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

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#### 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**

 To determine the position of literacy teaching and learning in the respective countries, in respect of



# **FOCUS**

- Early childhood education
- Reading development,
- Teacher training,
- Inclusive education

- Poverty education in rural areas,
- Teacher and learner conditions
- Challenges.

**FOCUS** 

### **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

Convient sampling

Site selection:10 schools

Population: Teachers 31 teachers

Ratio 30 learners per class

**3 RURAL SCHOOLS** 

GAUTENG

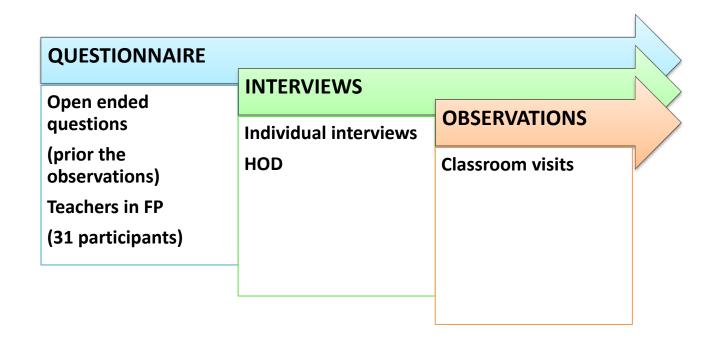
3 TOWNSHIP SCHOOLS

- GAUTENG
- MPHUMALANGA

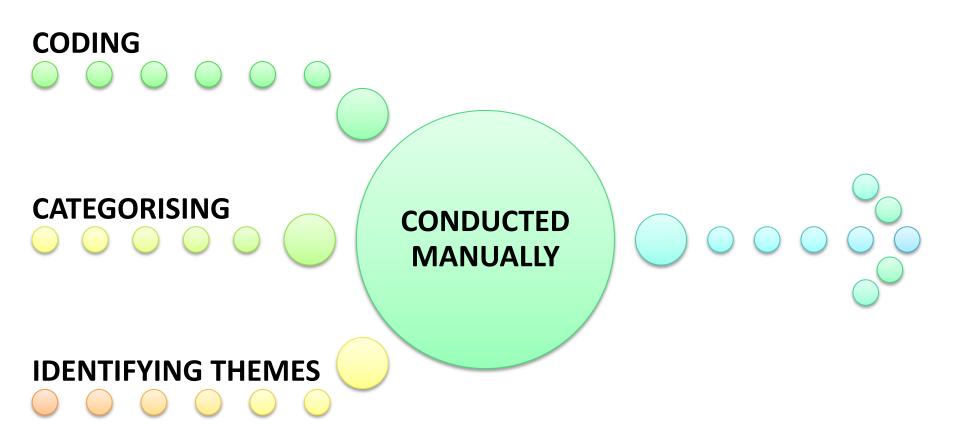
4 INNER CITY SCHOOLS

- GAUTENG
- MPHUMALANGA

## DATA COLLECTION



#### **DATA ANALYSIS**



# EMERGENT THEMES VS DATA COLLECTION METHOD

Open-ended questions		bservations	HOD interviews
1. Literacy teaching	•	Literacy lesson/activities Teacher /learner characteristics School and classroom environment	<ul><li>Literacy teaching</li><li>Teachers</li><li>Management</li></ul>
1. Addressing barrie	rs to learning •	Barriers	Barriers

### **FINDINGS**

Limited resources



Low socioeconomic conditions



**English LOLT** 



Under qualified teachers



Barriers to learning



Inadequate teaching strategies CAPS

## LITERACY AND LEARNING

**CAPS** basis

Learners answered in chorus response

Use of English Limited

Knowledge of caps reasonable

Teachers – difficulty in pronunciation

Limited variations in lessons

Rote learning

Difficulty integrating

Little knowledge of literacy teaching

Majority of lessons on carpet

Home language Tswana, Sepedi Zulu, code switching

LoLT English & Afrikaans

# 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

REPETION OF WALL CHARTS

NUMBER CARDS AT INCORRECT HEIGHT

NO INCIDENTAL READING

LITTLE TO NO RESOURCES
STILL UNPACKED

READING CORNERS

- TATTERED BOOKS

NOT QUALITY

INCORRECT FONT CHILDREN'S NAMES

NON-PAYING FEE SCHOOL

MAJORITY OF WORK ON WORKSHEETS

CLASSROOMS VERY DUSTY AND DIRTY IN NEED OF REPAIR

### **INNER CITY SCHOOLS**

**BETTER EQUIPPED** 

JOLLY PHONICS
AND READING
CARDS DISPLAYED

**WHITEBOARDS** 

OWN BUDGETS
GENERATED
FUNDS

CAPS WORKSBOOKS SUPPLIED

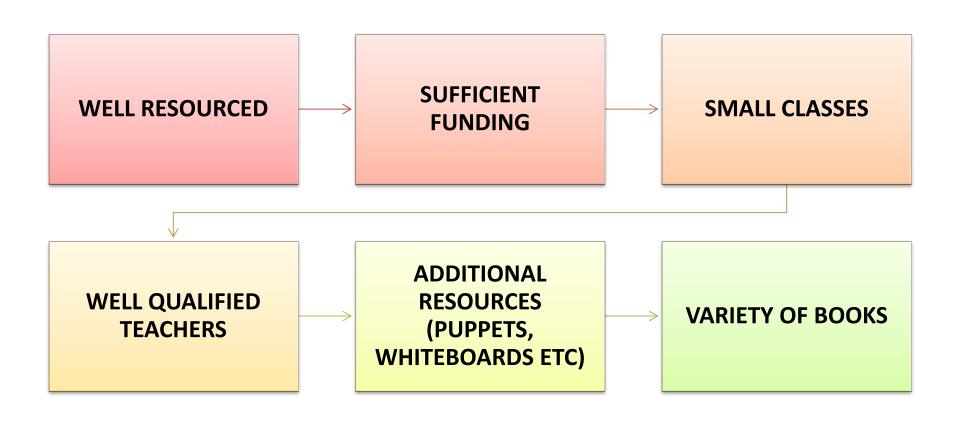
COMPUTERS, BUT RARELY USED

NEWER BUIDINGS
WELL RESOURCES

READING CORNERS
ADEQUATELY
STOCKED

WELL EQUIPPED
LIBRARY YET
CHILDREN WERE
ALLOWED ACCESS

## PRIVATE SCHOOL



# THEME 2: ADDRESSING BARRIERS TO LEARNING

#### LITERACY TEACHING AND LEARNING

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

#### **BARRIER TO LISTENING**

Addressed by means of

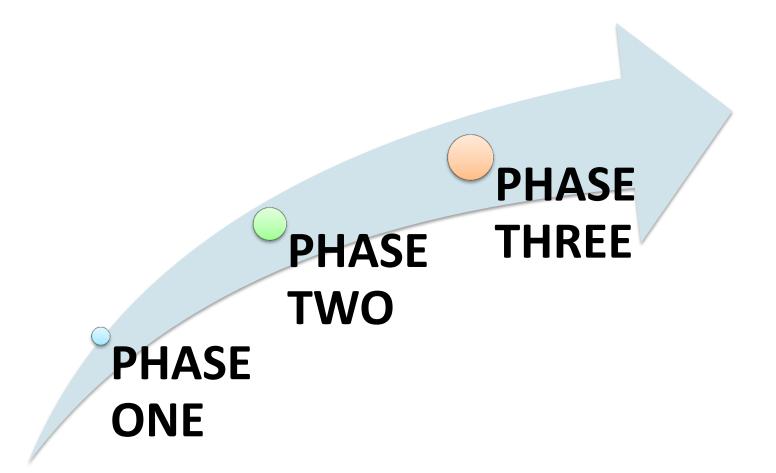
- Repetition
- Slow explanations
- Maintaining eye contact
- Demonstrations
- Problem-solving
- Action songs, poems rhymes

#### ADDRESSING SPEAKING AS A BARRIER

# STEPS TAKEN BY TEACHERS

- Teach a wider vocabulary
- Encourage to participate in role paly
- 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.





















# **THANK YOU**

