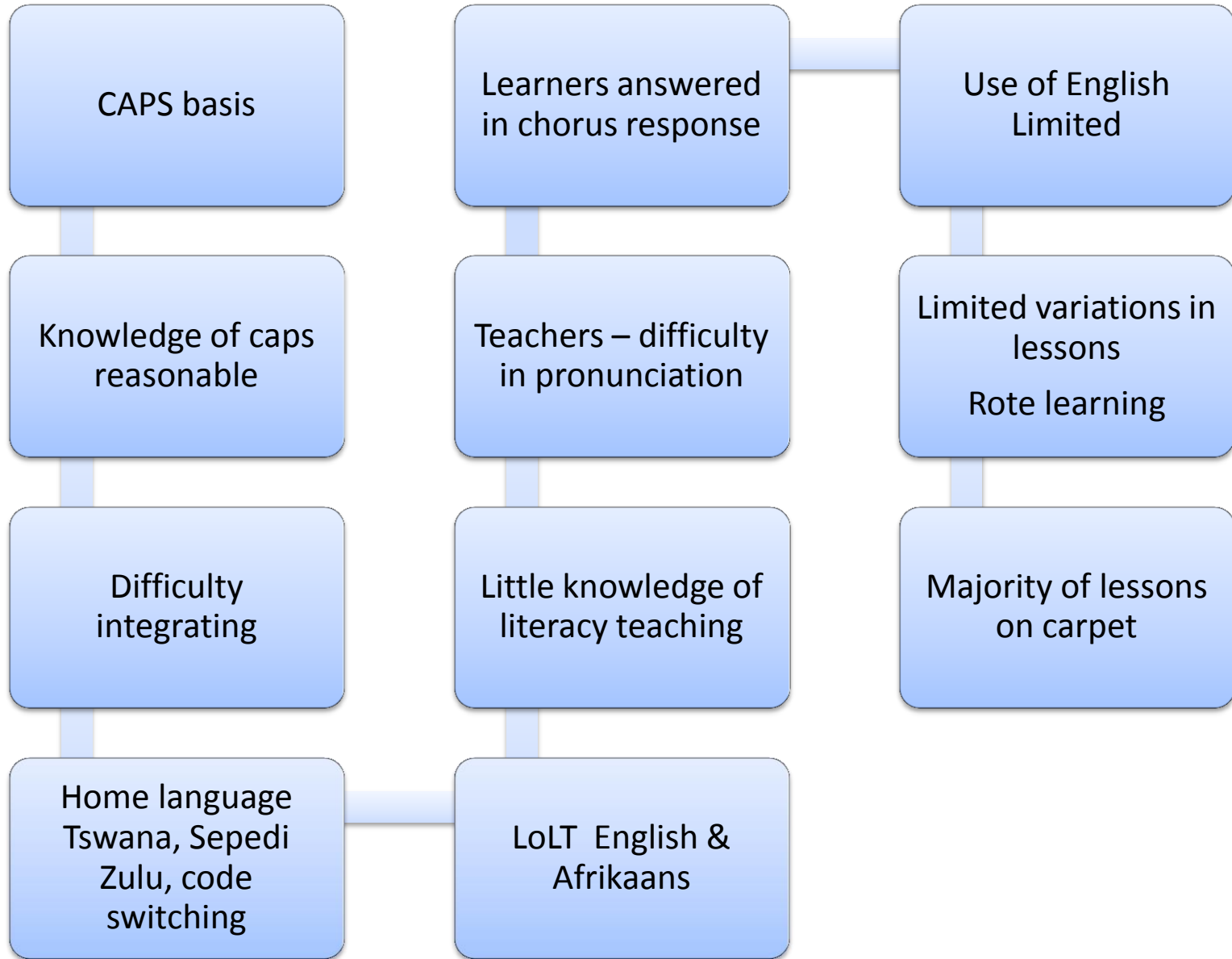
EMERGENT THEMES VS DATA COLLECTION METHOD

Open-ended questions	Observations	HOD interviews
1. Literacy teaching	<ul style="list-style-type: none">• Literacy lesson/activities• Teacher /learner characteristics• School and classroom environment	<ul style="list-style-type: none">• Literacy teaching• Teachers• Management
1. Addressing barriers to learning	<ul style="list-style-type: none">• Barriers	<ul style="list-style-type: none">• Barriers

FINDINGS



LITERACY AND LEARNING



Challenges relating to Literacy and Learning

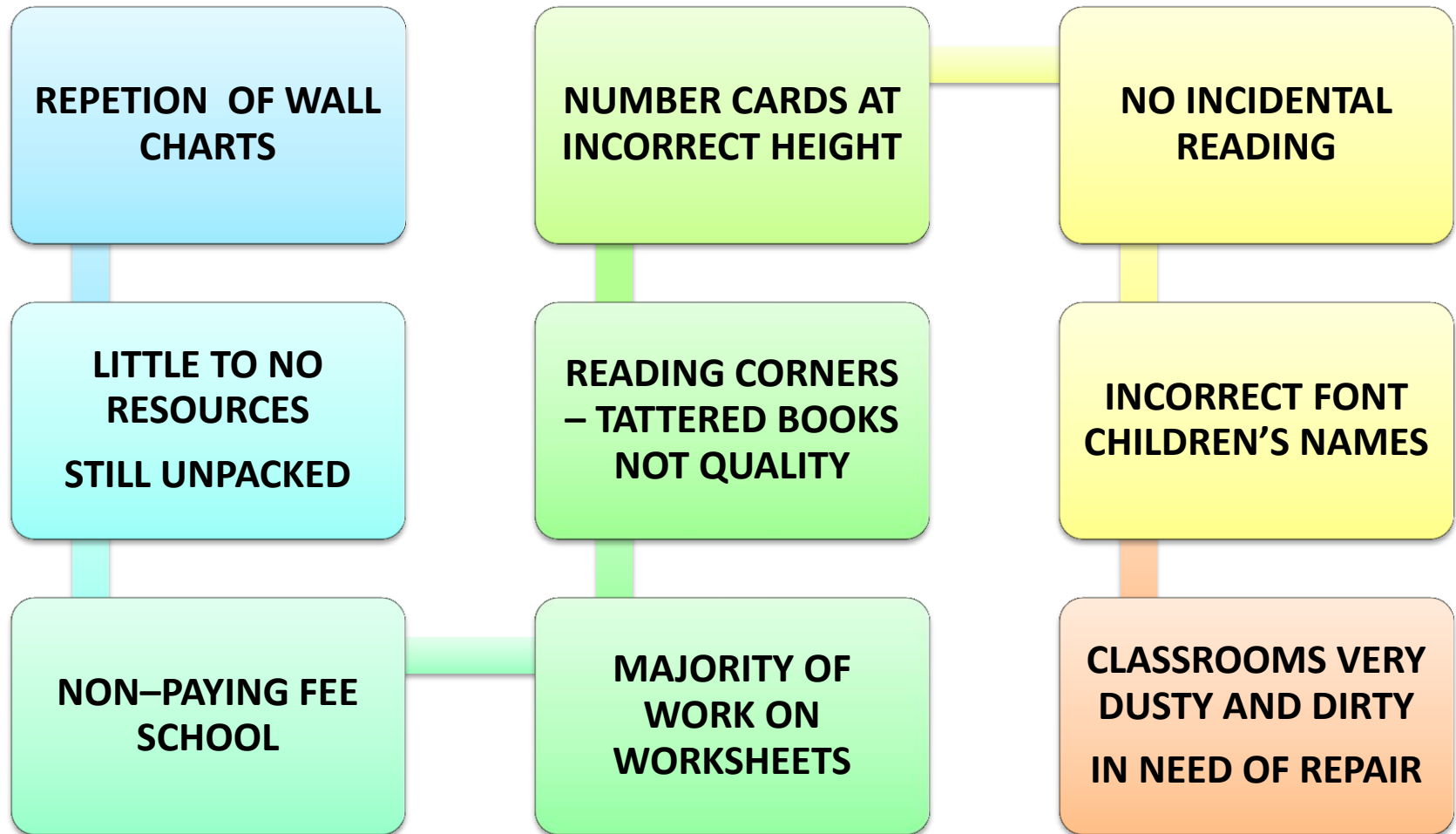
Learners

- Sight words
- Word recognition
- Difficulty reading and identifying letters of alphabet
- Come hungry to school
- Uninvolved parents
- Low levels of literacy

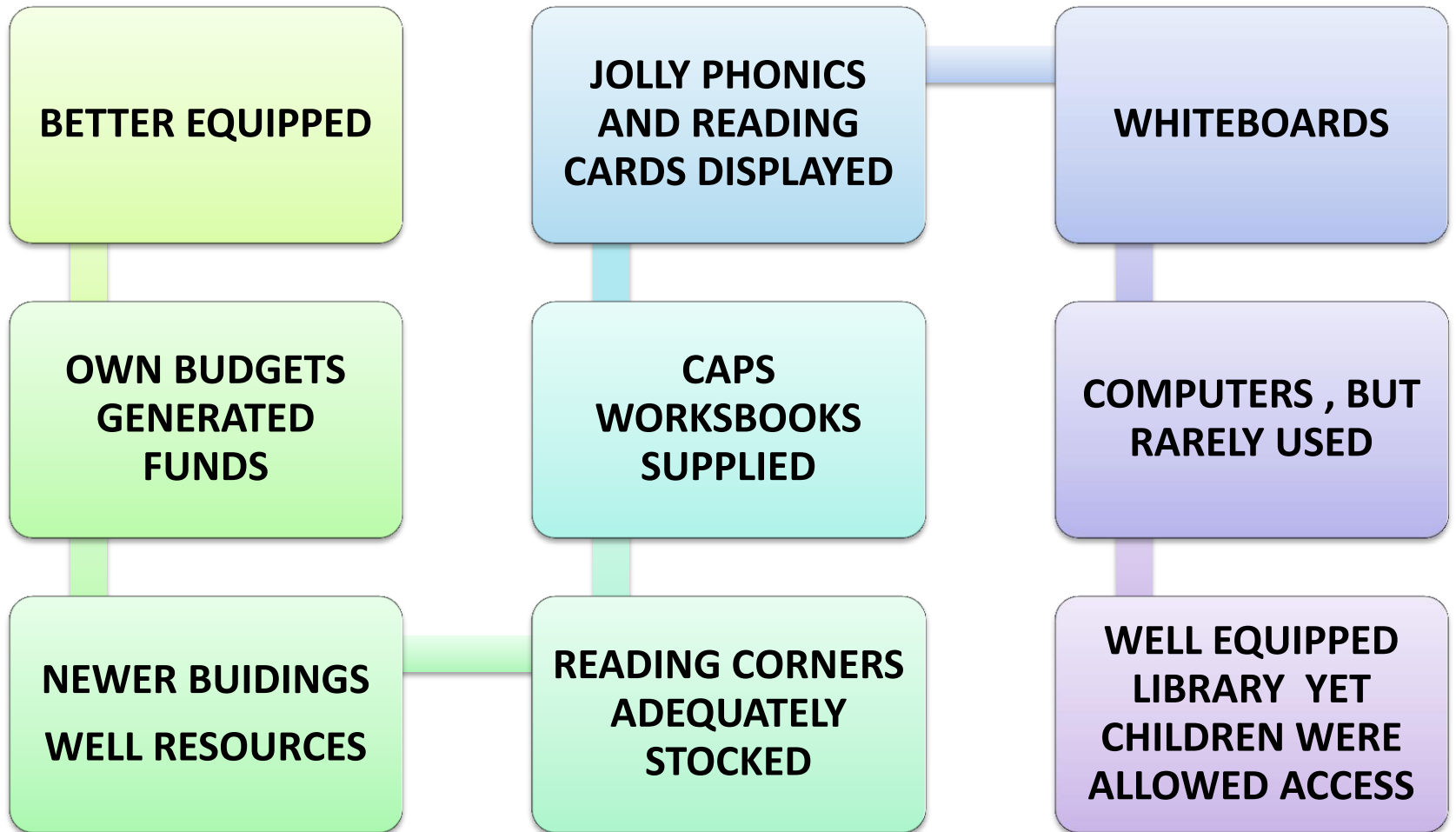
Teachers

- Inadequate knowledge on how to improve listening and reading skills

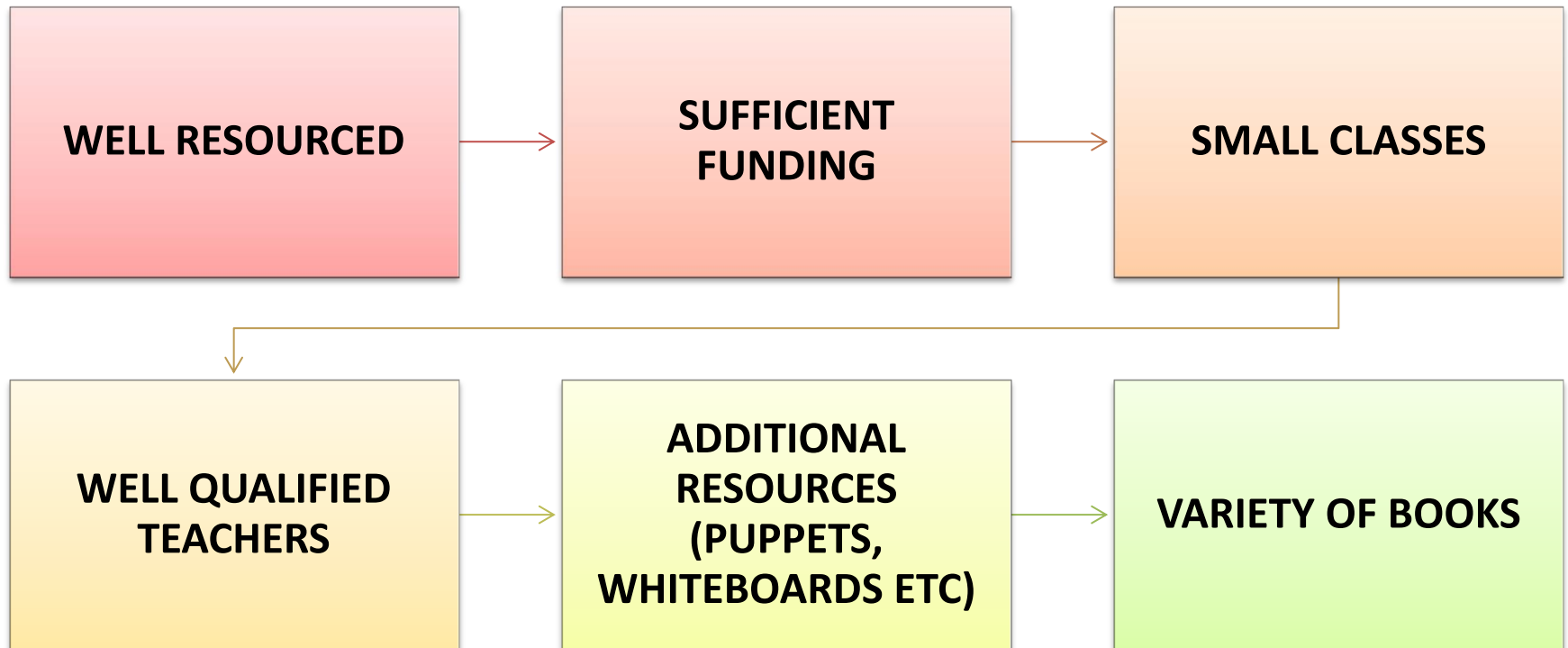
RURAL, TOWNSHIP AND LOW SOCIO ECONOMIC AREAS



INNER CITY SCHOOLS



PRIVATE SCHOOL



THEME 2: ADDRESSING BARRIERS TO LEARNING

LITERACY TEACHING AND LEARNING

- Limited building resources
- LoLT 3rd Language
- Poor quality teaching
- Rote learning
- Word recognition and language delays
- Absenteeism
- Financial constraints
- Poor teacher attitudes

BARRIER TO LISTENING

Addressed by means of

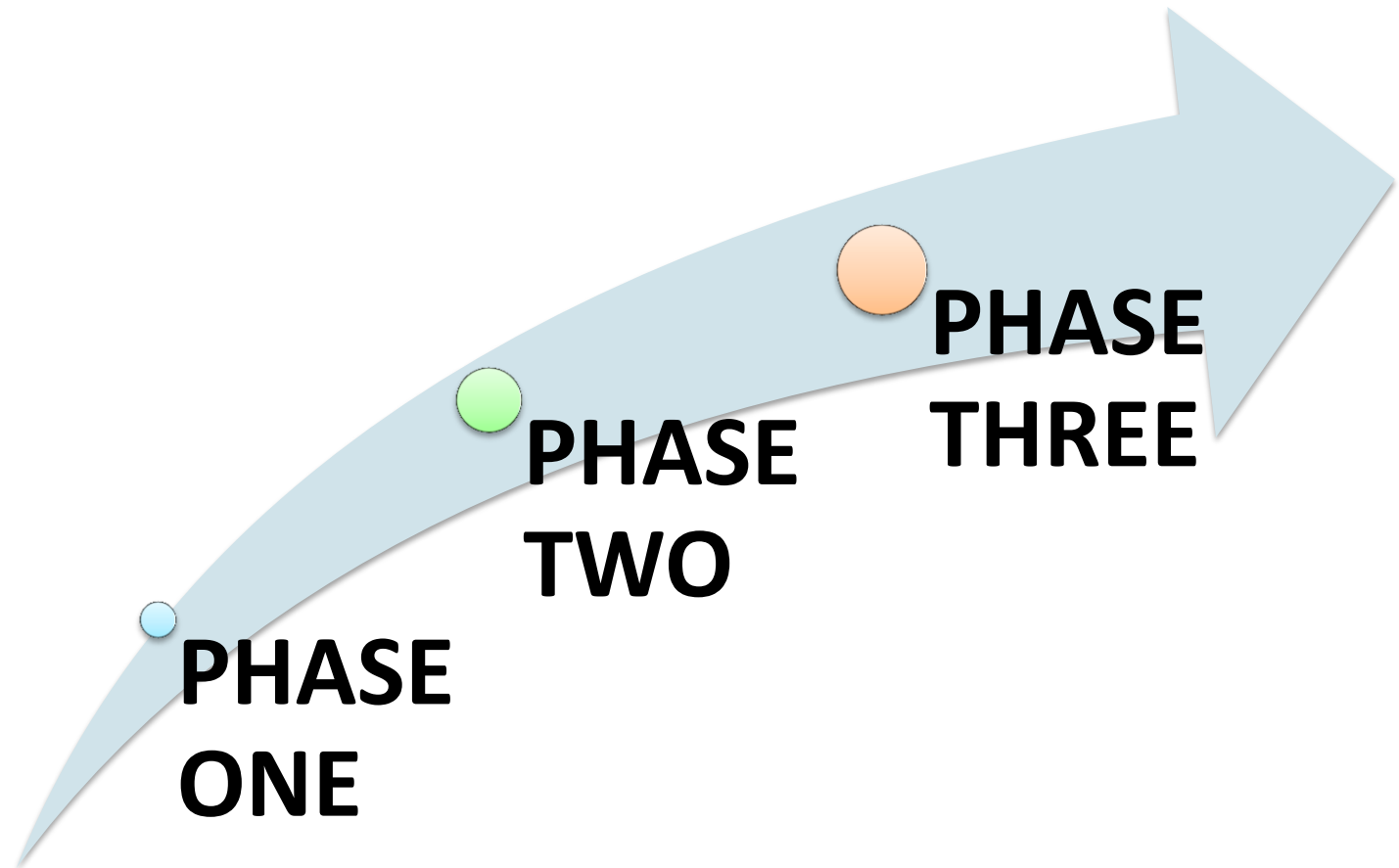
- Repetition
- Slow explanations
- Maintaining eye contact
- Demonstrations
- Problem-solving
- Action songs, poems rhymes

ADDRESSING SPEAKING AS A BARRIER

STEPS TAKEN BY TEACHERS

- Teach a wider vocabulary
- Encourage to participate in role play
- Well resources school had sufficient resources
- Breaking words into sections to help learners

The overview we gained of early literacy teaching in South Africa serves as a precursor for the second phase of the project



THREE PHASES

PHASE 1 (2014-2015)

- Overview articles on chosen themes will be written by both institutions and submitted for publication in a special edition of an accredited journal

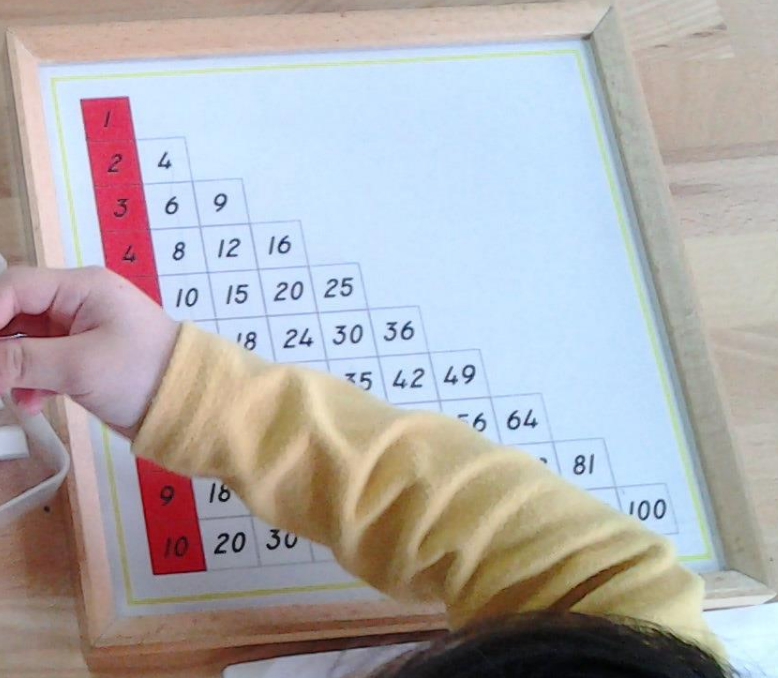
PHASE 2 (2016-2017)

- Empirical research in (a) project school(s) of the choice of each institution in own country.
- Alternative strategies for teaching reading in primary school classes and tools for teacher training shall be developed in collaboration.
- The implementation of empirical research in both countries shall be coordinated.
Independent and joint publication shall be expected.

PHASE 3 (2016-2017)

- Dissemination of information and institutional interaction
- Possible joint activities shall be decided in future discussions.





International Forum Early Childhood Teacher Education

幼儿师范学院周年院庆国际幼儿教师教育论坛



HANGZHOU·CHINA

中国·杭州

2013.10



Welcome the delegation from University of South Africa!

浙江外國













THANK YOU