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

 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

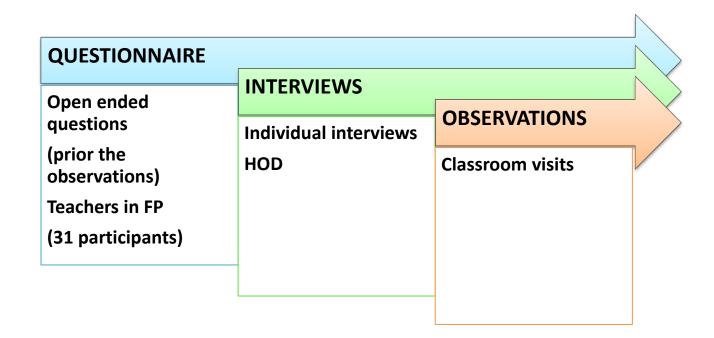
3 TOWNSHIP SCHOOLS

- GAUTENG
- MPHUMALANGA

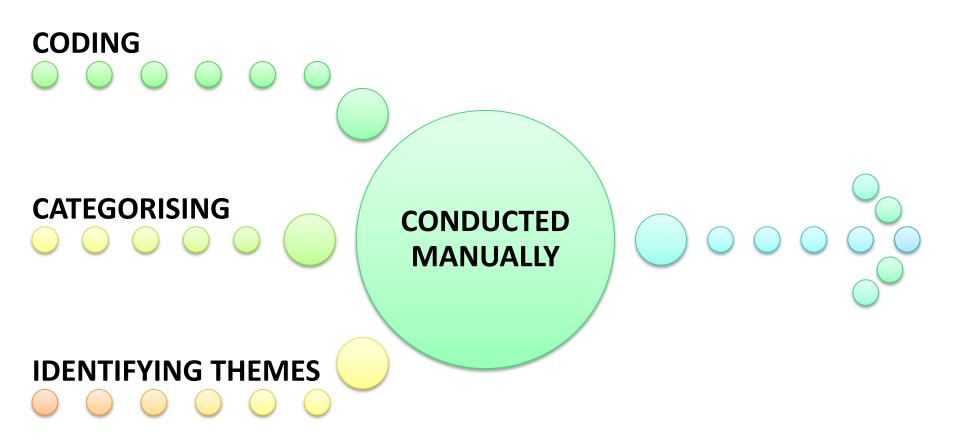
4 INNER CITY SCHOOLS

- 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	Literacy teachingTeachersManagement
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

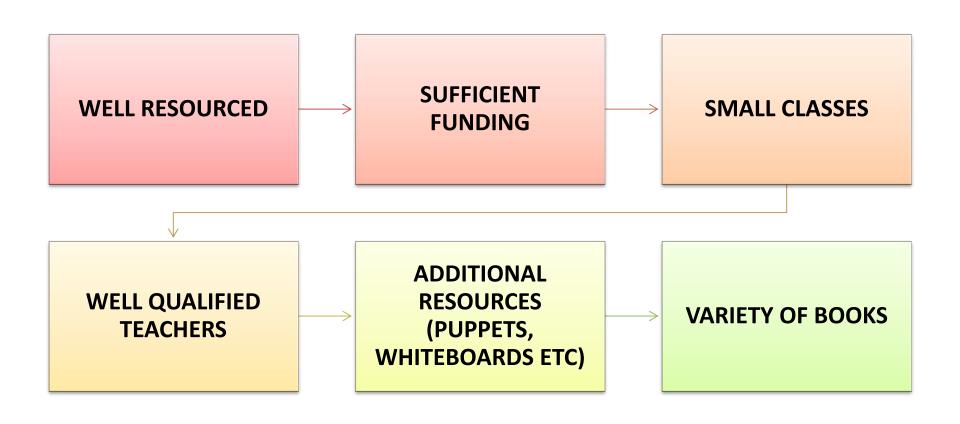
COMPUTERS, BUT RARELY USED

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 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

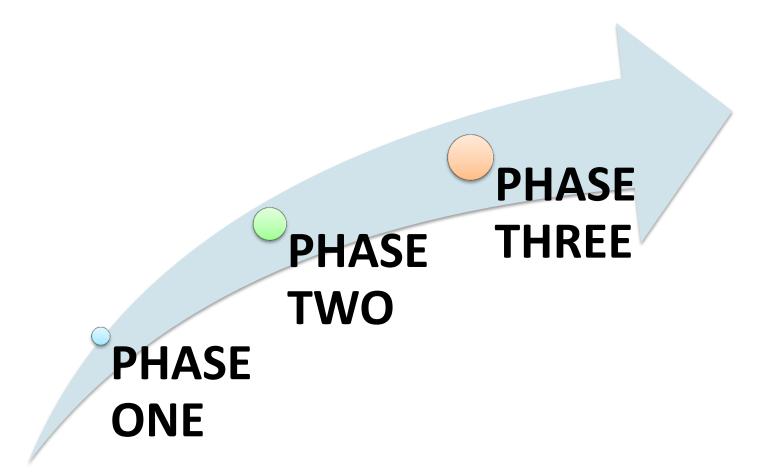
- Repetition
- Slow explanations
- Maintaining eye contact
- Demonstrations
- Problem-solving
- Action songs, poems rhymes

ADDRESSING SPEAKING AS A BARRIER

STEPS TAKEN BY TEACHERS

- Teach a wider vocabulary
- Encourage to participate in role 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

