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THE USE OF LEARNING AND TEACHING SUPPORT MATERIAL FOR CLASSROOM TEACHING: INTERMEDIATE PHASE

(A STUDY OF FOUR PRIMARY SCHOOLS IN DIEPKLOOF, SOWETO)

A research report submitted in partial fulfilment of the requirements for the degree of

Master of Education at the University of the Witwatersrand

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DECLARATION

I declare that the research report titled “The use of learning and teaching support material for classroom teaching: Intermediate Phase (A study of four primary schools in Diepkloof, Soweto)” is my own work and has been completed under the guidance and supervision of my supervisor, Prof. Brahm Fleisch. It is being submitted for the degree of Master in Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other university.

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Anita Mapula Riet

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Date of submission

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I would like to express my sincere gratitude to my supervisor, Prof. Brahm Fleisch, for his guidance and support during the writing of this research report. His resilience and patience were invaluable. Thank you to Anthony Sparg for editing my report.

To my husband, Tiisetso Riet, thank you for keeping the home fires burning. To my beautiful children, Botlhaleng, Boikanyo, and Kelebogile, I appreciate your keeping up with me and coping when I was not available most nights to give you all the attention you deserve.

To my mother, Sannah Moralo, and my siblings, thank you for your motivation and encouragement when it was tough.

To my colleagues and friends, Tebogo Tsimane and Merinda Cooper, I appreciate your selflessness and dedication in ensuring the successful completion of this report. Your invaluable support is appreciated.

To my mentors, Hannchen Koornhof and Janine le Roux, your advice and guidance were invaluable. Thank you for all your sacrifices in ensuring that this research report was brought to completion. You were indeed the wind beneath my wings.

Finally, I would like to thank the Gauteng Department of Education and the school principals for accepting me into their schools to conduct this study. To the four teachers who participated in the study, I would like to thank you for your cooperation and understanding in ensuring that this study is a success. Thank you and God bless!

DEDICATION

This research report is dedicated to my loving husband, Tiisetso Riet, and my beautiful children, Botlhaleng, Boikanyo, and Kelebogile.

ABSTRACT

This study reports on the use of learning and teaching support material (LTSM) for classroom teaching. LTSM is regarded as one of the core components for effective curriculum delivery in the classroom. This study was prompted by the need to investigate how teachers mediate LTSM for teaching and learning, since it is well known that schools have been adequately resourced with financial means to provide LTSM in line with the call of "one textbook per learner per subject" made by the Minister of Basic education in her speech to District Directors presented on 06 December 2011 (http://www.education.gov.za/Newsroom/Speeches/tabid/298).

This was a qualitative study which was conducted in four primary schools in the area of Diepkloof, a township in Soweto. The data collection methods used were lesson observations and interviews.

The study revealed that there is a wide range of LTSM available to teachers. There is no one dominant type of material, but a range of materials is available to teachers; however, in the case studies undertaken for this report, the available LTSM was not adequately used in teaching. Teachers were not able to use the LTSM at the intellectual level of the learners, or to help the Grade 4 learners reach the intellectual level which is expected of them. Learners' poor language skills and/or teachers' inability to use LTSM for teaching and learning are both contributing factors.

This study presents its findings at a time when learner attainment is seen to be low, as indicated in the Annual National Assessment (ANA) results recently presented by the Minister of Education. Hopefully this research study will contribute towards a realisation by the Department of Basic Education (DBE) that there is a need to capacitate teachers in the use of LTSM for teaching and learning.

LIST OF ABBREVIATIONS

ANA – Annual National Assessment

B.Ed. – Bachelor of Education

C2005 – Curriculum 2005

CAPS – Curriculum Assessment Policy Statements

DBE – Department of Basic Education

DoE – Department of Education

FAL – First Additional Language

FP – Foundation Phase

GDE – Gauteng Department of Education

GPLMS – Gauteng Primary Language and Mathematics Strategy

HL – Home Language

IP – Intermediate Phase

JCC – Johannesburg City Council

LiEP – Language in Education Policy

LoLT – Language of Learning and Teaching

LSEN – Learners with Special Educational Needs

LTSM – Learning and Teaching Support Material

NCS – National Curriculum Statements

OBE – Outcomes-Based Education

PGCE – Postgraduate Certificate in Education

QIDS-UP – Quality Improvement Development Support and Upliftment Programme

RNCS – Revised National Curriculum Statements

SASA – South African Schools Act

SGB – School Governing Body

SMT – School Management Team

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CHAPTER 1

INTRODUCTION AND ORIENTATION

1.1 Introduction

Since the advent of democracy in South Africa, the country has been experiencing transformation. Education has been at the forefront of these fundamental changes. For example, education in South Africa has experienced the following curriculum changes: Outcomes-Based Education (OBE), Curriculum 2005 (C2005), the National Curriculum Statement (NCS), the Revised National Curriculum Statement (RNCS), and currently the Curriculum Assessment Policy Statement (CAPS). These changes have presented an improvement in preparing learners for life, as well as for transformation. However, these changes have brought challenges to teachers with regard to the implementation thereof in schools. In ensuring that effective and quality teaching and learning takes place in classrooms, the Department of Education (DoE) provided funding which was allocated specifically for the provision of relevant learning and teaching support material (LTSM) to all public schools, to ensure a smooth transition from the country's previous curricula to the current one, namely CAPS.

In order to understand the provision of funding for schools, it is instructive to look at how funding was allocated to schools prior to transformation. Prior to 1994, the education system in South Africa was divided into categories according to race, resulting in there being 19 education departments which included the 4 large provinces that existed then namely, Cape, Natal, Free State and Transvaal (Maswanganye, 2010). Of the 19 education departments, the Department of Education and Training, which catered for blacks, had the lowest allocation of funds for learners. During apartheid, black learners were not adequately resourced, and, as a result of the inadequate funding, schools were powerless to acquire sufficient quality resources for effective curriculum delivery.

Subsequent to 1994, schools were classified according to quintiles, with the lowest quintiles (quintiles 1 and 2) being the schools that were the poorest and lacking in

resources in every respect. The majority of black schools fell into these two quintiles. The highest quintiles (quintiles 3, 4 and 5) were the previously white schools, known as "Model C" schools. Most of the schools which fall into this category are regarded as capable or rich schools, based on the funds they were allocated prior to 1994, and also because they are typically located in suburban areas.

The transformation of education in South Africa has resulted in a change to the allocation of funds to schools. As indicated in the South African Schools Act, Act 84 of 1996 (SASA), the National Norms and Standards for School Funding (as amended) highlight that provision of funds to schools was done with the aim of adequately resourcing the previously disadvantaged schools, and to redress the imbalances of the past. Schools in quintiles 1 and 2 were able to acquire quality and sufficient LTSM for effective curriculum delivery, using the funds allocated. Resources are vital for schools to be functional, and for the provision of quality education in the classroom. This was emphasised by the President of the Republic of South Africa, Mr Jacob Zuma, in his State of the Nation Address in 2011, where he emphasised the three Ts (teachers, textbooks, and time) and highlighted the importance of each for quality education in South Africa (http://www.thepresidency.gov.za/pebble.asp?relid=3498). However, it is not clear how teachers utilise available resources for curriculum delivery.

There is no doubt that LTSM is key for effective curriculum delivery. It is regarded as the tools that assist in providing teachers with a syllabus, as well as methods of curriculum delivery (Hutchinson & Torres, 1994). LTSM supports the interaction between teachers and learners, with the aim of improving learner performance (World Bank, 2008; Fleisch, Taylor, Herholdt & Sapire, 2011). The following assertion by the Regional Coordination of English Academy of Oudja (2009:201) further explains and highlights the importance of textbooks for curriculum delivery:

> Textbooks reflect the objectives of the language programme, the kind of syllabus used, the skills being taught, and the methodologies being espoused, and also the function as a "mediating object" between the teacher and the learner. They represent the foundation of school instruction and the primary source of information for both students and teachers (www.api.ning.com).

Given the importance of textbooks, it is imperative to ensure that they are effectively used in order to facilitate the provision of quality teaching and learning in classrooms. Czenierwicz, Murray and Probyn (2000) highlight the role of learning support material, by claiming that a range of resources is needed to ensure learner achievement of knowledge, skills, and values, as well as enabling learners to make their own meaning and understanding, rather than relying on ready-made knowledge from the teacher using a single textbook. However, the use of LTSM varies from teacher to teacher, and the decision regarding which LTSM to use is informed by teachers' attitudes and values (Moulton, 1997). This means that the effective and efficient use of LTSM for curriculum delivery requires innovation and creativity from the teacher, to make lessons interesting and fun for the learners. Acquisition of knowledge and skills will then become an uncomplicated process. The focus of this study is thus to investigate how teachers mediate LTSM for curriculum delivery in the classroom, as well as why resources are utilised the way they are.

The study was conducted in four primary schools in the township of Diepkloof, a township to the south of Soweto, which was established as a result of the Native Urban Areas Act of 1923. This was when the Johannesburg City Council (JCC) facilitated the removal of black people from whites-only designated areas to an area now known as Soweto. This process of removals became effective from 1948, when the National Party government came into power (South African History Online, 2013). Diepkloof is divided into six zones (Zone 1 to Zone 6), with each zone accommodating different language groups (Sepedi, Setswana, isiZulu, isiXhosa, Sesotho, Xitsonga, and Tshivenda), clustered according to language similarity. For example, Setswana, Sepedi, and Sesotho were accommodated in Zone 3 and Zone 4, isiZulu and isiXhosa in Zone 1 and Zone 5, and Tshivenda and Xitsonga in Zone 2 and Zone 6. That was essentially the organising principle that was understood by all. In 1988, a slight transformation took place when an open piece of land which had not been used before was allocated for the building of bond houses. This piece of land allowed for the building of houses in three phases, where the houses were mainly bought by teachers, nurses, policemen, doctors, and businesspeople. There were no schools built in this area, partly because there were already several public schools in the

zones, and because some of the children attended Model C schools in Johannesburg, since their parents could afford to send them to such schools.

The history of Diepkloof is consequently typical of urban centres across South Africa that are products of the apartheid language practice, where divisions were further perpetuated along language lines, but, by contrast, also showing post-apartheid elements, such as bond houses. Diepkloof is typically a township, like many other townships in South Africa, and what happens in Diepkloof resembles, in many respects, what happens in other townships in the country.

The four schools investigated in this study are fairly similar, although they show some unique features: they are typical township schools, which display day-to-day practices across South Africa. However, they are exceptional, because they highlight the historical experience of apartheid as well as the changing landscape in post-apartheid South Africa. The schools have undergone changes. They are now offering more than one language, thus allowing learners from surrounding areas to enrol at these schools. The adoption of additional languages is partly due to low learner enrolments, since most parents take their children to former Model C schools in Johannesburg. As a result, some schools have had to merge in order to avoid total closure. This had led to the absorption of teachers and learners of different languages into one school. These schools further display varying levels of community participation, community ownership, and quality in the school, with some schools being dirty and neglected, and others being well looked after and maintained. Even if they are similar in history, the schools differ, in that some of them are better maintained than others.

Four teachers participated in this study, of which three were female and one was male. They fall within the age category of mid-30s to mid-40s. They each possess a teacher's diploma, with teaching experience of between two and six years each at their current schools. None of the teachers has a higher qualification (for example, a Bachelor of Education (BEd) or a Postgraduate Certificate in Education (PGCE)). They would all seem to have a basic teaching qualification, which allows them to be appointed as teachers and to teach in the classroom.

1.2 Problem statement

Provision of quality education to all learners is one of the goals that South Africa and other countries strive to achieve. In South Africa, this vision becomes achievable in part through the allocation of funds to all public schools for the provision of LTSM for effective curriculum delivery.

Schools procure LTSM utilising the funds allocated annually. The Gauteng Department of Education (GDE) has supplemented resources to schools through other projects (for example, the Quality Improvement Development and Support – Upliftment Programme (QIDS-UP), the Gauteng Primary Language and Mathematics Strategy (GPLMS), etc.) to improve learner performance in mathematics and languages. Over the years, this has resulted in a plethora of resources becoming available to schools, which teachers use to varying degrees. Furthermore, anecdotal evidence suggests that storerooms at schools are full of LTSM that is not being utilised, and that some of the material is still new and in its original packaging.

1.3 Aims and objectives of the study

The aim of this study is to investigate and observe how teachers use LTSM for teaching English as a First Additional Language (FAL) in the Intermediate Phase in primary schools.

Research has shown that adequate resourcing of schools contributes towards the teaching practices used within schools (Jansen, 1998). Well-resourced schools have a variety of LTSM for curriculum delivery while under-resourced schools focus only on the textbook (Jansen, 1998). This clearly highlights the importance of adequate provisioning of LTSM to schools. It should also be noted that the adequate provisioning of LTSM does not automatically result in the proper use of LTSM for teaching and learning (Moulton, 1994). The need to investigate classroom practice rather than merely resourcing schools guides the main aim of this study.

The above aim can be operationalised into the following objectives:

- To observe teachers' classroom practices with regard to the use of LTSM;
- To determine the reasons for the use of the various types of LTSM that teachers have at their disposal; and
- To determine the actual use of LTSM in relation to the intended purpose of the material.

1.4 Main research question

Against this background, the main research question is formulated as follows: "How do teachers use LTSM for classroom teaching?"

The study will also address the following sub-questions:

- What type of LTSM do teachers have available for classroom teaching?
- How do teachers use LTSM for the teaching of English FAL in Grade 4?
- What do teachers say about the use of LTSM for classroom teaching, and why?

1.5 The rationale for the study

The role played by LTSM in classrooms cannot be overemphasised. Current discussion highlights the importance of ensuring that all classrooms are well-resourced for school functionality and improved learner performance.

Very little research has been conducted on how teachers use LTSM in South Africa and internationally. While resourcing of schools is critical, the management and use of LTSM cannot be underestimated. This is supported by the GDE LTSM Policy (2012), which stipulates that each learner must be provided with resources at a ratio of 1:1:1 (that is, one textbook per learner per subject). Learners in the Intermediate Phase are expected to achieve all the phase outcomes in order to progress to the next phase (the Senior Phase). In order for this to be achieved, learners should be provided with a textbook for each of the subjects in which content is presented. In addition to the textbook, workbooks for mathematics and languages (HL and FAL in all of the official languages) are provided free

of charge by the Department of Basic Education (DBE). Optimal use of these materials is required for the achievement of the learner outcomes, and to allow learners to engage with the content presented in these materials.

While this study seeks to provide solutions for the concerns highlighted above, its findings will be of great significance to the resourcing of schools, and for guidance and support to teachers on effective use of materials for curriculum delivery. This study aims to contribute to the existing studies conducted on teachers' use of LTSM for classroom teaching, to shed more light on why teachers use the materials the way they do, and to acquire an understanding of how teachers see their role in the selection and use of LTSM for teaching and learning. Over and above the need for research on the use of LTSM in schools, as alluded to by Stoffels (2005), the study also hopes, by means of its findings, to provide guidance to policymakers on providing effective and efficient ways of using resources for curriculum delivery, with the aim of improving performance.

1.6 Research approach

The research design for this study was qualitative in nature. According to McMillan and Schumacher (2006:315), a qualitative research approach is an inquiry in which researchers collect data in face-to-face situations by interacting with the selected persons in their settings. Cohen, Manion and Morrison (2000) indicate that this approach involves expounding of meaning. Since this method of research involves acquiring information about one or more groups of people in their settings about their opinions, attitudes, or previous experiences, by asking the participants questions and presenting their responses, this method was appropriate for the purposes of this study.

1.7 Research methods

According to McMillan and Schumacher (2006:131), a research instrument refers to a data collecting technique to gather information about the variables in the study. Two data collection techniques were used in this study, namely lesson observations and interviews.

The lesson observations were conducted once a week with each participant for a period of three weeks. As field observations give the researcher the opportunity to directly observe and record without interaction (McMillan & Schumacher, 2006:346), each participant was observed during their lesson presentation, while the researcher took field notes, which were used later during the interview, for additional clarity.

The interviews were conducted with each teacher in their classroom after the completion of the lesson observations. Each interview was recorded, as permission had already been granted by the teachers concerned. After the interviews, an analysis of documents was conducted, to compile an inventory of all materials available for the teacher to use for classroom teaching.

1.8 Population sampling

McMillan and Schumacher (2006:119) define a population as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria, and to which the intention is to generalise the findings of the research. The population for this study consisted of four Grade 4 English First Additional Language (FAL) teachers from the four randomly selected schools in Diepkloof, Soweto. According to McMillan and Schumacher (2006:119), random sampling is an effective method to choose a sample, as it is unbiased, and every member of the population has an equal chance of being chosen to be in the sample.

1.9 Ethical aspects

Permission to conduct the research was obtained from the Gauteng Department of Education, the principals and teachers of the selected schools, and from the parents of the Grade 4 learners in the four selected schools. Leedy and Ormrod (2005:102) state that any research should respect respondents' right to privacy. For this reason, the nature and quality of respondents' performance was kept confidential, by giving each respondent a pseudonym which was used in the participant's documents throughout the study.

1.10 Chapter review

This chapter provided an introduction and background to the study. A brief description of the education system in South Africa prior to 1994 with regard to the allocation of funds was also given. The chapter further explained the importance of LTSM provisioning and use in schools, which was highlighted and supported by research that has already been conducted. The problem statement and the aims of the study were presented, and an explanation was given of what the study would like to achieve, as well as other areas that will be focused on. The research problem provided direction for the data collection process. The findings of the data collected will be presented and discussed in chapter 4. In the following chapter, a literature review will be presented.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter presented the introduction to the study, the aims and objectives of the study, the problem statement, the research questions, and the rationale behind the study.

This chapter will present a brief explanation of the Intermediate Phase, background about the importance of LTSM in schools, and information about the selection and use of LTSM for classroom teaching, as indicated in the literature. The literature review will help readers to understand how the use of LTSM is conceptualised in South Africa.

According to Van der Westhuizen (2002:5), as cited in Cooper (2010), the main aim of an education system is to provide quality teaching and learning to its community. Kruger (2003:207), as cited in Cooper (2010), asserts that a "culture of learning and teaching" in the context of education in South Africa generally refers to a positive attitude of all role players towards teaching and learning, and the prevalence of quality teaching and learning processes in schools. Kruger (2003) also states that commitment to the teaching and learning process and provision of relevant resources contribute positively towards the achievement of quality education. In schools where quality learning and teaching prevails, learners become independent, positive, and active in their own learning.

In order to achieve quality in education, the selection and use of LTSM must provide opportunities for learners to grasp the relevant knowledge and skills, as prescribed in the curriculum. The particular LTSM used is dependent on which phase the learner is in, and the different subjects taught in that particular phase. The teacher is therefore expected to be an active facilitator of learning, by working with the learner in a wide variety of learning opportunities to maximise the learning process.

2.2 The nature of the Intermediate Phase

One of the principles of the curriculum currently in use in South Africa, with regard to the Intermediate Phase, is to provide a curriculum that shows progression, where the content and context of each grade shows development from the impartation of simple skills to more complex skills (Department of Basic Education, 2011). This implies that learners need to be provided with a good content foundation, which they can progressively build onto in order to acquire more knowledge and skills. The Intermediate Phase falls between the Foundation and Senior phases, and consists of three grades, namely Grade 4, Grade 5, and Grade 6. In this phase, learners between ages 10 and 14 are catered for, and they are taught seven subjects. Two fundamental subjects of the seven are Home Language (HL) and First Additional Language (FAL). The other five subjects, as outlined in the CAPS policy, are Mathematics, Life Skills, Social Sciences, Creative Arts, and Natural Sciences Technology (Department of Basic Education (DBE), 2011). The CAPS curriculum aims to produce learners that are able to:

- Identify and solve problems, and make decisions using critical and creative thinking;
- Work effectively as individuals and with others as members of a team;
- Organise and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organise, and critically evaluate information;
- Communicate effectively using visual, symbolic, and/or language skills in various modes;
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems, by recognising that problem-solving contexts do not exist in isolation (DBE, 2011:5).

2.2.1 Introducing the languages in the Intermediate Phase

The CAPS policy indicates that language teaching is offered in all the 11 official languages of South Africa, and that languages are taught at two levels, namely

- Home Language (HL) level, where “home language” refers to the language that is first acquired by learners, commonly known as the “mother tongue”, and

- First Additional Language (FAL) level, where “first additional language” refers to a language which is not the mother tongue, but which is used for communication purposes. From Grade 4, this language is also used as a medium of learning and teaching if English is the first additional language.

In South African schools, many learners learn in their mother tongue in the Foundation Phase (Grades 1 to 3). This is permissible in terms of the national Language in Education Policy (LiEP) of 1997. The “Language in Education Policy (LiEP)”, emanated from South African Schools’ Act of 1996 and was passed on 14 July 1997 (http://www.education.gov.za/DocumentsLibrary/Policies/tabid/390/). This policy allows schools, through their school governing body (SGB), to choose their Language of Learning and Teaching (LoLT) in the Foundation Phase. In short, schools can choose any of the approved 11 official languages in South Africa to become the Language of Learning and Teaching in the Foundation Phase (Department of Education, 1997). This means that the content of the three subjects taught in the Foundation Phase is presented in the learner’s mother tongue as the Language of Learning and Teaching, except for the First Additional Language, which is usually English. Learners start using the First Additional Language, which is usually English, as the Language of Learning and Teaching in Grade 4. This implies that learners must reach a high level of competence in English by the end of Grade 3. For the purposes of this study, the focus will be on Grade 4. The CAPS policy indicates that First Additional Language levels assume that learners do not necessarily have any knowledge of the language, that their first contact with the language is when it is introduced in their formative school years, namely Grades 1 to 3. It should be noted that when learners reach Grade 4, they transition from mother-tongue teaching to English as the Language of Learning and Teaching. This now means that all seven subjects are taught in English, which one year ago (when the learners were in Grade 3) was being taught only as an additional language. It is thought that such a transition will require much effort from both the teachers and the learners, to ensure that high competence levels in language are achieved.

2.2.2 The language skills

The FAL curriculum is packaged according to the following skills:

- **Listening and speaking**

Learners require this skill to be able to interact and negotiate meaning, and to engage in sustained conversations and discussions.

- **Reading and viewing**

This skill will improve learners' ability to read a wide range of literary texts for information and for pleasure. Learners become independent readers and critical and creative thinkers, who will engage in the reading process, including pre-reading, reading, and post-reading.

- **Writing and presenting**

This skill allows learners to construct and communicate their thoughts and ideas in a coherent way. Learners become competent in producing good grammar and spelling in well-organised texts.

- **Language structures and conventions**

Learners will improve their language structure and vocabulary which they will use in the communicative and written language. This skill develops learners' ability to engage with language structures, and to use them appropriately and correctly.

When learners learn a language at First Additional Language level, they are expected to engage with texts in different ways, that is, reading, writing, and vocabulary development. In this regard, learners in Grade 4 are expected to:

- Produce paragraphs of 30–40 words;
- Engage with reading texts of 100–150 words; and
- Achieve a vocabulary of 2,000–3,500 words.

Reading is, without doubt, the most important linguistic skill that needs to be developed in learners. In an effort to improve reading levels in South Africa, the DoE developed the National Reading Strategy in 2008. The vision of this strategy is to ensure "that every South African learner is a fluent reader who reads to learn, and reads for enjoyment and enrichment" (Department of Education, 2008:4). This is done with the intention of addressing illiteracy, since it affects learners' performance in all subjects at all grades. The strategy argues that if learners' reading competence is poor, their writing and comprehension competencies will also be poor. This strategy is motivated by the results of the systemic evaluation which was conducted on the Intermediate Phase learners, which indicated that 14% of learners were outstanding in their language competence, and 23% were satisfactory or partly competent, but the vast majority, 63% of learners, were below the required competence for their age level (Department of Education, 2008:6). These results highlight the need for improving learners' reading levels in schools. Thus the provision of adequate reading material is crucial for achieving the objectives of this strategy. Schools need good text-rich learning environments in order to encourage learners to perform better.

2.2.3 The pacing and sequencing of lessons

The CAPS policy clearly indicates the content and skills that learners in the Intermediate Phase, particularly Grade 4, are expected to acquire in each year of study. The policy also outlines the content, methodology and teaching timeframes to be acquired in the learning of English at FAL level. The learning content is spread across the four school terms, as illustrated in Table 1 below (Department of Education, 2011:33):

Table 1: An extract of the teaching plan from the CAPS policy document for English FAL Grades 4 - 6

SKILLS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTATION	LANGUAGE STRUCTURES AND CONVENTIONS
WEEK 1 - 2	**Listening to a story** Retells the story in the right sequence Names characters in the story correctly **Give a simple personal recount** Selects appropriate topic Stays on the topic Tells events in sequence **Practise listening and speaking** Performs a simple rhyme Responds physically to instructions Plays a simple language game	**Reading a story** Reads a story from a reader Predicts from the title and pictures Expresses feelings about the story **Comprehension activity on text (oral or written)** Discusses new vocabulary from the texts Uses a dictionary to revise alphabetical order **Reflection on texts read during independent reading** Retells the main ideas of the story	**Writing about a story** Writes sentences about the story Writes sentences to express opinions or feelings **Writing a simple person recount (e.g. starting with yesterday…)** Uses the frame Selects appropriate topic Tells events in sequence **Creating a personal dictionary** Labels pages with letters of the alphabet Enters five words and their meanings	**Spelling and punctuation** Spells familiar words correctly Uses the dictionary to check the spelling and meaning **Working with words and sentences** Understands and uses countable nouns ("book – books") Uses determiners ("one", "two", or "first", "second", etc.) Builds onto simple past tense **Vocabulary in context** Synonyms

The CAPS policy encourages teachers to plan their lessons in line with the above-mentioned teaching plan (see Table 1). By following the prescribed pacing and sequencing of lessons, as indicated in the teaching plan above, teachers are able to ensure that all the content prescribed for each grade in each phase is presented in full in a sequence that enables learners to acquire the intended knowledge and skills as an integrated unit. This pacing and sequencing of the lessons also eliminates ad hoc teaching by teachers, as well as haphazard presentation of the learning content. Although the policy does not prescribe any particular order for the teaching of the topics, it should be noted that a listening and speaking lesson should draw from a reading lesson, while a lesson on discussion should precede a writing lesson. The Norms and Standards for Educators (2000) state that teachers have a role to ensure that learning content is selected, sequenced, and paced in a manner that is sensitive to the differing needs of the subject concerned and the learners.

2.3 What is LTSM?

According to Onuoha-Chidiebere (2011), LTSM refers to different kinds of materials or resources that teachers and learners use in the teaching and learning process, in order to make the process more effective and productive. The author further indicates that these materials or resources have a common purpose, namely to help teachers to achieve their lesson objectives. These materials are interchangeably known as "instructional materials", "educational materials", "curriculum materials", etc. Ofoegbu (2009), as cited in Onuoha-Chidiebere (2011), asserts that LTSM facilitates the achievement of goals in education. The Gauteng Department of Education (GDE), 2012 LTSM Policy defines LTSM as all the materials that facilitate teaching and learning in schools, including materials for learners with special educational needs (LSEN). Balogun (2001), as cited in Onuoha-Chediebere (2011), asserts that LTSM is expected to transmit and disseminate information to learners in such a way that complex concepts will be modified into simple tasks. The author further states that LTSM supplements rather than substitutes a lesson. The Gauteng Department of Education LTSM Policy states that LTSM can be categorised as follows:

- **Non-LTSM:** These are the materials that are essential for effective curriculum delivery in schools (e.g. photocopiers, cleaning equipment, sporting equipment, telephones, and fax machines). These materials can further be subdivided into capital and non-capital items, depending on their lifespan.

- **Consumable items:** These are materials of an educational or a non-educational nature. These materials are normally used over a certain period of time, and in their use to attain intended outcomes, they become consumed. Such materials include learner and office stationery, excluding textbooks and reference materials.

- **Non-consumable items:** These are materials that are durable, whose lifespan is indefinite. Non-consumable materials are normally "once-off" purchases that require schools to budget for their maintenance.

- **Other materials:** This category includes a wide spectrum of materials that are not included in the former two categories, and which are used to assist learners to attain intended outcomes. Duplicating paper, practical materials or science equipment, and overhead projectors fall within this category.

- **Library resources:** These are materials that can be used in the library by learners and educators. They can be used for leisure or for research purposes. Library materials include educators' and learners' resource collections, fiction and non-fiction books, monographs, audio-visual software, young adult literature, music scores, periodicals, reference works, and government or GDE publications.

- **E-learning materials:** E-learning materials are electronic learning support materials, data projectors, Smart Boards, and educational hardware and software. Electronic textbooks and related resources may fall in this category (GDE, 2012:9).

Teachers and learners in the Intermediate Phase should every day be provided with relevant learning materials for effective delivery of the curriculum. According to Ensor et al. (2002), availability of well-structured textbooks and readers that cover the curriculum and core literacy and language skills assist teachers in their task of preparing and presenting lessons. The effective use of such resources in the classroom creates an all-inclusive and logical teaching and learning process that would assist learners to achieve the expected proficiency levels.

The CAPS policy indicates that the following resources should be provided for the effective teaching and learning of English FAL:

For the learner: An approved FAL textbook, a dictionary, readers (for accessing different text types), and media materials (e.g. newspapers, magazines, etc.);

For the teacher: A CAPS policy document, the Language in Education Policy, the FAL textbook (learner's book, and teacher's guide); readers (with recommended text types),

and dictionaries and reference books (multilingual dictionaries, thesauruses, and encyclopaedias); and

For the classroom: Texts for shared reading in Grade 4, other texts to accommodate different reading levels, media materials, and visual resources (DBE, 2011:14).

2.4 The importance of LTSM in schools

Textbooks are an important part of classroom life, as they provide a framework for teaching and learning. Nicol and Crespo (2006) indicate that teachers spend hours preparing their lessons, by interacting with textbook material to determine grade-specific texts and effective ways to present them. According to Lockheed and Verspoor (1991), textbooks and other learning resources are regarded as important for effective teaching and learning, and for the achievement of learning outcomes. The research conducted in different countries, including South Africa, has shown that there is improvement in learner performance when textbooks are made available for all learners in every subject (Lockheed and Verspoor, 1991). However, Grossman and Thompson (2008) and Loewenberg-Ball and Cohen (1996) believe that the effective use of learning materials depends on the way in which teachers use the materials for effective teaching and learning. Teachers play an important role during the teaching and learning process. Loewenberg-Ball and Cohen (1996) indicate that the teaching and learning process involves the teacher, the learner, and LTSM. In this process, the teacher takes the leading role as the mediator in the transmission of the learning content to the learners. The teacher thus has the responsibility of ensuring that the learning content meets the needs of the learners, by organising and selecting texts from various materials and resources, in order to make the learning meaningful. Learners are thus reliant on the teacher for guidance and support to interpret the learning content through the LTSM.

O'Neill (1982) asserts that learners learn differently, and that the uniqueness of each learner implies that learners cannot be treated the same way. This author stresses that learners' needs cannot be adequately met by LTSM, as this material is generic in nature,

and does not accommodate the varying learning levels of learners. O'Neill (1982) recommends that to address this challenge, teachers must use textbooks to provide the core content, and supplement with other materials at the level of their learners, which materials they could either develop or collect. According to Czerniewicz et al. (2000), it is important that teachers use a variety of materials for teaching. This will afford learners the opportunity to engage with the materials at their own level, thus enabling them to make their own meaning of the learning content. Sosniak and Stodolsky (1993) advise that teachers must ensure that the various materials that they use are coherent, and that they complement each other, for ease of interpretation by learners.

In order for teaching and learning to take place effectively in the classroom, provision of teaching and learning materials is vital. This statement is confirmed by Czerniewicz et al.'s (2000) assertion that access to learning materials is a critical aspect in the promotion of effective teaching and learning. The authors further argue that while consideration should be given to ensuring that sufficient learning materials are available, such provision must also ensure that the available resources are appropriate, adequate, and in line with technological developments. However, factors exist that could adversely affect the provision of such materials. These factors include, among other things, insufficient funding, poor material selection, poor school leadership in relation to textbook retention and retrieval systems.

2.5 The selection of texts for classroom teaching

The teacher is the most important role player in the selection of texts for lesson presentation. According to Mohammad and Kumari (2007), in order for teachers to facilitate the teaching and learning process in the classroom, they require a collection of resources that will support curriculum delivery. Drawing on Stoffels (2005), there was a notion of a textbook which would be integral in classroom teaching. This textbook would support the teacher in the pedagogical enactment of the content for the entire year. Stoffels (2005) also raised another perspective where inventive teachers would combine both commercially produced materials and self-developed materials to create optimal

balance and good learning opportunities for learners. Stoffels (2005) found that, in practice, the combination of materials does not give a true reflection of the outcomes-based model, but is instead a collection mixture of different titles, with no complete material sets to suffice for any class.

Yildirim (2008), Grossman and Thompson (2008), and Loewenberg-Ball and Cohen (1996) assert that the successful and effective use of a textbook by the teacher depends on the relevance of the textbook to the subject content, and the degree to which it corresponds to learners' competency levels. It is clear that the focus and successful utilisation of LTSM is solely at the discretion of the teacher, who, according to Loewenberg-Ball and Cohen (1996), must utilise his or her expertise and make innovations to ensure that the materials selected meet learners' different levels of learning. The expectations on the teacher as indicated above by Loewenberg-Ball and Cohen (1996) are in line with the characteristics of the "ideal teacher", as proposed by Davis (2006). The author explains that the "ideal teacher" is innovative in the selection of materials for classroom use, thus taking learners' needs into consideration, in order to achieve curriculum goals. This implies that the teacher is the key role player in stimulating learners' creativity, by selecting appropriate materials that will enhance learners' learning processes.

Ying and Young (2007) argue that the context in which teachers operate is also important in the selection of materials. The authors state that school contexts differ, and that this may influence the proper selection of appropriate materials for classroom use. The context may relate to learners' competency levels, which may not be addressed by the materials selected, where the level of the content presented in the materials may be too high for learners. Opoku-Amankwa (2009) states that in such cases, stronger learners are given an unfair advantage, due to the fact that the focus is directed at above-average learners, while weaker learners are overlooked. Davis (2006) asserts that in such situations, the teacher's level of proficiency is important. The teacher could select materials that will inspire and motivate learners, or he or she could select materials that will impede learner achievement. It is through effective provisioning and use of LTSM that learner achievement can be improved.

2.6 The use of LTSM for classroom teaching

The use of textbooks is expected to provide make the learning content meaningful for learners. The literature indicates that there is a variety of different facilitating approaches. Remillard (2005) provides an explication of the textbook-bound approach, which is a teaching style that provides a fixed system of using the textbook. The author explains that in this approach, the teacher follows the textbook as prescribed. This enables the teacher to cover and complete the learning content as expected. Remillard (2005) suggests that this approach is mostly used by new teachers who, due to their lack of teaching experience, opt to be overly reliant on the prescribed textbook. Ensor et al. (2002) explain that with this approach, the teacher follows the textbook, using a step-by-step method, adhering to content presentation and sequencing.

Ying and Young (2007), in support of the textbook-bound approach, state that it provides a systematic way of engaging with the learning content and covering the curriculum. Stoffels (2005), in opposition to this approach, argues that teachers that use this approach become rigid and defensive in their teaching. This could be due to teachers' lack of skills in mediating the curriculum to learners, or because of the inflexible nature of this approach. Ying and Young (2007) report that in the study conducted in a Primary School in Hong Kong, teachers were observed persistently following this approach, even though the teachers were aware that learners in schools were not all on the same learning level. This could be due to teachers' inability to use materials for classroom teaching and learning. The above arguments suggest that although the textbook-bound approach may be beneficial to the teacher, in enabling him or her to present the curriculum coherently, it is detrimental, as it does not address the different learning contexts that apply to learners. In this regard, Loewenberg-Ball and Cohen (1996) maintain that good teachers do not rigidly follow the textbook, but rather use it to make teaching meaningful and fun for the learners.

In contrast to the textbook-bound approach is the productive blend of materials approach. According to Remillard (2005), this approach advocates the use of a variety of materials in

the presentation of a lesson. Sosniak and Stodolsky (1993) assert that teachers that follow this approach often display flexibility in their lessons. The authors explain that flexibility relate to when teachers focus on the classroom situation that they engage in every day, that is, the learners with whom they work, the work they are expected to complete, the resources available to them, and the context within which the work must be carried out, against the textbook being used with the learners, in order to present the best lessons, while ensuring that learners acquire the necessary knowledge and skills.

Moulton (1994) distinguishes between two types of textbook use, namely "overuse" and "underuse". "Overuse" refers to recurrent use of the textbook, without deviation, while "underuse" refers to irregular use of the textbook, where the teacher can plan other activities beyond those in the textbook. An approach that Davey (1988) has proposed is comparative and moderate use of the textbook. The author explains that in this approach, teachers do not rely on the textbook for lesson presentation, but rather use other materials to supplement the textbook, for reinforcing instruction and for reading. Moulton's notion of textbook "underuse" and Davey's "comparative and moderate use" are similar in a way, in that they both hold the position that the textbook is not regarded as the core resource for instruction, and that it can be supported by other resources selected by the teacher. Fuller and Snyder (1991) highlight that the "underuse" approach is evident is schools where materials are insufficient. As a result, teachers are obligated to reproduce the content by writing it on the chalkboard for learners to access and engage with it during instruction. Moulton's (1994) notion of textbook "overuse" and "underuse" is content-specific. Underuse tends to occur mostly in developed countries, such as the United States of America, where teachers are more confident and competent, while in developing countries, such as Botswana and Ghana, textbooks are overused.

Fuller and Snyder (1991) suggest another type of textbook use, namely misuse, which refers to use of the textbook in a way that does not positively influence classroom teaching and learning. In most cases in this approach, teachers tend to lecture throughout the lesson, scarcely referring to the textbook (Fuller and Snyder 1991). Opoku-Amankwa's (2009) research focuses on LTSM and "teacher's pets". "Teacher's pets" are regarded as learners that are favoured above others, based on different reasons best known to the

teacher. In most cases, it is learners that are above-average achievers, who do not have any learning problems. These learners are recognised more than the other learners, and they enjoy first preference with regard to the use of materials during the lesson, although they may not be in dire need to engage with the materials, thereby disadvantaging learners that need to be provided with access and opportunities to engage with the materials for their own development.

Ying and Young (2007) raise a concern with regard to the selection of materials for learners who are not "teacher's pets", as these learners regularly experience barriers to learning. Their learning levels are often ignored during the selection of LTSM for classroom teaching. Onuoha-Chidiebere (2011) asserts that the selection of teaching materials should be based on the learning objectives and the unique characteristics of learners. Motloung's (2008) research, which investigates LTSM and LSEN, focuses specifically on material selection processes. Similar to Onuoha-Chidiebere (2011), Motloung (2008) suggests that materials are often not selected to meet the needs of learners at different learning levels in the class, particularly LSEN, but the needs of average learners, or, in some cases, "teacher's pets", who are the strong learners in the class.

2.7 Conclusion

This chapter presented the research on LTSM use in schools, highlighting the literature on the selection and use of these materials for classroom teaching. The following insights emerged from the literature.

Research consistently shows that teachers have a central role in mediating textbooks. Within the research, various studies, although they focus on different school subjects, suggest that there are two distinct ways in which teachers make use of textbooks and other learning materials. There is the traditional way, sometimes referred to in the literature as the "textbook-bound approach", and there is the "overuse versus underuse approach". The other type of teacher approach to textbooks is sometimes referred to as

the “productive blend approach”. This type of approach involves teachers making pedagogically informed decisions related to making use of a variety of materials, some already published and others self-made, in a classroom context.

Given these insights from the literature, this study will:

- Focus on the collection, selection, and use of LTSM, which draws on earlier work and extends it, by looking at collection and selection decisions, and
- Specifically explore the extent to which the textbook-bound approach and the textbook over- and under-use approach described in the literature are evident in the South African context.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter provided an overview of the literature concerning the importance of LTSM in schools and the selection and use thereof for classroom teaching. This chapter presents a discussion of the research paradigm and the methods appropriate to this study, which concerns the use of LTSM for classroom teaching in the Intermediate Phase, particularly in Grade 4. The selection of the sample, data-collection methods, and an analysis of the data, ethical considerations, the reliability and validity and the limitations of the methodology are also discussed in this chapter.

3.2 Research approach

This study followed a qualitative research approach. According to McMillan and Schumacher (2006), qualitative research is a method of inquiry where researchers collect data in face-to-face situations by interacting with selected persons in their settings. Henning (2004) asserts that a qualitative research approach is used to inquire and to collect data in a natural setting in a way that is sensitive to the people and places that are being investigated. Patton (2001), as cited in Porota (2012), states that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, where the researcher does not attempt to manipulate the phenomenon of interest. According to Merriam (1998:32), a qualitative research method is characterised mostly by a focus on the complexities of human decision making and behaviour. It is therefore appropriate to say that this method seeks to elicit a meaning of events from the participants' point of view. Based on the above background information about qualitative research, I opted to use a qualitative research approach for this study, as it allowed me to collect data from a classroom setting, which is an active environment in which teaching and learning takes place.

A qualitative research approach allows for different research designs to be followed. A case study was selected as the research design for this study. Bassey (1999), as cited in Porota (2012), explains that a case study is conducted to understand the phenomenon under investigation, whether it be an educational activity, a programme, an institution, or a system. McMillan and Schumacher (2006) define a case study as an in-depth study that involves face-to-face interaction for maximum participation. The authors further indicate that a case study is concerned with understanding social phenomena from the participants' point of view, taking into consideration their feelings, beliefs, thoughts, and actions. It is for this reason that a case study was used for this investigation, because it allowed me to gather a wide range of data which would assist in an exploration and understanding of how teachers use LTSM for classroom teaching. Consequently, I requested that the participants articulate their thoughts, beliefs, and feelings about their own classroom practices.

3.3 Sampling method

Purposive sampling method was used in this study. McMillan and Schumacher (2010), as cited in Porota (2012), define purposive sampling as a sampling technique where a researcher selects particular elements from the population that will be representative of or informative about the topic of interest. Cohen and Manion (1980) state that in purposive sampling, the researcher selects the cases to be included in the sample, based on their typicality. In short, the researcher focuses mainly on the specific needs of the study. Purposive sampling is common in qualitative research, as it allows for a selection of cases to be included in the sample, based on what the study is about and what the researcher wants to explore to satisfy his or her needs (Porota, 2012).

For the purposes of this study, four township primary schools in Diepkloof were identified and selected as sites to determine and understand the use of LTSM for classroom teaching. The sample size was manageable, and use of four schools provided a sufficient basis for comparison. It is important to note that although the four schools represent a small percentage of the schools in the district, the results of this study do not indicate a

prevalent use to other schools in the district. It should, however, be noted that the analysis of this study is important in understanding how teachers use LTSM, as well as in contributing to current research. Due to the fact that it was decided to use purposive sampling for this study, the four selected schools were identified, and the four Grade 4 English FAL teacher participants were selected for the study.

In the Gauteng Department of Education, a programme known as the Gauteng Primary Literacy and Mathematics Strategy (GPLMS), to improve learners' performance in mathematics and languages, has been developed. The purpose of the programme is to strengthen the teaching of the mentioned learning areas in Grades 1 to 7. This programme was implemented in all underperforming primary schools, that is, primary schools that produced results of below 40% in the systemic evaluations for mathematics and languages, conducted in 2008 (www.education.gpg.gov.za/Media/Statements/Documents). The four primary schools in this study were not selected from the cohort of schools involved in the GPLMS. This was done so as to ensure that the results of this study would not be affected by the confines of the programme and its implementation requirements, thus creating a situation that would more closely resemble the norm.

3.4 Research methods

This qualitative research relies on the use of a multi-method strategy as a data-collection method. McMillan and Schumacher (2006:340) explain that "multi-method" means that multiple strategies are used to collect and back up data obtained from any single data-collection strategy. The different methods used to collect data were lesson observations, face-to-face interviews, and inventory development. Permission was sought and granted by the participants for the use of an audio recorder to record the interviews. The recording of interviews was done for the purpose of transcription, in order to ensure that the exact words of the participants during the interviews are cited.

A discussion of the data-collection methods used is presented below.

3.4.1 Lesson observations

According to Babbie, Mouton, Vorster and Prozetsky (2011), there are two types of observations common in a qualitative research study, namely simple and participant observation methods. In simple observation, the researcher remains an outside observer, while in participant observation, the researcher is at the same time a member of the group being studied. This study followed the simple observation approach. McMillan and Schumacher (2006) state that observations are fundamental in a qualitative research study, as they afford the researcher an opportunity to see and hear what is happening at the site, and to observe and collect data as it occurs. Mdlungu (2006) agrees that when observing, the researcher is able to witness what is happening, rather than getting second-hand information. It is for this reason that I used lesson observations to observe and listen to how teachers use LTSM to mediate the learning content with the learners, in order to gain an understanding of classroom operations, as afforded by this method. In order to enhance the validity of the study, I took notes during the lesson observations. The field notes were later used to reflect on what actually happened during the observations. The following are the advantages of observations, according to McMillan and Schumacher (2010), as cited in Porota (2012):

- The primary advantage of using the observational method is that the researcher does not need to worry about the limitations of self-report bias and social desirability.
- The response is set and the information is not limited to what can be recalled accurately by the subjects.
- Behaviour can be recorded as it occurs, naturally.

The lesson observations were conducted once a week on three occasions for each teacher. During the lesson observations, I passively observed, and did not engage with

the participants with regard to the lesson presentation, as the simple observation approach was used for this study.

3.4.2 Interviews

Semi-structured interviews were conducted with all the participants, as this type of interview allows participants to be flexible, open, and free (Cohen & Manion, 1980). Cohen and Manion (1980) indicate that interviews are a natural way of collecting data, in that they afford participants the opportunity to make explicit their perspectives. The participants were selected based on the assumption that they will be able to shed more light on the use of LTSM for classroom use, since they were all Grade 4 English FAL teachers in their schools. Permission was sought and granted for conducting the interviews, as well as for recording them. The environment was carefully prepared prior to the interviews, which were conducted after the lesson observations had been completed. The interviews took place after learner contact time, to ensure that there would be no distractions from learners.

Participants were made to feel free and relaxed, and they were allowed to give responses according to their own preference. I engaged with the participants to ensure that their opinions and responses were well understood, and that they were presented to reflect their practices/perceptions. An interview protocol was used to identify the topics to be covered. The interview questions were specific, and were presented to all participants. Each interview was scheduled to last 45 minutes, thus allowing each participant sufficient time to respond to all the questions. The interviews were audio-recorded, and the field notes that were taken during the lesson observation were in some cases referred to for more clarity with regard to certain occurrences observed.

The interviews were semi-structured in nature. I opted for this type of interview to ensure that participants gave insights into their practices in a relaxed and spontaneous manner. In contrast to semi-structured interviews, a disadvantage of structured interviews is that they are rigid and may constrain participants' freedom to articulate their experiences, perceptions, and beliefs regarding the use of LTSM for classroom teaching.

3.4.3 Inventory development

An inventory of LTSM was compiled. An LTSM inventory list is a record of all the LTSM at the teachers' disposal to use for classroom teaching. This inventory list was compiled on a developed template, where the following information was provided about the materials:

- the name of the material,
- the quantity available of the material, and
- the condition of the material.

The inventory list was later analysed, to establish the types of materials that teachers had at their disposal and to support the texts selection and different uses by teachers, which were mentioned in chapter 2. This would also assist in determining whether the materials that teachers had were in line with the CAPS policy requirements (see section 2.3).

3.5 Validity and reliability

The concepts of validity and reliability are associated mainly with quantitative research studies; however, they are necessary in qualitative research studies to assist with confirmation of the data collected (Porota, 2012). McMillan and Schumacher (2006:324) define validity as "the degree of congruence between the explanation of the phenomenon and the realities of the world". The authors argue that validity depends on the data-collection and data-analysis techniques that a researcher uses for a study. This indicates that data-collection and -analysis techniques are important for ensuring results that are reliable and trustworthy. Cohen et al. (2000:119) explain that reliability in a qualitative research study shows the relation between the recorded data and what actually happens in the natural setting. Likewise, Lincoln and Guba (1985), as cited in Maree (2007), assert that "since there can be no validity without reliability, a demonstration of the former (validity) is sufficient to establish the latter (reliability)". Interviews ensured validity because teachers were quoted verbatim. As a result, the data presented was valid as it reflected the teachers' perceptions and experiences. It is for this reason that interviews were used, and audio-recorded to ensure accuracy.

3.6 Ethical issues

Leedy and Ormrod (2006) state that whenever human beings are the focus of an investigation, the researcher must look closely at the ethical implications of what he or she is proposing to do. The authors suggest that research respondents should be informed about the whole process, and they should know what is going to happen and how the process is going to affect them. Bassey (1999:730), as cited in Mgudlu (2006), mentions three things which should be taken into account when considering ethics in case study research, which were considered in this study:

- Respect for democracy: Researchers are allowed to investigate and freedom to ask questions, as well as freedom to give and to receive information.
- Respect for truth: Researchers are expected to be truthful in data collection and analysis and in their reporting of findings.
- Respect for persons: Researchers, when taking data from persons, should do so recognising those persons' initial ownership of the data, and they should respect those persons and their rights as human beings.

McMillan and Schumacher (2006) indicate that negotiation is the strategy used the most when resolving ethical issues in fieldwork. Permission to conduct this study was granted by the GDE, as well as by the Human Research Ethics Committee of the University of the Witwatersrand.

I approached the schools and requested permission from the school principals, at the same time providing them with a copy of the approved research proposal, the permission letters, the ethics clearance letter, as well as the consent and information forms for teachers, parents, and learners. Upon granting me permission to conduct the study, the school principals introduced the participants to me, and I explained the study, the purpose of the study, and the procedures to be followed. The dates for the data-collection process were set and agreed upon by me and the participants.

The study was conducted with transparency and honesty as the guiding principles. The schools and the participants were assured of anonymity and that pseudonyms, such as "teacher 1 from school 1", would be used. They were also informed that they had the right to withdraw from the study at their own discretion. It was clarified to the participants that the approved research report would be shared with the GDE and its schools. The participants were satisfied, and they agreed to participate in the study.

3.7 Data-analysis procedures

Babbie et al. (2011:490) state that there is no one neat and tidy approach to qualitative research, nor even one approach to each specific type of qualitative data analysis. It remains the responsibility of the researcher to create some order in qualitative data analysis. According to McMillan and Schumacher (2006), data analysis is a process of coding, categorising, and interpreting data to provide explanations of a particular area of interest. Maree (2007) asserts that because qualitative data analysis is aimed at understanding how participants make meaning of the phenomenon under investigation, the researcher has to utilise specific data-analysis strategies to analyse the data at hand.

During the first data collection, lesson observations took place, which were completed over three days (one day per week). During the observations, a checklist was completed indicating how and when the LTSM was used during the lesson. It should be noted that during these observations, certain practices were noted, and they were clarified during the interviews. Immediately after the participants' last lesson observation, an interview was conducted, where participants explained their background, issues concerning LTSM use were discussed, and issues emanating from the observations were clarified.

An interim analysis was conducted, and all the data was recorded during the data-collection period, in order to make simple decisions and to identify recurring themes. McMillan and Schumacher (2006) describe the data-analysis process as an inductive analysis, where the collected data is synthesised to make meaning, in order to identify specific and general themes. Different categories were used to present the data collected

from the lesson observations and the interviews. Maree (2007) describes coding as a process of carefully reading through the data, dividing it into meaningful analytical units. The author explains that use of a coding system enables the researcher to quickly retrieve and collect all texts and other data associated with some idea, in order to examine all the data together. In this study, the data was categorised according to the types of materials used, the method of LTSM usage, and the quantities of materials used, as this would have implications for the focus of the study, which is how teachers use LTSM for classroom teaching. This information was presented in narrative form.

The categorised data was compared and contrasted to identify similarities and differences, which would indicate emergent themes, to give a summary of the data collected. The data for this study was kept and managed electronically.

3.8 Conclusion

This chapter described the rationale behind the selection of a qualitative research methodology for this study of establishing how teachers mediate LTSM for classroom teaching and learning. In this chapter, the qualitative research approach was explained, indicating the case study strategy that was used. The chapter further explained how the sample was selected. The three data-collection methods employed, namely lesson observations, interviews, and the development of an LTSM inventory list, were discussed. The validity and reliability of the data collected was explained, indicating the accurate results of this study. A brief explanation was given of how the collected data was analysed, and of how an interim analysis and categorisation of the data was done, as well as how ethical issues were dealt with. A presentation of the collected data will follow in the next chapter.

CHAPTER 4

DATA PRESENTATION

4.1 Introduction

The aim of this chapter is to present the data collected from the four schools that participated in this study. The data presented will be based on the lesson observations, the interviews, and the LTSM inventory for each school, as explained in chapter 3.

This chapter begins with a brief description of each school, together with a concise background of the participating teachers and their teaching contexts. This is followed by an explanation of the teaching methods and the teachers' engagement with the LTSM as observed during the lessons. Lastly, a detailed account, gathered from the interviews, of the teachers' explanations of the use of the various teaching methods will be given.

4.2 The schools

All four schools are situated in the township of Diepkloof, Soweto. They are all public primary schools that are located within the Johannesburg North District of the GDE.

4.2.1 School 1

School 1 is situated in Diepkloof Extension, Phase 3. The area around the school is developed and consists of bond houses. The Diepkloof Hostel, which accommodates more than 100 families, is located close to the school. The families living in the hostel are from different ethnic groups, such as Zulu, Sotho, Tsonga, and Venda; however, the greatest proportion of occupants is Zulu. In the class where the observations took place, there were 42 learners. The majority of the learners are from the nearby Diepkloof Hostel and Zone 5, respectively. Learners attend this school due to its close proximity to their homes. The classroom was neat, tidy, and well laid out. Learners were seated in three

rows, with each row accommodating three groups. The classroom was well-resourced, with a variety of LTSM (charts/posters on the walls, and textbooks). The classroom was well arranged and neatly kept.

Teacher 1 is in her early thirties. She has five years' teaching experience in the primary school, and has been working at school 1 for the past four years. She has taught Grade 4 for the past two years at school 1.

4.2.2 School 2

School 2 is situated in Diepkloof, Zone 3. This zone accommodates a mixture of languages, such as Sepedi, Setswana, Sesotho, and isiZulu, with Sepedi being the dominant language. The learners from this school come from the surrounding area and come from poor to average-income families. The school is one of the oldest schools in the area, which previously catered for Sepedi-speaking learners only. Their staff consisted of both senior and junior teachers. There were 40 learners in the class that was observed. The classroom was neat and well laid out. There were, however, very few resources in the classroom, with only two wall charts displayed on the walls.

Teacher 2 is a middle-aged woman who holds a Primary Teachers' Diploma. She is employed in a temporary post at School 2, and was appointed in February 2014. She was appointed on a three-month contract, renewable until the post is advertised and filled. She has two years' teaching experience, and since her graduation she has been employed in temporary posts in schools around Soweto. When this study was conducted, she had been in the employ of School 2 for about one month only.

4.2.3 School 3

School 3 is situated in Diepkloof, Zone 4. This area is occupied by different ethnic groups, but the dominant groups are Setswana-speaking, Sesotho-speaking and Sepedi-speaking people. The school used to cater only for Sepedi-speaking learners, but it has since merged with another neighbouring school that used to cater for Sesotho-speaking learners

only. The merger was the result of learners leaving schools in the township to attend schools in town, leading to a low learner enrolment. Consequently, the two schools merged and now offer both Sepedi and Sesotho as home languages. However, learner enrolment at the school continues to decrease, and has led to some teachers being declared “in excess” and thus moved to other schools where there are vacancies.

There were 35 learners in the class that was observed. The classroom was untidy and dirty. The floors were dusty and looked like they had not been scrubbed in a while. The classroom was adequately resourced, with a few wall charts displayed on the walls. There were other resources that were stored in the teacher’s cupboard. The class was arranged in groups, with each group having two tables and four chairs. There were eight groups, with one group having six learners.

The teacher is a middle-aged man who holds a Primary Teachers’ Diploma and has been teaching for about five years at the school. When he joined the school, he taught Grade 6 learners. In the last two years, since the merger, the school has experienced a shortage of staff, and he had to be shifted to teach Grade 4 English.

4.2.4 School 4

School 4 is situated in Diepkloof, Zone 3, a few kilometres from school 2. This area caters for learners whose home language is Setswana and who live in the surrounding areas. As a result, the school offers only Setswana as a home language to its learners. School 4 is one of the primary schools in Diepkloof that used to produce above-average achievers in Grade 7. These learners would then proceed on to the nearby high school, which was one of the top high schools in Diepkloof, due to its good matric results in the 1980s.

There were 38 learners in the class that was observed. The learners were arranged in groups of six. As a result, there were six groups, with two groups having seven learners each. The classroom was kept neat and tidy. It appeared as if the learners took good care of the classroom, by ensuring that there were no papers on the floor and that everything was kept in place. The classroom was well-resourced, with wall charts on the walls, textbooks, and other materials (such as readers and newspapers).

The teacher is a young woman in her early thirties. She holds a Primary Teachers' Diploma and has been teaching for nearly four years. She started by teaching Grade 4 when she joined the school, and she progressed with her learners to Grade 5 the following year. However, when she intended to move with her learners to Grade 6 the following year, she was asked to teach a new Grade 4 group.

The above background on the schools and the teachers presents a familiar picture of what is happening in typical township primary schools in South Africa. The teachers are adequately qualified, with a minimum of a three-year teachers' diploma, and the classrooms are adequately resourced with fundamental LTSM.

4.3 A presentation of the data collected

There were a total of 12 lesson observations conducted at the four schools, three lessons with each teacher. Throughout the lessons observed, the focus areas were the use of LTSM during lesson presentations, and the types of LTSM available for use. The data observed is summarised in Table 4.1:

Table 4.1: A summary of collections and use of LTSM by teachers

Teacher	Type of materials used	Type of teacher's collection	Approach for the selection of texts for lessons	Methods used for classroom teaching	Reasons for the selection and use of texts
Teacher 1	Textbook: one copy available per learner (used in one lesson) Photocopied hand-out: one hand-out per learner (used in two lessons) One chart (used in one lesson) Textbook and chart used together in one lesson	Mix-and-match	Random selection	Teacher-dominated	Low ability levels of learners
Teacher 2	Textbook: one copy available for per three learners (used in one lesson) Workbook: one copy per learner (used in two lessons)	Limited	Textbook-bound	Teacher-dominated	Lack of knowledge and skills of text selection
Teacher 3	Workbook: one copy per learner (used in two lessons) Photocopied hand-out: one hand-out per learner (used in two lessons) Workbook and photocopied hand-out used together in one lesson	Mix-and-match	Textbook-bound	Teacher-dominated	Low ability levels of learners
Teacher 4	Textbook: one copy available per learner (used in two lessons) One chart (used in one lesson) Other (used in one lesson) Textbook and chart used together in one lesson	Mix-and-match	Textbook-bound Productive blend	Learner-led	Promotion of learner-centred learning

Table 4.1 presents the types of LTSM and how they were used by the teachers. The contents of the table are discussed in the sections below.

4.3.1 The types of material collections available for classroom teaching

According to Table 4.1, teachers had a variety of materials available for classroom use. The types of materials available during observations were textbooks, DBE workbooks, charts/posters, photocopied hand-outs, and other materials that were independently selected by the learners. The table shows that generally textbooks and workbooks were available and sufficient for learners to engage with during the learning process.

Table 4.1 also summarises the quantities of materials that teachers had at their disposal for the presentation of their lessons, particularly the number of copies available for learners. From the three lessons observed, I observed only two lessons where the teacher had a complete classroom set of textbooks available. This was in schools 1 and 4. Similarly, when the DBE workbooks were used in school 2, there were complete classroom sets. There was only one lesson in school 2 where a shortage of textbooks was observed. This was not expected, as schools were adequately provided with funding for the procurement of materials for classroom use. In this one case, the shortage resulted in three learners sharing one textbook. In two lessons observed in school 1 and school 4, a chart/poster was available for use. In school 4, in one lesson it was observed that learners selected their own preferred type of materials.

It has been noted in the inventory lists for all the teachers that there is a variety of resources available to the teachers, ranging from learners' textbooks, workbooks, photocopied materials, and teachers' guides. Some teachers even had language programmes, dictionaries, and other resources that could be used for everyday classroom teaching and learning. Most of the materials seen in the classrooms and cupboards were in good condition. The learners took good care of the materials, as the books were covered and neatly labelled. Appropriate storage of these materials also ensured that there would be no damage to the materials.

4.3.2 The use of materials for classroom teaching and learning

All the teachers had a variety of materials, but their use thereof differed from teacher to teacher. Teachers used a variety of materials for classroom teaching. From the different types of resources used, there was equal usage of textbooks, photocopied hand-outs, and DBE workbooks (they were each used four times in the 12 lessons observed). There were no readers used during the presentation of the lessons observed; however, there were reading lessons presented. So as to compensate for a lack of readers, teacher 1 photocopied the story, and it was observed that learners read from the photocopied hand-outs.

There were instances where two sets of materials were used in one lesson. This was observed with teachers 1, 3 and 4. Materials mostly used by these teachers were the textbook and the chart, the workbook and the photocopied hand-out, and the textbook and the chart, respectively. Only teacher 2 was observed frequently using one type of material, namely the workbook, in all lessons. Although the textbook, the photocopied hand-out, and the DBE workbook were the most regularly used materials, they were used only in a third of all lessons.

I had assumed that photocopies would be in all the classes, but it turned out that only a third of the classes used photocopies. The textbook was used at least once in each of the three lessons observed for teachers 1 and 2, while teacher 2 never used the textbook in all lessons. There were only two instances where the chart/poster was used, and one instance where other creative and alternative materials, such as newspapers and magazines, were available for use.

Table 4.1 also indicates the different methods that teachers used for the presentation of lessons. The textbook-bound approach and the random selection approach were often used in the lessons. It was observed that most of the teachers in this study did not use the textbooks and workbooks as prescribed. This could be due to the fact that all of the teachers could be regarded as inexperienced teachers, as they all have teaching experience of less than 10 years. In a reading with understanding lesson observed with teacher 1, the expected outcomes for the lesson were that learners should be allowed to

read independently and to make their own meaning of what they were reading. However, the teacher was observed doing all the reading, while the learners either followed, reading in a chorus, or passively listened.

Teacher 4 from school 4 was observed using two approaches for the selection of texts for lessons, namely the productive blend of core and supplementary materials approach, and the random selection approach. Learners were allowed to randomly identify a resource of their choice from a variety of materials, to select a passage or section to read, and then to present a summary of what they had read. The same teacher used a poster for the teaching of a particular theme (giving and carrying out instructions) to the learners, thus actively involving them in their own learning. The other three teachers used one approach only.

Table 4.1 also shows that learners in three of the four classes observed were not performing as expected. Their reading skills were below the average level for Grade 4 learners. This could be due to the fact that the teacher did not know how to use the materials to teach reading, due to her lack of training on the use of LTSM, or it could be characteristic of her learners experiencing language barriers with regard to the use of English as the language of learning and teaching. It should be noted that although learners are learning English as a First Additional Language, in reality English is their third, fourth, or even fifth language. The expectations of teachers with regard to LTSM seemed to be high when compared to the learners' level of ability. In their attempts to assist the learners, most of the teachers preferred to use teacher-dominated methods in presenting lessons.

Most of the teachers were observed using the same method of presenting their lessons. Of the four teachers, three were observed to use teacher-dominated methods, while one teacher used a learner-led method. The teacher that used a learner-led method was teacher 4, the same teacher that followed the productive blend of core and supplementary materials approach, who used two types of resources in one lesson, and who randomly selected texts for lessons. Some teachers were observed randomly selecting activities from one theme and then moving to another theme that was not related to what had been taught previously. A teacher would use the textbook on a particular day, and then use the

workbook in the following lesson. It seemed like the activities were taught independently of one another. As a result, there was no coherence and consistency in the teaching of literacy skills to the learners, and this would certainly result in learning becoming challenging for the learners.

4.3.3 Why do teachers use the materials the way they do?

Most of the teachers were seen to use LTSM in their own way as a means of assisting learners whose ability was below the expected level. The table shows that teachers gave different reasons for their selection and use of texts for their lessons. Most teachers indicated that the learners' low ability levels prompted them to select and use texts as they preferred. The teachers during the interviews attributed the low ability levels of the learners to two things: firstly, it could be as a result of the learners' inadequate reading skills, and, secondly, it could be due to language barriers as a result of the entry into Grade 4, which is a transition grade from the Foundation Phase to the Intermediate Phase. The teachers in school 2 and school 4 suggested different reasons. The teacher from school 2 suggested that it was due to a lack of skills with regard to the selection of texts for lessons, while the teacher from school 4 explained that she preferred to actively involve learners in their own learning.

Interestingly, in all the classes observed, learners were not allowed to keep and take the LTSM home for independent use. The materials could be used only in the classroom, and at the end of the lesson the teacher would collect all the materials and store them in the cupboard. Teachers fear that the materials could either become damaged or get lost, thereby depriving learners of the opportunity to access and engage with the materials in their own time.

4.4 Conclusion

This chapter provided a presentation of the data as observed and perceived during the lesson observations, as well as in the interviews conducted with the four teachers. The insights provided by the teachers, as well as those of the researcher, were also presented, highlighting the challenges experienced by learners as a result of teachers' expectations and the use of LTSM. It was also realised that teachers have a variety of LTSM at their disposal, and that the materials are utilised in different ways, based on the different backgrounds and the different contexts that teachers and learners find themselves in at the schools. The following chapter will provide an analysis and interpretation of the data.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

The previous chapter gave a presentation of the data as observed and perceived in the interviews. This chapter will present a cross-case analysis of the findings that emerged in the case study, as presented in the previous chapter. These findings will be presented as themes and patterns, or trends, which were identified and interpreted in line with the theoretical framework and the reviewed literature.

This study focused on how teachers use LTSM for classroom teaching, following a qualitative research approach. The data-analysis process is an important part of any research study, as it assists in bringing about meaning and structure to the massive data collected for the study (De Vos, 2005). This chapter will use the findings emanating from the data-analysis process to respond to the following pertinent questions raised in this study:

- What type of LTSM do teachers have available for classroom teaching?
- How do teachers use LTSM for the teaching of English FAL in Grade 4?
- What do teachers say about the use of LTSM for classroom teaching, and why?

Table 5.1 below indicates the areas that provide an enhanced understanding of how LTSM is used for classroom teaching.

Table 5.1: A summary of areas for the successful selection and use of LTSM for classroom teaching

Teachers' collections	Approaches used for the selection of texts for lessons	The use of texts in lessons
• Standard collection • Mix-and-match • Limited collection	• Textbook-bound approach • Productive blend of core and supplementary materials approach • Random selection approach	• Teacher-dominated use • Learner-led use

5.2 Types of materials teachers use

According to Lockheed and Verspoor (1991), curriculum materials are an integral part of a teacher's daily lesson plans and are of utmost importance in the presentation of lessons. In order for teachers to facilitate the learning and teaching process in the classroom, they require a collection of resources that will support curriculum delivery. I observed that teachers had a variety of materials in their classrooms for everyday use, with some of the materials locked away in cupboards. The collection of materials observed and included in the inventory lists was classified into standard, mix-and-match and limited collections.

5.2.1 The standard collection

The standard collection is a traditional collection that was used prior to the introduction of OBE. The standard collection is packaged to consist of the learner's book, the teacher's guide, and the workbook. This collection has since been improved by publishers, with the inclusion of additional materials, such as readers, charts, and assessment tasks for the teacher. This collection affords teachers and learners opportunities to engage with the different materials, for enhancement of the learning process and improvement of learner performance, as affirmed by Yildirim (2008). For purposes of consistency, it is imperative that each learner have their own complete package, to facilitate teaching and learning.

A standard collection in one school may differ from a standard collection in another school. A standard collection may comprise a package consisting of component materials from one publisher (e.g. a learner's book, a teacher's guide, a workbook, and a reader by Oxford Publishers), or it may consist of component materials from different publishers (e.g. a learner's book and a teacher's guide by Oxford Publishers, a reader by Macmillan Publishers, and a workbook by the DBE). The choice is dependent on the school, based on its preference, which normally takes into consideration the ability levels of the learners. Teachers 1, 2 and 4 had the standard collection; however, teacher 4 was observed using the complete standard collection, where one title was selected for all grades within the Intermediate Phase. School 4 was using the Via Afrika series. The following is the response given by teacher 4 with regard to the use of the standard collection:

"I have a textbook that I use with learners; I use the Via Afrika series. Every learner has a textbook, a reader; I have a teacher's guide. I use charts, maps for doing reading and viewing. The other teachers in Grades 5 and 6 also use the same series."

It is evident from this response that the standard collection is perceived by this teacher to be helpful, and it supports her in the classroom teaching. As a result, school 4 has chosen to use the standard collection not only in Grade 4, but in the entire Intermediate Phase. The use of the standard collection allows for continuity and progression in a particular phase.

5.2.2 The mix-and-match collection

According to Stoffels (2005), the mix-and-match collection is a collection that allows teachers to be inventive, by combining commercially developed materials with other materials that have been self-developed or gathered from the inventory, to develop a coherent blend that will provide learning opportunities for their learners. This type of collection came about post-1994 as a result of the curriculum change that led to the introduction of OBE (Stoffels, 2005). The advantage of using this type of collection is that teachers make their own selection of materials from a variety of sources, where some materials have been developed by teachers themselves or gathered from their inventories. These materials are used to build a "mix and match" which teachers find appropriate for addressing the particular ability levels of their learners. Although this type of collection allows teachers to be selective of the types of materials that will make up their collection, these materials are never sufficient for each learner to have their own copy. As a result, photocopies have to be made for all the learners, or learners have to share these materials.

Below are the teachers' opinions on using the mix-and-match collection:

Teacher 1: *"I have lots of resources; I am not using only one textbook. I am using lots of textbooks just to get more information when I am going to present a lesson."*

Teacher 2: *"We have lots of old materials that were bought earlier for the previous curriculum, that have since changed, plus new materials for CAPS teaching."*

Teacher 4: *"I use the materials that were used with OBE and NCS to teach. Since 2009 the school has been able to buy sufficient books, whereby each learner has a book […] I use other materials like newspapers to teach grammar, e.g. finding verbs, nouns, etc."*

It was observed that the mix-and-match collection was used by most teachers, although there were differences with regard to the collections. The mix-and-match collection for teacher 1 was not the same as that for teachers 2 and 4. It should also be noted that whenever this collection is used, the quantities will not be sufficient for all learners, as it is clear from the interviews that the materials were not purchased, but were collected or donated.

5.2.3 The limited collection

With the limited collection, quantities are low or not available at all, such that even sharing becomes impossible. In order for schools to survive using this collection, much photocopying has to be done. The limited collection type may occur due to various different reasons, but mostly it is as a result of insufficient funding for schools. This type of collection was observed in school 2, where teacher 2 was employed at the school after the procurement process had been finalised (see section 4.2.2). The school was allocated a budget to procure the required LTSM, but insufficient quantities were purchased. The learners were put at a disadvantage, because they did not get the opportunity to have and use the textbooks allocated to them for use in the classroom. Teacher 2 had to use the available materials to plan and present her lessons every day. The teacher was, however, assured that the situation would be addressed, and that her shortages would be rectified, perhaps in the budget allocation for the following year. This was articulated in the following response:

> Teacher 2: *"I did not play any role during the LTSM selection process […] the materials were already available. I had to learn to use them in my lessons. These materials were, however, still not sufficient for all learners. I have reported the shortage of materials to my HOD and to the principal, and they promised to procure the required materials, but nothing so far. I am hoping that when we order for next year, all my shortages will be addressed."*

The limited collection was observed in one school, although a shortage of LTSM was not envisaged, particularly since schools get funding from the GDE to procure LTSM for learners towards the aim of universal coverage of textbooks, where every learner must have a textbook for every subject in every grade. The limited collection could be as a result of poor utilisation and management of LTSM funds provided by the department or the SMT's lack of expertise with regard to financial planning and procurement procedures.

The workbooks that are provided free of charge by the DBE to all schools form part of the schools' collections. The DBE workbooks are distributed to all public schools to improve literacy and numeracy skills for learners in Grades R to 9, and their use is mandatory. However, the teachers had different perceptions with regard to the use of these workbooks in the classroom. Some teachers used them as core material, while others never used them at all. Teacher 3 used the workbook in two of the three lessons observed. Although he used a photocopied hand-out in lesson 2 (see table 4.1), the hand-out was sourced from the workbook. Teacher 2 used the workbook in two lessons. The other two teachers (teacher 1, and teacher 4) did not use the workbook in all lessons observed. The following reason was given for not using the workbook:

> Teacher 4: *"I try to use the workbook in my lessons. The work is so much that we are unable to cover the work in the textbook and the work in the workbook. We try to use the workbook to complement the textbook."*

Although teacher 4 indicated that she tries to use the workbook, she never used the workbook in any of the lessons observed. It is clear that the provision of DBE workbooks somehow drives the instructional process due to their mandated use. It is of great concern that some teachers choose to ignore the mandate as expected.

An interesting observation in all four schools was that learners were not allowed to take textbooks and workbooks home for independent use. The main reason given was that learners lose and/or damage the materials. Learners are therefore expected to make use of these materials in class only. Some teachers allow some learners to take materials home, but in a restricted way with limited timeframes (e.g. one day only). This was a concern for the teachers, as is indicated in the following responses:

> Teacher 2: *"I think it will be good for learners to take books home, because most learners are struggling with reading and spelling [...] the learners can be assisted by their sisters and brothers. The decision taken by the SMT binds us not to allow learners to take materials home."*

> Teacher 4: *"I would love to see learners being allowed to take books home on daily basis so that they can read, but the challenge is that they do not look after the materials, hence the decision by the SGB and SMT to keep the materials at school."*

Despite the professional judgement of these teachers on the importance of allowing learners to take LTSM home for various reasons, as indicated above, they did not allow learners to do so, because they were complying with the SMT's instructions to keep the materials at the school.

5.2.4 An analysis of the teachers' collections

I observed that all three collections, namely the standard, limited and mix-and-match collections, were evident in the schools that were observed during this study. Evidence of the collections was gathered from the interviews and the LTSM inventory compiled by the teachers. All teachers were allowed an opportunity to select their own materials for classroom use, as indicated in the responses below, except for one teacher, who had been appointed as a substitute for the previous teacher, who had since left school 2. This teacher was faced with the challenge of utilising the knowledge, skills, and experience acquired teaching at previous schools, in order to make the most of the available resources. This teacher tried to make optimum use of the available resources under

challenging circumstances, but it was not easy. Davey (1988) alludes to these challenges by asserting that it is presumed that teachers are able to utilise LTSM, while, in reality, they need guidance and support on how to do that.

5.3 Teachers' use of materials for classroom teaching

In order for teachers to plan and present their lessons in the classroom, they depend on the curriculum work plan, as presented in the CAPS policy, for guidance. This plan outlines the content to be taught per grade, the level at which it should be acquired by the learners, as well as the sequence and pace at which it should be presented. The quarterly work plan also indicates the sequence in which the themes should be arranged, as well as the assessment activities which learners must complete (DBE, 2011:22). Teachers are supposed to select and use texts in their lessons in line with the curriculum expectations, as expected by the curriculum policy, on an everyday basis.

The DoE (1998) encouraged teachers to develop their own resources that would assist them to reach the different learning levels of learners. This is often not easy for teachers in South Africa, as no formal training for teachers has been provided in this regard. OBE, a very sophisticated education system that encouraged teachers to put textbooks aside and work according to learners' needs, was introduced after 1998. O'Neill (1982), Czerniewicz et al. (2000), and Sosniak and Stodolsky (1993) encourage teachers to select materials from different sources and create their own blend of curriculum resources that will be suitable for the different ability levels of their learners. It should, however, be noted that prior to 1994, teachers were used to a particular approach of using the textbook.

With the introduction of OBE, teachers became confused, as they did not know how to go about developing their own materials, since there was minimal training provided in this regard. In isolated cases, teachers who were used to using the textbook with learners continued to do so, possibly with the use of additional materials which they developed themselves. However, those who did not use the textbook with learners found it challenging, as they lacked skills in developing curriculum materials. Currently, teachers are being drawn back to using the textbook, and the situation remains unchanged, with

teachers not knowing how to use textbooks and select texts for their lessons. Based on these facts, one can assume that there is no fixed method for selecting texts for lessons. The three types of approaches that teachers were observed using were the textbook-bound approach, the productive blend of core and supplementary materials approach, and the random selection approach.

5.3.1 The textbook-bound approach

The textbook-bound approach allows the teacher to follow the textbook as prescribed. According to Ying and Young (2007), the textbook-bound approach allows the teacher to faithfully follow the textbook in a step-by-step manner, to ensure that the content is presented in a sequence according to the author of the textbook. This approach is known to be restrictive, as it does not allow the teacher to consider and/or use other methods or activities from other materials in order to make the lessons productive, interesting, and fun.

Teacher 4 was observed to follow the textbook-bound approach. The teacher used the Via Afrika English FAL series, and followed it rigidly. She presented the lessons as arranged, using the teacher's guide as a framework. Learners engaged in the activities in the textbook only. Teacher 4 ensured that the pacing of the lessons was in line with the prescribed dates, and she ensured that activities were completed in accordance with the timeframes as indicated in the textbook. The textbook also provided the teacher with assessment methods and tools. The teacher explained her rigid adherence to the textbook as follows during the interview:

> Teacher 4: "*I use the textbook daily for learners' activities. I use the teacher's guide in line with the learners' books. The teacher's guide is my daily resource; I use it for the listening stories for learners, and I refer to it for answers to the learner activities. The teacher's guide gives the rubrics and assessment tools needed for learner assessment.*"

The teacher actually depended on the textbook for guidance and direction to ensure that the syllabus would be completed and presented as expected. It should be noted that teacher 4 in no way deviated from adhering to the textbook, but she supplemented the

textbook with other materials from which activities were selected to complement the ones in the textbook. This finding is similar to Davey's (1988) assertion that the textbook can be supplemented with other materials for reinforcement of the instruction and for reading. Teacher 4 used the textbook-bound approach very well, because in her selection of activities from other resources, she would ensure that the ability levels of all learners were considered. Learners were afforded the opportunity to engage with different materials and to make their own meaning, while the teacher still worked within the confines of the textbook. This approach was perceived to be a good and productive way of following the textbook-bound approach. Contrary to what the literature says about the textbook-bound approach with regard to its rigidity in terms of its use, teacher 4 still remained innovative and creative, especially to the benefit of her learners. This shows that the successful use of any materials, even in the case of the textbook-bound approach, is ultimately at the discretion of the teacher (Loewenberg-Ball & Cohen, 1996).

Teacher 3 used the DBE workbook in all the three lessons observed. The teacher mostly covered the reading passages, where the reading was done in isolation. The teacher did not engage the learners in additional activities related to what they had read about, nor did he continue with subsequent activities related to the reading lesson (as indicated in the workbook). All the teacher did was read the passage to the learners while posing oral questions to the learners and giving explanations in between his reading. Teacher 3 was observed to use the textbook-bound approach as described by Stoffels (2005), in that this approach creates dependency, and it views each lesson as a common activity.

5.3.2 The productive blend of core and supplementary materials approach

The productive blend approach is an approach where different materials are brought together to form a coherent blend that teachers use for classroom teaching and learning. Remillard (2005) explains that with this approach the teacher plays an important role with regard to the following:

- The selection of the materials;
- The use of the materials to present lessons in such a way that the curriculum is imparted in an easy and fun way; and

- Adaptation of the materials to meet the needs of all learners in line with their ability levels, as well as the school context in which the teacher and the learners find themselves.

According to Sosniak and Stodolsky (1993), the effective use of materials by the teacher can be affected by various different factors. These factors may improve or hamper the successful presentation of lessons. These factors vary from the teacher's experience with regard to the use of materials and/or the school context in which the teacher works. This implies that the teacher should be able to use different materials in a lesson to accommodate the ability levels of different learners. Furthermore, the teacher should be able to experiment with the different materials to attain the best results towards improving learner performance.

This approach was observed with teacher 4. This teacher was the only teacher who allowed learners to identify their own preferred materials, to select and read passages, and to make their own meaning. Learners then responded to the questions posed by the teacher on the materials read. The productive blend, from which learners identified resources, consisted of the core textbook, which all learners used, the teacher's guide, from which the teacher gave activities, and assessment tasks and posters linked to the lesson.

Teacher 4 engaged learners in activities that encouraged critical and creative thinking. This was evident in the lesson where learners had to do mind maps. It is clear that the teacher worked hard to ensure that her learners were developed in all language structures (reading, viewing, listening, speaking, and writing), by using the materials to reinforce the content and for reading, as indicated by Davey (1988). The following response was given by the teacher on why a variety of materials was selected for classroom use:

> Teacher 4: *"I do not base myself on the one book I have. I have a variety of resources to use. If I feel that an activity in the book does not exactly give the desired feedback, then another activity on the same topic being taught is chosen from a different resource."*

The productive blend of core and supplementary materials approach appeared to be helpful, as it assisted teachers to expose their learners to different styles of writing from different resources, while ensuring that the content being taught was fully acquired by the learners. The teacher was thus able to use the approach, and was also able to use a variety of other materials to actively involve all her learners in the lessons.

5.3.3 The random selection approach

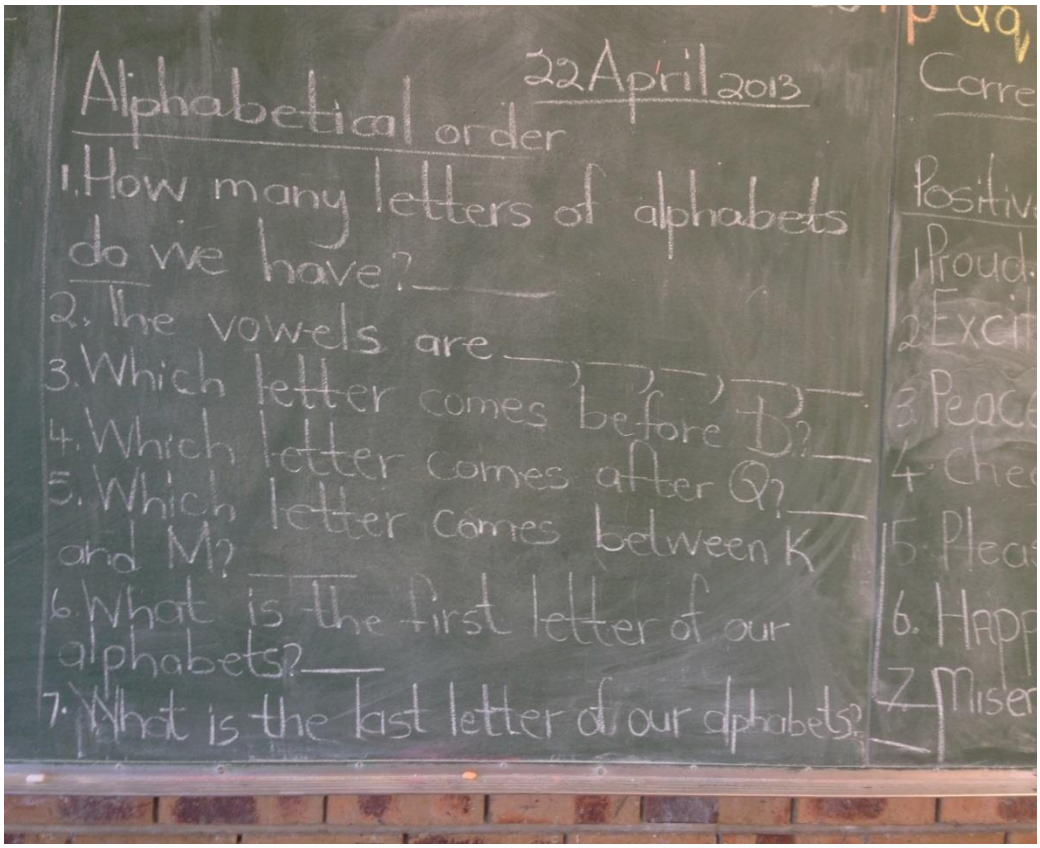
In the random selection approach, lessons are selected according to the teacher's arbitrary preference. The lessons are not sequential as required by policy. The content is taught in isolation, without any links made between previous and successive lessons. This approach suggests a lack of planning on the part of teachers, because it appears as if new themes are introduced every day in an incoherent manner.

Teacher 3 used this approach; this was evident from the way he selected texts according to his own preference, not according to how they had been intended to be used in the textbook. The teacher was very selective in what was presented to the learners, although the material outlined the activities to be covered, as well as the timeframes within which they were to be completed. During the first lesson observed, the teacher presented only the reading activity. The passage was read with the learners. Then the teacher posed oral questions based on the passage, and concluded the lesson. On perusal of the learners' exercise books during the subsequent visit, there was no evidence that the following and other activities on the theme had been completed. In short, learners did not engage in other language skills, as prescribed by the CAPS policy document (DBE, 2011:9), and it was not foreseeable that these activities would ever be completed with the learners. The first activity was therefore learned in isolation. One can then assume that the learners' language skills were not addressed as intended and expected by the resource, and this put learners at a disadvantage with regard to the development of their language skills. There was certainly a mismatch between what the resource expected learners to gain and what the teacher actually presented to the learners.

At school 3 the lessons presented were haphazardly picked for everyday teaching. Although the DBE has placed much emphasis on developing and providing work plans to teachers, as stipulated in the CAPS policy (see section 2.2.3), the plans ended up being a misplaced. In reality, some teachers in this study did not stick to the time frames as expected, and hence their pacing of lessons was affected. This was evident from the fact that the first lesson with teacher 3 was observed on 6 March 2013, while according to the workbook, the theme should have been completed in term 1 during week 2. The dates for term 1 week 2 on the calendar are 16-23 January 2013. It is clear that the time frame for this theme had passed, and at the time of the first lesson observation the teacher should have been busy with term 1 week 6. The next lesson observation with teacher 3 was conducted on 7 May 2013. However, during this lesson the teacher was presenting a lesson scheduled for term 2 week 2, which fell during the dates of 15-19 April 2013. According to the work plans, teacher 3 was expected to be presenting the theme scheduled for term 2 week 5 (DBE, 2011). On observation, it seemed as though the topic was randomly selected, either because it had been previously covered or because it seemed to be easy for the learners. According to Yildirim (2008), selection of lessons should be in accordance with the work plans, in adherence to the stipulated time frames. However, that was not the case for this particular teacher.

Policy presents the time frames within which content has to be covered, because it has been identified that there are problems with regard to the pacing and coverage of the learning content by teachers. In a lesson observed with teacher 1 at school 1, the lesson selected was not part of the content to be taught in Grade 4. This was a lesson on alphabetical order (see Figure 5.1).

Figure 5.1: Chalkboard summary of the teaching of alphabetical order



It was noted that the lesson was randomly selected because the teacher did not refer to any textbook or chart. It was a lesson taught in isolation, and there was no meaning made in the lesson.

The random selection was haphazard and did not show any progression of lessons, where one lesson builds onto the other to form sequential and coherent learning of the content, which progresses towards the attainment of curriculum objectives. Teacher 1 taught a lesson that was not in the curriculum for Grade 4, and it appeared as though the learners' time was wasted, as the teacher could have used the time allocated to engage learners in meaningful learning.

5.3.4 An analysis of the selection of texts

The selection of texts by teachers highlighted three approaches used namely the textbook-bound approach, the productive blend of core and supplementary materials approach, and the random selection approach. It was evident that the approaches are used by teachers for different reasons, and the use of some of these approaches unfortunately impacts on the learners' acquisition of knowledge and skills as expected by policy. The teacher as the collaborator of the learning content is expected to ensure that the approaches used for the selection of texts for lessons are appropriate, and that they will contribute towards the improvement of learner performance.

The lesson presented by teacher 1 indicates that there was a lack of planning of the lesson, the lesson was taught in isolation and it did very little to develop any meaningful learning. It was clear from the learners' responses that they knew the alphabetical order from previous grades, perhaps Grade 1 or 2.

5.4 Reasons for using materials in different ways

LTSM is regarded as the core of curriculum delivery in schools, and it helps to construct meaning in lessons presented to the learners. Yildirim (2008) asserts that selection and use of appropriate materials ensures that learners learn at the appropriate levels in a suitable context. It is the responsibility of the teacher to ensure that this is achieved (Yildirim, 2008). Conceptually, teachers tend to dominate lessons unintentionally. During the lesson observations, teachers used materials differently for classroom teaching. Moulton (1991) explains that the approach of overuse is mostly practised where teachers dominate their lessons. There were two prevalent types of text usage in all the lessons observed. These types were the teacher-dominated and the learner-led use of texts.

5.4.1 The teacher-dominated use of texts

In teacher-dominated lessons, the teacher is at the centre of the teaching and learning process. Learners are passive recipients of the content. This was the traditional method that was commonly used prior to 1994. The teacher-dominated use of texts leads to learning being only rote learning, where concepts are learned for the purposes of memorisation and repetition only. The acquisition of content becomes meaningless for learners.

Although the learners were engaged in many reading lessons (nine of the 12 lessons observed were reading lessons), in reality there was little silent independent reading done by the learners. The three teachers mainly did the reading, while the learners listened. Teachers 1, 2 and 3 seemed to be concerned about presenting the lessons as expected. Learners' ability levels were not taken into consideration. They presented the same lesson to all the learners, with no differentiation. The teachers were in control of the lessons, prescribing the activities, as well as how they should be done, explaining according to their understanding, or according to how they thought the learners would understand. The learners were just passive receptacles in the teaching and learning process.

In another English lesson observed, teacher 1 presented an oral activity in the learners' home language. The teacher was reading a story about a flood, titled "Young hero to the rescue".

Figure 5.2: The story titled "Young hero to the rescue"



Fighting a flood (media text: newspaper article)

Young hero to the rescue

Heavy rains in South Africa have killed many people and forced thousands from their homes. A village built on a river bank near Johannesburg was badly damaged by the flood.

Ten-year-old Sithole Johnny was one of the lucky people who escaped from the floods. He also saved the life of his little sister.

"It was late at night when a neighbour woke me to warn me of the danger," Johnny said. "I was surprised to see our parents were not home yet. Later I heard that the rain had washed away the road to our house. They could not get home."

The teacher engaged learners in the reading activity, but the learners did not read. The teacher then discussed the story with the learners. The three stages of reading (pre-reading, reading, and post-reading) were all dominated by the teacher in this lesson.

What was interesting was that the discussions took place in isiZulu. I observed learners engaging actively, responding to the teacher's questions, and giving their opinions about the story. Even the low achievers seemed keen to participate, because they were able to express themselves in their home language.

The reading of the story by the teacher in English did not provide any meaning and learning for most of the learners, as they did not understand the language. It should be noted that teaching of the story in the learners' home language was unacceptable, but, on the other hand, it was productive, as it allowed learners to gain a basic understanding of what the story was about, even if they could not understand it when it was read in English.

In the case of teacher 1, code switching seemed to be helping her achieve her objectives, as is clear from the following comment that she made:

> Teacher 1: *"This year's group is slow, they can't read, they don't have a good foundation. Their English is very poor. I use isiZulu to help them understand."*

Although teacher 1 used code switching to help her learners, she recognised this and responded as follows:

> *"However, it doesn't help them in most cases, because when they write, they make a lot of mistakes."*

Although code switching may have helped the learners to gain an understanding of what the text was about, it did not help them with their English reading skills. The use of texts in the lesson presented by teacher 1 was more of an oral following. Learners did not grasp the content, as it seemed to be presented in a vacuum, as if it was just an information-sharing activity with the learners. No link was made to the language skills that learners in Grade 4 are expected to acquire.

5.4.2 The learner-led use of texts

The learner-led use of texts is actually the converse of the teacher-dominated use of texts. In this method, learners are allowed to be actively involved in their own learning, taking a leading role in the activities. In order for learners to achieve this, a favourable classroom environment has to be provided for them. It is the responsibility of the teacher to ensure that the activities, the resources, and the learning content are planned and presented in a manner that will help the learners.

Teacher 4 allowed learners to take the lead in the use of texts. These was observed in lesson 1, where learners were allowed to select their own texts, read them, and give feedback to the entire class about what they had read. In this case, learners selected passages/news reports/stories from materials ranging from textbooks and readers to newspapers and magazines. Teacher 4 commented as follows in the interview:

"I allow learners to engage with the materials, because they are different; some are visual, while others are slow. I try to be inclusive to accommodate them all. I also do this to avoid passive listening and involve them actively in the lesson."

Learners led the learning process first by selecting and engaging with the materials of their choice, then by making sense of the texts that they had read, and then by giving a presentation to the class. The role of the teacher was that of giving structured support, in that the teacher only facilitated the learning process, allowing learners to express themselves, and offering guidance and support where required. The above analysis is consistent with Kruger's (2003) assertion that a culture of learning and teaching where all the role-players contribute positively towards the teaching and learning process often produces learners that are independent and that take an active role in their own learning.

5.4.3 An analysis of the use of texts in the lessons

A cross-case analysis of the data has shown that the two methods, namely the teacher-dominated method and the learner-led method, were evident in the lessons observed. Teachers were mostly dominant in the lessons observed, leading to learners being passive, only accepting what was presented by the teacher. Dominance by teachers deprives learners of the opportunity to be actively involved in lessons for their own learning.

5.5 Conclusion

This chapter presented a cross-case analysis of the common patterns that were noted in the lesson observations and interviews conducted with the four teachers in interpreting the use of LTSM for classroom teaching, as indicated in the literature. The findings suggest that there are at least three distinct types of material collections that teachers have for classroom use, namely the standard collection, the outcomes-based collection, and the limited collection. Most of these collections were gathered as a result of the curriculum

changes experienced since 1998. This chapter highlighted that there was no dominant type of collection, but rather that a wide range of materials was available to teachers for classroom use.

The DBE workbook was one of the materials available in sufficient quantities, and this was used by some teachers. Although the use of the DBE workbook is mandatory, some teachers were not adhering to the mandate. Teachers used complete sets, where they could be universally provided; however, some teachers preferred to use the textbook, even when it posed the challenge of insufficient quantity of the material.

The three approaches used for the selection of texts for lessons were the textbook-bound approach, the productive blend approach, and the limited collection approach. There were inconsistencies with regard to the use of these approaches. Some teachers used the textbook-bound approach with some innovation through using supplementary resources to complement the core resources. Other teachers were haphazard in selecting texts. There was no link made between the content learned previously and the new content being presented. It appeared as though some lessons were taught in isolation, with the content being presented without any meaningful links made.

Most teachers were dominant in the use of texts in the lessons. Most activities, especially in the reading lessons, were led by the teacher. The learners were just receiving the content as it was presented by the teacher. In one case, an English lesson was presented in isiZulu; this was due to the language barriers experienced by the learners, especially in Grade 4, as this grade marks the transition from Foundation Phase to Intermediate Phase. Only one teacher allowed learners to lead the learning process in one lesson.

The concern raised by teachers with regard to schools not allowing learners to take LTSM home due to the high rate of loss and/or damage was not within the focus of this study, but it was raised by teachers due to the importance of homework and its implications for learner performance. Teachers were, however, bound by the decision taken by the SMT and SGB with regard to the retention of LTSM as school property.

Lastly, although it is evident that the provision of LTSM is a powerful tool in improving education in schools, it should be noted that availability of LTSM in the classroom does

not guarantee the effective and imaginative use of LTSM in promoting a learner-centred education.

CHAPTER 6

SUMMARY AND CONCLUSION

6.1 Introduction

The aim of this chapter is to present a summary of the analysed findings of the study in relation to the research questions. This chapter will also relate the evidence as presented in the literature review to the findings of the study, in order to make conclusions. The chapter will also present recommendations for further studies, based on the findings presented in the previous chapter.

This study was conducted in four primary schools in the township of Diepkloof, Soweto. Its focus was the use of LTSM for classroom teaching of English FAL in Grade 4. The study was informed by the concern that large amounts of funding are being provided to schools for the procurement of LTSM every year. This has come about as a plan by government to redress the imbalances of the past by ensuring that all schools are able to procure the relevant LTSM, in order to assist schools to improve teaching and learning. Recent changes in the curriculum that have been implemented since 1997 to date have also required the provision of new and relevant textbooks in schools. Furthermore, the assumption that schools are overflowing with resources, where some of these resources are obsolete and outdated, prompted the need to establish how this plethora of resources available in schools is being mediated for teaching and learning.

6.2 An overview of the study

The main aim of this study was to explore how teachers use LTSM for classroom teaching. This was addressed by the following pertinent questions:

- What type of LTSM do teachers have available for classroom teaching?
- How do teachers use LTSM for the teaching of English FAL in Grade 4?
- What do teachers say about the use of LTSM for classroom teaching?

Chapter 1 presented the main research question, as well as the rationale behind the study. The purpose of the study was explained, and it was suggested how the study would contribute towards future studies. Chapter 2 explored the literature on the use of LTSM in schools, with the focus on how teachers mediate materials for teaching. In Chapter 3 the research design and methodology were described, as well as the procedures that were followed in the collection and analysis of the data. In addition, the research area and research participants were described. Ethical issues and the limitation of the study were also explained. The data collected for the study was presented in Chapter 4. The chapter displayed the data collected in both tabular and narrative modes. The data collected covered areas relating to the types of resources teachers have and use in their classrooms, the methods teachers used to present their lessons, utilising the available materials, and the reasons cited by the teachers for why they utilised these materials the way they do. Chapter 5 presented an analysis and interpretation of the data, which was collected through lesson observations, interviews, and LTSM inventories conducted with the four teachers that participated in the study. The findings were related to the conceptual framework, to establish an understanding of how teachers use LTSM for classroom teaching.

6.3 A summary of the findings

In view of the fact that textbooks are assumed to be the gateway to accessing the content, knowledge, and skills of instruction, this study has provided important insights into what happens in the teaching and learning process with regard to the use of LTSM. The main focus of this study was how teachers use learning and teaching support material for classroom teaching, considering that schools have been provided with financial resources to procure materials to use for effective curriculum delivery. This case study has revealed that there are three categories of material collections available in schools, namely the standard collection, the mix-and-match collection, and the limited collection. These categories have been gathered from the schools observed.

The standard collection refers to a collection of materials packaged together to form a series that is used for teaching and learning. The standard collection is commonly available in a package consisting of the learner book, the teacher's guide, and the workbook from one publisher. The mix-and-match collection is the use of a variety of materials for instruction. This variety may be a combination of commercially produced materials and supplementary materials gathered by the teacher. This study has revealed that whenever a mix-and-match collection is available, the quantities are insufficient for the learners, and often not complete. The study also indicated that in cases where the mix-and-match collection consists of complete sets, the teacher is able to broaden the teaching and learning experience in schools. The study found that some schools have the limited collection, which shows that there is non-availability or a shortage of materials in schools. The shortage may be due to a lack of funds or poor leadership in terms of inadequate procurement procedures, where some subjects are not well resourced, as is the case with school 3, where during instruction one textbook was shared between three learners.

The study found that the school LTSM collection does include DBE workbooks, which are available in the home language (in the 11 official languages) and English FAL for Grades 1 to 7, as well as for Mathematics in the home language (only in the Foundation Phase) and Mathematics in English for Grades 4 to 9. These workbooks were provided free of charge by the DBE to all the schools in this study. Although the policy with regard to the use of workbooks stipulates that they should be used every day, some schools in this study ignored the mandate. These instances highlight the fact that the availability of materials does not guarantee their effective use.

Based on the inventory, observations, and interviews, this study developed new categories to explain patterns of LTSM use in schools. The literature has shown that LTSM is important in schools, and that its use by teachers is invaluable. However, its selection and use by teachers is unpredictable. This study confirms this, but adds new conceptual insights, with the three distinct approaches that have been suggested with regard to the selection of texts for lessons. These approaches are the textbook-bound approach, the productive blend of core and supplementary materials approach, and the random selection approach.

The textbook-bound approach portrays steady adherence to the textbook, in a step-by-step manner, without any deviation during the teaching and learning process. The productive blend of core and supplementary materials approach refers to the use of various materials in a beneficial way, where the focus is on adapting the materials to the learners' ability levels, in order to meet the different needs of learners. The random selection approach denotes a haphazard and incoherent use of materials, which often leads to inadequate planning of lessons. In contrast, Yildirim (2008) and Remillard (2005) indicate that teachers, in their selection of texts for lessons, are expected to match the materials to the learners' ability levels, and use appropriate teaching methods within the time frames allocated in line with their school context. This is vital for the attainment of learning objectives, as well as for improving learner performance. This study has shown, however, that the ideal is often not achieved.

With regard to the use of texts in lessons, this study noted two patterns, namely a teacher-dominated use of texts, and a learner-led use of texts. In the teacher-dominated pattern, the teacher is in control of all activities relating to the use of resources during instruction. Generally learners are not actively involved, but are simply passive receptacles of what is being presented to them. One explanation for the prevalence of the teacher-dominated pattern may be related to the fact that teachers do not allow learners to take materials home for independent use. Even though the benefits of homework are known, the teachers in this study were still not allowed to let learners take materials home, thus depriving learners of the opportunity to use the materials for homework, remedial work, reviewing what they have learned, and perhaps just reading for pleasure. Another explanation of teachers dominating the lessons could be related to the language barrier experienced by learners in Grade 4. In an attempt to assist the learners, teachers opted to use code switching in their explanations during reading lessons. Although this pattern seemed to assist the teachers in making their learners understand certain texts, it did not assist in developing learners' reading skills.

The learner-led use of texts is mostly learner-centred, where learners take an active role in their own learning. This study highlighted that learner-led activities motivate and encourage learners to be actively involved in the teaching and learning process. The "ideal teacher", as explained by Davis (2006), uses both teacher-dominated and learner-

led use of texts during instruction. An ideal teacher supplements the textbook with different materials, to enhance the lesson, to extend knowledge, and to measure what has been learned. An ideal teacher engages with the materials from a position of strength, where the strong points of the materials are capitalised on. This was observed with one teacher in the study, who allowed learners to engage with materials of their choice to make their own meaning. Contrary to this approach, however, in this study passive learning was the most prevalent type of learning. It was encouraging to note that some teachers are creative, confident, and innovative in their teaching, and use materials to the benefit of the learners, but, in reality, it was only occasionally that the "ideal" was evident in the schools observed. Good materials facilitate good teaching and are invaluable in assisting the ideal teacher to achieve the set goals.

In addition to the above findings of the study, the study revealed that there is curriculum non-compliance in schools. It was not the intention of this study to establish any incidence of curriculum non-compliance, as indicated in chapter 1; however, the fact that curriculum non-compliance was observed is worth noting. The study revealed that teachers are more often than not deviating from the pacing, content, and sequencing of the curriculum as required by policy. This was evident in school 1, where the teacher presented a lesson that was not part of the content to be learned in Grade 4.

6.4 Limitation of the study

This study focused on the use of LTSM for classroom teaching, and it was limited to four primary schools in Diepkloof, Soweto. As a result, the sample used in this study was not a representative sample, and, as such, no generalisations can be made based on the evidence collected.

6.5 Conclusion

LTSM is an integral part of effective curriculum delivery in the classroom. The aim of this study was to establish how teachers select and use LTSM for classroom use. This study has shown that there is a limited body of knowledge about the use of LTSM in schools. Much of this knowledge focuses on how LTSM is used in curriculum mediation in the classroom. This study revealed a new dimension with regard to LTSM, namely the different types of LTSM collections that teachers have and use.

Besides the textbook-bound approach, this study revealed other types of uses of resources, as observed in the lesson observations, namely the productive blend of core and supplementary materials approach, and the random selection approach.

This study contributes to textbook use field of research through developing categories to describe practices in the schools, as formulated by Stoffels (2005). The findings of this study could also be used to revisit teachers' professional development with regard to the selection and use of LTSM in classrooms.

Policy makers link money spent on the provision of LTSM with results (learner performance), as they would like to measure the return on their investment. They considered remedying poor teaching and/or poor learner results with the provisioning of LTSM. This study has discovered that availability of LTSM on its own does not make a difference. Teacher mediation is too variable for LTSM to be the definitive factor in remedying the problem of poor learner results in schools. Teachers need some intervention with regard to how they select and use LTSM for classroom teaching. The CAPS policy merely stipulates what teachers are expected to do in terms of the content to be covered and the time frames within which it should be covered; it does not clearly explain or prescribe how this should be done.

Finally, this study has highlighted that LTSM is critical for classroom teaching. However, it is not availability of the LTSM on its own that makes a difference, but rather it is the teacher's and the learners' optimal use of and engagement with the LTSM that will lead to the achievement of curriculum goals as set out in the CAPS policy. It is clear that

although availability of LTSM is important, teachers' use of LTSM is more important, and that teachers need to be given all the help and support they need to make their classrooms successful places of curriculum delivery.

6.6 Future studies

It is clear from the paucity of literature on how teachers use learning materials in classrooms that there is a need for further studies to be conducted in this regard. There are gaps that have been identified by this study, and it is recommended that the following areas be addressed:

- The use intended for the materials, from the perspective of the publishers, and
- The teachers as selectors and users of LTSM, in a broader sense.

Evidence from these areas will help to bring about a better understanding of the actual intended use of the materials, as well as what they are intended to achieve, how teachers use the LTSM for teaching, as well as why they use it the way they do.

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Educational Science: Theory & Practice (8) 1: 3

APPENDICES

APPENDIX 1: OBSERVATION CHECKLIST

The aim of the checklist is to gather data from the actual site as the lesson unfolds.

OBSERVATION CHECKLIST

Name of school: (Pseudonym)_____

Participant's name: (Pseudonym)_____

DATE:_____

TIME	TEACHERACTIVITY	LEARNERSACTIVITY
05th minute		
10th minute		
15th minute		
20th minute		
25th minute		
30th minute		
35th minute		
40th minute		
45th minute		

OVERALL DESCRIPTION OF CLASSACTIVITIES

_____
_____
_____
_____
_____

APPENDIX 2: INTERVIEWPROTOCOL

The aim is to gather information on the participant's perception and general understanding of LTSM significance.

SECTIONA

INTERVIEWEE BACKGROUND

Name of school (Pseudonym):_____

Name of teacher (Pseudonym): _____

Qualifications: _____

Position held: _____

Teaching experience:_____

Grades and subjects currently teaching:_____

Date: _____

SECTION B: INTERVIEWTOPICS

Questions will be based on the following topics:

RATIONALE BEHIND LTSM COLLECTION

ACTUAL USE OF LTSM

CHALLENGES WITH REGARDS TO IMPLEMENTATION

APPENDIX 3: INVENTORYLIST

The inventory list will be completed for each participant to gather information on the type of LTSM in possession, knowledge as to whether the materials available are sufficient or not and the condition thereof.

Name of teacher (Pseudonym):_____

Class:_____

Subject: _____

ITEMDESCRIPTION	TYPE	QUANTITY	CONDITION

COMMENTS:

_____
_____
_____
_____
_____

APPENDIX 4: INFORMATION SHEET FOR PARENTS

PROTOCOL NO.2012ECE111

DATE: 20 February2013

Dear Parent

My name is Anita Riet and I am a Masters student in the School of Education at the University of the Witwatersrand. I am doing research on the use of learning support materials in primary schools.

My research involves visiting your child's school once a week for three (3) weeks to observe how they use learning support materials for English FAL. I will be observing the teaching and learning process and taking notes during the lesson. I will also be taking photographs of your child's samples of activities in his/her English FAL workbook/ activity book as evidence of how they use the learning support materials. The observation will be for one period only each day I visit the school. There reason why I have chosen your child's class is because it is relevant to the area I am researching as it is the first grade in the Intermediate Phase (grade4).

I was wondering whether you would mind if I can be allowed to observe your child during the lesson and to take photographs of samples of your child's activities from the English FAL workbook/ activity book. Your child will not be advantaged or disadvantaged in any way. S/he will be reassured that s/he can withdraw her/his permission at any time during this project without any penalty. There are no foreseeable risks in participating and your child will not be paid for this study.

Your child's name and identity will be kept anonymous at all times and in all academic writing about the study. Her/his real name will not be used but a pseudonym will be made up for her/him to refer to him/her or to his/her work in the study. His/her individual privacy will be maintained in all published and written data resulting from the study.

All research data will be kept safely at the university and be destroyed between 3-5 years after completion of the project. Please let me know if you require any further information. Thank you very much for your help.

Yours sincerely,

_____

NAME : Anita Riet ADDRESS: 2 Falcons Close, Ext Eleven, Ennerdale.

EMAIL rietanita@gmail.com TELEPHONE NUMBERS: 0828265360 or 0112111492

APPENDIX 5: INFORMATION SHEET FOR TEACHERS

PROTOCOL NO.2012ECE111

DATE: 20 February 2013

Dear Sir / Madam

My name is Anita Riet and I am a Masters student in the School of Education at the University of the Witwatersrand. I am doing research on the use of learning support materials in primary schools: The Intermediate Phase.

My research involves me visiting your class once a week to observe the presentation of the English FAL lesson in grade 4. The observation will last for the duration of one (1) period, once a week for three consecutive weeks. This means that I will be visiting your class three times in three weeks. During the observation I will be taking field notes as the lesson unfolds. At the end of the third observation, we will have an interview. The interview will be conducted after contact time where we will discuss the three observations as well as other relevant information. The interview will be audio taped in order to ensure accuracy during the transcription process.

Photographs of samples of work taken from learners' English FAL workbooks/activity books will be taken. The types of learning support materials that you use for the teaching and learning of English FAL will be compiled in the form of an inventory list. The reason why I have chosen your school is because my focus is on quintile two schools in the townships and your school happens to fall within that category, which is regarded as a previously disadvantaged school. Furthermore, your school is not on the GPLMS programme. This will give me a clear picture of how learning support materials are used for the teaching and learning of English as FAL in grade 4.

I was wondering whether you would mind if I visit your class for observation, conduct an interview with you as well as compile an inventory list of the learning support materials at your disposal. Your anonymity is guaranteed. Your name and identity will be kept confidential at all times and in all academic writing about the study. Your real name will not be used but a pseudonym will be made up to refer to you and your work in this study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be kept safely at the university and be destroyed between 3-5 years after completion of the project. You will not be advantaged or disadvantaged in anyway. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study. Please let me know if you require any further information. Thank you very much for your help.

Yours sincerely,

_____

NAME: Anita Riet

ADDRESS: 2 FalconsClose, ExtEleven, Ennerdale EMAIL :rietanita@gmail.com TELEPHONE NUMBERS: 0828265360 or 011 2111492

APPENDIX 6: LETTER OF PERMISSION FROM DISTRICT DIRECTOR

education
Department: Education
GAUTENG PROVINCE

Enq: Ms Kholofelo Makgare
Tel: 011 694 9557
Ref No: EO&S

JOHANNESBURG NORTH DISTRICT MEMO

TO : The Principal

FROM : Ms Phumza Khunou
CES: Education Operations & Support (EO&S)

DATE : 28 January 2013

SUBJECT : **APPROVAL IN RESPECT OF REQUEST TO CONDUCT RESEARCH**

Dear Colleagues,

This letter serves to inform you that the District has been approached by Ms Anita Riet requesting permission to conduct research on: 'How do teachers use learning support material for classroom teaching and learning'.

Permission is hereby granted to Ms Anita Riet to discuss the possibility of conducting research at your school.

Thank you for your cooperation in this regard.

Yours in Education

Phumza Khunou
Chief Education Specialist
Education Operation &Support

Sipho Mkhulise
District Director
JHB North

Making education a societal priority

Office of the District Director: Johannesburg North
10th Floor, FNB Building Building, 2 Reserve Street, Braamfontein, Johannesburg
Private Bag X1, Braamfontein, and 2017 Tel: (011) 694 9557; Fax: (011) 339 8869
Email:Kholofelo.Makgare@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX 7: WITS ETHICS CLEARANCE LETTER

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

Student Number: 580982

Date: 27-Sep-2012

Dear Anita Riet

Application for Ethics Clearance: Master of Education PROTOCOL NO. 2012ECE111

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled: **The use of learning support materials for classroom teaching and learning in Primary Schools: Intermediate Phase.**

The committee recently met and I am pleased to inform you that clearance was granted. The committee was delighted about the ways in which you have taken care of and given consideration to the ethical dimensions of your research project. Congratulations to you and your supervisor!

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely

MMabeta

Matsie Mabeta
Wits School of Education

APPENDIX 8: GDE LETTEROFAPPROVAL

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2013/79A

GDE RESEARCH APPROVAL LETTER

Date:	**11 October 2012**
Validity of Research Approval:	**4 February 2013 to 27 September 2013**
Name of Researcher:	**Riet A.M.**
Address of Researcher:	**2 Falcons Close**
	Extension Eleven
	Ennerdale
	1830
Telephone Number:	**011 211 1492 / 082 826 5360**
Fax Number:	**086 567 3615**
Email address:	**Anita.Riet@gauteng.gov.za**
Research Topic:	**How do teachers use learning support material for classroom teaching and learning**
Number and type of schools:	**FOUR Primary Schools**
District/s/HO	**Johannesburg North**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

.....

Dr David Makhado

Director: Knowledge Management and Research

DATE: 2012/10/12

Making education a societal priority

Office of the Director: Knowledge Management and Research
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Website: www.education.gpg.gov.za