

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The Gauteng Department of Education's (GDE, 2012) vision and mission is to ensure that:

Every learner does well at school and leaves the institutions with values, knowledge, skills and qualifications that will give them the best chance of success in adult life; and also envisages ensuring that quality learning and teaching takes place in the classroom every day.

The aforementioned statement is irrespective of the learners' background characteristics, all should have an opportunity to succeed adds Frempong, Reddy and Kanjee (2011). The South African Government (SAG) has even declared "the funding of public schools on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of past inequalities in educational provision" as its responsibility (South African Schools Act, 1996).

Frempong et al (2011) also highlights that the SAG's initiative is as a result of studies that have attempted to link the poor socio-economic status with poor learning performance. The above indication suggests that children from disadvantaged backgrounds have limited resources for learning and this status results in their poor performance. Thus the Department of Education (DoE) funds all public ordinary schools according to poverty rankings.

In order for the vision and mission to be realised, all public schools receive a budget allocation to costs related to learning and teaching support materials (LTSM), maintenance and services (GDE, 2012). This allocation is based on the Resource Target Table (RTT). The RTT refers to a list of schools in the province with schools ranked according to poverty of the school community (DoE, 2006). Schools in this list are sorted from the poorest to the least poor. The position of each school on this list is determined by the combined weight from poverty index and the schools' audits (ibid).

Having listed the schools from the poorest to the least poor, the list is divided into five groups of schools called quintiles. Quintile 1 comprises schools in most underprivileged areas like informal settlements and quintile 5 are schools in privileged areas. Each school has its own budget and is weighted to accommodate the socio-economic status of the attendant learners. The weighting refers to the calculation of educational needs according to the area each learner lives in. For example all quintile 1 and 2 schools are no fee paying schools and the SAG is responsible for the learners' educational needs in those schools. The DoE is slowly phasing out the quintiles and have introduced the concepts of "no-fee paying schools" and "fee paying schools" to describe the school's status.

Significantly the government in the National Norms and Standards for school funding (DoE, 2006) stipulate that:

The school allocation is intended to finance key inputs other than personnel and buildings in the education process. Key examples of inputs for which the school allocation is intended are textbooks, stationery and non-educational items such as cleaning materials and electricity. Such inputs are necessary if educators and other personnel in schools are to perform their functions properly. The school allocation is therefore an important instrument supporting Government's commitment to fulfilling the state's Constitutional obligation to provide education.

Thus the schools receive resource allocations annually and it is channelled into four functions as indicated above. The allocation is termed the Resource Target Table budget allocation (DoE, 2006). Schools receive RTT budget allocation certificates which reflect how the money is to be used by the school. The allocation is distributed as follows: - the day to day allowance which is apportioned R35 000 for schools with the total learner enrolment of 350 and above. Yet for schools with less than 350 learners 10% is subtracted from the total allocation to make up for the day to day allowance. After deducting the day to day allocation the remaining balance is split into 50% for LTSM; 38% for services and 12% for maintenance (GDE 2011). According to the DoE (2006) and GDE (2012) the LTSM split is ring-fenced, meaning the budget is solely used for learning materials.

The restrictions placed on the LTSM budget and with the larger percentage it has from the RTT budget allocation, suggests that the DoE places emphasis on the learning materials for successful teaching to occur in the classroom. It follows that appropriate LTSM are required to facilitate and support curriculum delivery.

Significantly Taylor and Vinjevold (1999) indicate that LTSM are very important resources to guide the teacher in the classroom. The importance of these resources is further explained by World Bank (2008) and, Fleisch, Taylor, Herholdt, and Sapire (2011) that these tools can positively influence interaction between teachers and learners in classroom enactment, thereby enhancing learner performance. In addition, they are viewed as essential because they enhance cognitive development (Taylor and Vinjevold, 1999). Similarly, according to Collopy (2003) learning materials are designed to convey subject matter and pedagogical content knowledge to teachers. The aforementioned stated deliberations highlight the significance of LTSM in the learning and teaching processes.

Furthermore, in line with the significant role of learning support materials is the President's emphasis on the three Ts during his state of the nation address on 10 February 2011. The three Ts refer to "Teachers, Textbooks and Time" and emphasize that teachers should be in school on time, and every learner should have a textbook on time (South African Government Information, 2011). In line with the president's sentiments is Czerniewicz, Murray and Probyn (2000) argument that LTSM must reach schools on time and be well managed when they get to schools.

Equally the DoE has prioritised textbooks as a precondition to classroom success by ensuring that every learner has access to appropriate materials (GDE, 2013). This is also evident in allocating LTSM a larger percentage in the RTT budget allocation.

Additionally, schools receive supplementary funds for special projects like Quality Improvement Development Strategy and Upliftment Programmes (Qids-Up) and Dinaledi projects. These funds are referred to as Special Provincial Grants (SPG).

The Qids-Up project is one of the strategies to improve learner competency in Literacy and Numeracy at primary schools. The Dinaledi project focuses on improvement of learner performance in Mathematics and Science at secondary schools. With the funds from SPGs, schools are able to procure extra learning materials for Literacy, Numeracy/Mathematics and Science depending on the type of school. The SPGs also enable schools to secure sufficient learning materials if the RTT resource allocation disallows them to cover all learners. The explanation demonstrates that the SAG is doing everything in its power to resource the previously disadvantaged schools.

Since schools receive adequate support in terms of resources from the DoE, it is therefore necessary to ensure that there is adequate use of these resources to enable effective curriculum delivery.

1.1.1 Use of LTSM during transformation

Czerniewicz et al (2000) distinguish between the two styles of use of LTSM relevant to the South African context. The styles include the “old” and “new” (ibid). The “old style” is explained in terms of the education system prior to 1994, wherein textbooks were prescribed by the then DoE. Teachers had to adapt to the selected materials and use them according to the requirements of the syllabus. This implies that textbooks were organised and arranged on the basis of what is to be taught to the learners annually and when a particular content knowledge is to be taught. In today’s education system they are once again, structured to pace curriculum content. However, in the previous dispensation teachers were not allowed to deviate from what the textbook prescribed, this implies use in a rigid technocratic manner.

On the other hand, the “new style” depicts the education system post 1997, wherein the state transformed the curriculum into the one that would be appropriate for a democratic society. In this style learning support materials are influenced by Curriculum 2005 (C2005) which uses a “constructivist” (Czerniewicz et al 2000) approach to learning.

The approach encourages learners to construct their own knowledge through problem-solving activities or projects which require the use of various resources rather than ready-to-use knowledge from a single textbook (Ibid). The new style enforces a change from the rigid use of textbooks to a more relaxed use, which allows integration of various learning materials.

According to Stoffels (2005) the move to C2005 is expressed in a shift from traditional textbooks to subject guide series. The guide series consists of a teacher's guide, learner support book and learner activity book (ibid). The explanation is comparable to the GDE's prescribed educational packs that are recently used in schools. A single pack contains teacher's guide (TG); learner book (LB); workbook (WB) and readers in case of languages (GDE, 2012). In some instances the readers are graded into levels or series, ranging from simple to more advance.

The TG on the one hand presents a summary of content coverage according to themes and topics for the entire year. At the same time, it provides assessment strategies relevant for content covered per lesson. It is meant to be used by the teacher and not learners. The LB on the other hand provides a detailed description of content coverage per lesson with assessment tasks. It mainly focuses on the theoretical aspects of a lesson. According to the LTSM policy each learner is supposed to have his/her own LB to be used during instruction and even for homework purposes. Lastly, the WB focuses on the practical aspects of a lesson; it provides tasks for learners after the subject matter has been taught for reinforcement and consolidation. Again, each learner has to have his/her own WB.

The learning materials are defined as either print or electronic and include learners and educators' stationery; LBs; WBs; TGs; readers; charts; reference books; material for specialized subjects and all materials that aid learning and teaching process (GDE, 2012). Other materials consist of visual aids like puppets, audio and audio-visual aids like radio and television sets. The learning materials also include resources for learners with special educational needs.

1.2 Research Problem

An irony exists within the SAG's initiatives for curriculum change. Through initiating curriculum change in an effort to bring about a skilful and qualified community that would function successfully in adult life there exists a disjuncture in that the structure that is meant to fulfil those goals is neglected. The implication is that curriculum change has brought radical changes in terms of LTSM use, yet teachers do not receive intensive training with regards to use of materials. The DoE depends on training provided by the publishers during exhibitions. These training sessions usually last for an hour and teachers have to rotate from one publisher to the next and at the same time visit stalls to peruse approved resources. As a result it cannot be confirmed that teachers are gaining from these presentations or they just mark attendance registers so as to get copies of sampled materials.

Specialized training from the DoE is not provided to teachers. District subject specialists as LTSM evaluators for compliance curriculum policy ought to train teachers on best practices. It follows that if teachers are not equipped on the use of LTSM, they are bound to be ineffective in the mediation of learning materials.

The above arguments are in agreement with Frempong et al (2011) through indicating that the South African general policy is to improve educational resources in poor schools with the hope that access to these resources would provide opportunities for learning and significantly boost learning outcomes for their poor performance. The indication connotes that the SAG assumes that by simply accessing textbooks learners will learn.

According to Collopy (2003), Moulton (1997), Remillard (2005), Richards (2001) and Stoffels (2005) these learning materials are intended to dictate curriculum content and construction of lessons to ensure effective learning and teaching in the classroom. Given the important role of LTSM in the process of teaching and learning, their adequate use is therefore necessary to ensure effective curriculum delivery.

However, studies reveal that use of textbooks varies from teacher to teacher and the variations are as a result of different conditions and convictions. For example Fuller and Snyder (1991) stipulate that “the tendency towards textbook use or not is influenced by problems in understanding textbook content especially if the teacher is a second language speaker”.

From the above example connotations of teachers’ incompetence can be drawn. The example also suggests that in some instances teachers choose not to use LTSM because of their insecurities. Their decisions pertaining to use or non-use of LTSM can result in poor curriculum delivery.

As a result, this study intends to unfold circumstances and incidents that cause teachers to use learning materials in the way that they do. Thus the focus is on the use of LTSM for daily classroom teaching in a grade three class. Moreover, the DoE created opportunities for funding through the SPGs that provided additional funding to all public schools. These SPGs are meant to aid Literacy, Mathematics and Science improvement in both primary and secondary schools. Schools are expected to utilise these funds to procure LTSM that would be used to enhance learner performance. All these initiatives are focused on ensuring that there are sufficient textbooks for curriculum delivery and for improving learner performance.

The aim of the study is therefore to investigate the manner in which teachers use the LTSM in their daily task of providing effective, quality teaching and learning in their classrooms. Since there have been intervention by the DoE to resource all public schools, the concern draws attention to a deeper level which is classroom practice and not merely to investigate school resourcing.

It is envisaged that the study will provide answers to the following pertinent sub-questions, moreover that studies recommend the inclusion of some of the questions (Moulton, 1997):

- Are there schools that have insufficient LTSM?
- If yes, how do they ensure effective teaching?
- Does the teacher use a variety of LTSM for teaching language in the foundation phase?
- How are those materials incorporated in the teaching and learning process?
- Are the supplementary materials books or photocopied papers?
- Why do teachers use textbooks as they do?

1.3 Rationale

The LTSM's role is to promote quality teaching and learning. Research (World Bank, 2008) has shown that curriculum materials can positively influence interactions between learners and teachers in classroom enactment, thereby enhancing learner performance. The DoE agrees that LTSM is significant and ensures that all public schools are well resourced. In ensuring access the DoE LTSM draft policy (undated) stipulates the principle of one textbook for each learner in all the subjects, i.e. promoting the ratio of 1:1:1. Teachers are therefore expected to use learning support materials effectively to ensure that these resources optimize learning. At the same time allow personal use of those resources by learners.

Yet the irony is that despite the initiatives, a number of reports point to the poor performance of learners in national and international studies as stipulated by Frempong et al (2011). The irony demonstrates challenges in education quality provisioning. Thus the research study into how LTSM is used in the classroom.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Clearly LTSM are useful tools in guiding classroom practice. Nonetheless their usefulness requires the teacher component for effective curriculum delivery. It is therefore necessary to cross examine the research studies to get insights on the usage of LTSM during the learning and teaching experience. This chapter focuses on the research available on the use of LTSM without the exclusion of South Africa's curriculum trajectory. It thus explores the research debates and then critiques the literature with an aim of deducing different practices that enhance effective usage of LTSM in the classroom. Additionally, a theoretical framework will be included to conceptualise the findings from this study.

2.2 Research debates

Since the emergence of democracy, South Africa (SA) has undergone a series of curriculum reforms from the Apartheid Education; to C2005; to National Curriculum Statements which later transformed to Revised National Curriculum Statements (RNCS); and to Curriculum and Assessments Policy Statements (CAPS) as the most recent (DoE, 2000 and 2011; Kros, 2002; Harley and Wedekind, 2004; Reeves and Muller, 2005; and Hoadley, 2011). Each reform depicts distinct features in line with the reigning government's motif.

According to Kros (2002) the Apartheid Education persisted from the year 1948 to the year 1994. Hoadley (2011) describes it as the type of education that is highly segregated with different departments of education controlling population groups based on race classification. The description signals disparities amongst different racial groups whereby other race groups received superior education whereas the black population group received an inferior one thus it is referred to as "Bantu Education" Kros (2002). The other disparity includes the issue of resources whereby the former had resources while the latter remained under resourced (ibid). Significantly curricula activities relied heavily on textbooks and teachers received prescriptive manuals to direct their teaching (Hoadley, 2011). The claim implies extensive reliance on textbooks during curriculum delivery.

C2005 continued from 1998 to 2003 with the mission to unite all citizens as equals in a democratic SA (Harley and Wedekind, 2004). Significantly, Reeves and Muller (2005) explain that C2005 deviates from traditional content based curriculum to an underspecified specified one. This denotes great emphasis on everyday knowledge than structured school knowledge. Thus Hoadley (2011) stipulates that it ignores the boundary between day to day experience and school knowledge. The author further indicates that implementation manifests subordination of textbooks (ibid). Hence Czerniewicz et al (2000) explains that teachers are encouraged to design their own materials to enhance teaching and learning in the classroom.

RNCS symbolises the reform that continued from the year 2004 to the year 2011 (DoE, 2011). According to Reeves and Muller (2005) RNCS re-defines C2005 and represents a shift to a more coherent subject based curriculum. The shift defines improvement from the previously weak content coverage to more specified structured school knowledge. Yet, Hoadley (2011) stipulates that it continues to focus on an integrated approach and promotes learner centred pedagogy like C2005. The DoE (2000) on the other hand emphasizes that the shift to RNCS aims to improve on LTSM and ensure that extensive writing occurs in the classroom. Despite the emphasis teachers are still encouraged to design their resources to enhance the ones provided by the DoE. They are also not restricted to a choice of one textbook for a particular subject, they have autonomy of selecting various textbooks for the subject in question from the GDE's approved list of resources.

The latest reform is CAPS which progressed from 2012 to date. According to DoE (2011) CAPS reflects clear specifications of what is to be taught and combines the curriculum statements for Grades R to 9 and Grades 10 to 12 in a single document. Clearly the reflection suggests the return to the prescriptive nature of curriculum. This is evident in the provision of workbooks to all public schools for all subjects in the Foundation Phase; for Language and Mathematics in the Intermediate and Mathematics in the Senior Phase. Again, there is a reduction of approved textbooks per subject. It therefore proposes that teachers rely on textbooks for effective learning and teaching.

SA has gone full circle from a highly prescriptive curriculum to an open ended and back to a prescriptive approach. Ironically returning to the basics exposes the significance of conforming to a rigid educational system to ensure success. Yet, Robinson (2013) rejects the notion of 'conformity' and replaces it with 'diversity'. The teacher's business is to mentor, stimulate, provoke and engage learners to enhance good performance (ibid). Evidently prominence is given to the teacher in ensuring effective curriculum delivery. It then becomes necessary to interrogate studies on LTSM use in the classroom.

Chu Ying and Young (2007) argue that there is little research available relating to teachers' use of LTSM. Additionally Davey (1988) argues that studies do not look into the actual practise of textbook usage by the educators during the process of learning and teaching. Mohammad and Kumari (2007) and Stoffels (2005) also confirm that existing literature does not reflect the relationship between textbooks and teachers' actual practice. Similarly, Moulton (1994) contends that little is known about how teachers use the textbooks to support learners to acquire knowledge.

It follows that the availability of LTSM by no means assures their effective usage (Moulton, 1994 and 1997). Glewwe, Kremer and Moulin (2007) attest in the indication that textbook provision does not guarantee improved performance. Evidence is provided in the study conducted by the same authors on textbooks and test scores in Kenya (ibid).The study revealed that availability of LTSM increased scores of students with high initial academic achievement, whereas students with weaker academic background did not benefit from LTSM (Glewwe et al, 2007). The aforementioned claim highlights the important role of the teacher in mediating these resources during the process of learning and teaching.

However, studies show that different factors influence the manner in which teachers use LTSM in the classroom. According to Ball and Cohen (1996) and Collopy (2003), the teachers' beliefs about what is important influence the manner in which textbooks are used. Again, use is shaped by learners' responses and interaction (Ball and Cohen 1996). Davis (2006) explains that textbook usage is aligned with the teacher's own philosophy, students, school context, strengthens and interests.

Furthermore, Remillard (2005) highlights the importance of considering differences in teacher characteristics with regard to the use of LTSM. Moulton (1994 and 1997) emphasize the importance of LTSM in enhancing delivery of meaningful content to learners but, this is dependent on the teachers' perceptions on how to use such materials. According to all the cited studies the teacher is a key factor with regards to use of learning materials. The assumption also echoes Robinson's (2013) emphasis on teachers as key instruments on shaping learner development. Similarly Gauthier and Dembélé (2004) contend that teachers have the power to influence student learning.

The above claims lead to the importance of understanding how teachers use LTSM to facilitate teaching and learning in their classrooms. Moulton (1997), Remillard (2005) and Stoffels (2005) draw attention to the textbook-bound approach. These authors indicate that the approach is a fixed representation of enacted curriculum (ibid). It then means that the text-book bound approach is the use of learning materials in a systematic way whereby the teacher follows the program sequentially and completely. Moulton (1997) further indicates that in this approach the teacher does not teach according to learners different abilities but is more likely to present the lessons in a style adapted by the textbook.

Equally, Stoffels (2005) refers to this method as the defensive teaching approach. The reference suggests that teachers using this approach are insecure of their expertise and abilities. The author further explains that proponents of this approach view learning materials as authoritative in steering the content selection (Stoffels, 2005). Chu Ying and Young (2007) allude to the idea and depict the disadvantages of prescriptive nature of textbooks. The authors argue that:

Although teachers are aware of the pitfalls associated with prescribed textbooks, that are their inability to address a plethora of students' learning needs, they still continued using the materials because teachers do not know how to create a local curriculum. (Chu Ying and Young, 2007, p161).

The argument shows lack of adaptation of curriculum to address learners' needs with regard to textbooks use. Clearly the text-book bound approach encourages cohesion within curriculum delivery but, at the same time it does not address diverse learning contexts.

In contrast to the text-book bound approach is the productive blend approach highlighted by Remillard (2005). This approach suggests use of a variety of LTSM during the learning and teaching experience. Teachers following this approach are said to use materials in such a way that learners' diversified needs are addressed (ibid). Robinson (2013) further explains that good teachers are able to pace content to enable adaptation and adjustment of tasks and activities to the level of learners. It means that these teachers are able to interpret their local contexts (classrooms) and then adjust and blend the learning materials to meet the different levels of the learners.

In addition to the approaches to textbook use, are the types of use. Fuller and Snyder (1991) and Moulton (1994) highlight two types of use, they are: - the "over-use" and "under-use" of learning materials during instruction. The "over-use" suggests frequent use of the textbook without even a slightest deviation from it. The "under-use" on the other hand refers to use of LTSM less frequently during instruction, meaning teacher produced activities are more recurrent than textbook ones.

The evidence of "over-use" is provided by Fuller and Snyder (1991) in their indication that schools with smaller teacher: learner ratios tend to "over-use" textbooks during instruction. The implication is that due to smaller class sizes it is possible for each learner to have his or her own book; therefore there is no need for reproduction of the textbook on the chalkboard or photocopies. Moulton (1994) also states that the United States teachers tend to "over-use" textbooks while teachers in developing countries such as Botswana, Ghana and Chile tend to "under-use" textbooks.

With regards to "under-use" Fuller and Snyder (1991) in a study conducted in Botswana explain that textbooks are usually less frequently used because they are insufficient for learners in the classroom. Teachers copy the textbook contents onto the chalkboard and teach from it (ibid). Moulton (1994) also alludes to the less frequent use of textbooks in the developing countries as a result of lack of sufficient textbooks in schools.

Fuller and Snyder (1991) identify other three types of textbook use. The types include misuse, effective use and use as one of the several tools (ibid). The misuse refers to an instance whereby textbook usage does not positively influence classroom instruction. The effective use depends on the manner in which teachers operate and engage learners to represent textbooks and develop intellectual environment of the class (ibid). The third type is the use of textbooks as one of several tools. This type suggests the use of textbooks in such a way that they supplement the teacher's lesson and not to direct or guide teaching.

An example of misuse is displayed in Mohammad and Kumari's (2007) observation of a language lesson conducted in Pakistan. It is explained that the teacher taught the lesson in a traditional way by reading the information in the book and expecting learners to memorise and recall it (ibid). Clearly this strategy results in a passive and uninspired response to print information. The learners' experience is described by Davey (1988) as a monotonous exercise which does not engage learners nor foster higher level of thinking and more active reasoning.

Similarly Fuller and Snyder (1991) allude to the incident of misuse noted in Botswana. The authors explain the majority of teachers in this country, use methods that are detrimental to the development of the learners (ibid). The teachers are said to mainly lecture throughout the lesson and rarely refer to the textbooks (Fuller and Snyder, 1991). The examples confirm Ball and Cohen's (1996) and Collopy's (2003) arguments of teachers' beliefs as important determinants in the usage of LTSM.

Additionally, Opoku-Amankwa (2009) draws attention to the other manner of misuse of LTSM in the context whereby learning materials are insufficient. The author claims that in the process of using learning resources, the teacher is in control and can decide how the materials are used (ibid). For an example during the reading lesson, the reader shared by three learners is placed before the learner who can read well while the other two who struggle with reading do not partake in the reading activity (Opoku-Amankwa, 2009). The implication is that LTSM can be used to disadvantage learners in need of additional support rather than to improve their performance.

Effective use of LTSM is explored by Davey (1988), where the author exclaims that several educators use different texts with different students and change texts if students could not read. According to Davis (2006) the above scenario exemplifies refinement of curriculum materials to meet learners' needs and learning styles. It also refers to good and correct use of textbook because it enhances improved learning and the learners benefit in the process.

The use of LTSM as one of the several tools is explained in detail by Davey (1988). This form suggests an incident whereby textbooks are occasionally used. The author confirms that some elementary teachers use textbooks to supplement other teaching materials (ibid). This implies that these teachers rely on concrete aids to facilitate their teaching and therefore use textbooks to reinforce taught concepts. Yet, Fuller and Snyder (1991) noted that this form of use is evident in the majority of teachers teaching larger classes. In this instance the textbook is used to supplement the teacher's lecture. At the same time the usage is comparable to misuse because explanations of texts are kept to a minimum and learner understanding is not assured.

The explored approaches and types of use of LTSM during instruction confirm that practice is different from school to school and from teacher to teacher. Similar and identical learning materials can be given to teachers but they can be enacted differently. The notion is in line with Ball and Cohen's (1996) argument that curriculum enactment plays an uneven role in practice. The authors further explain that curriculum is the enactment of the teacher, learner and LTSM; the teachers therefore reconstruct received LTSM (ibid). As teachers enact the curriculum, differences emerge due to diverse settings.

According to Ball and Cohen (1996), the uneven role in practice creates a gap between curriculum developers' intentions for students and what actually happens during lessons. For example, literature shows that learning materials are one way of ensuring that teachers strive for a commonality and determine a routine in schools. Similarly, Stoffels (2005) explains the tension that exists in the government of Kenya's provisioning of textbooks. The approved textbooks furthered the gap within the socio-economic structures (ibid). The question that arises is: if teachers are that significant in the learning process, are they capacitated for that role? The concern is also raised in Davey's (1988) argument that the teacher's interpretation of textbooks is important in the enactment of curriculum delivery.

2.3 Discussion of the literature

The aforementioned debates highlight the significant role of educators in the mediation of LTSM during the process of learning and teaching. The implication is such that teachers have to be knowledgeable and confident in imparting knowledge content to learners.

Robinson (2013) argues that there are three principles under which human life can flourish. The first principle is: - human beings are naturally diverse and different. This suggests a differentiated teaching and learning experience which will accommodate all the learners in the classroom. The second indicates that human beings are curious (ibid). The principle suggests that children are natural learners and teachers need to mentor, stimulate, provoke and engage learners during instruction. The third and last principle emphasize that human life is inherently creative (Robinson, 2013). Again the teacher is important in awakening the powers of creativity.

All the principles place attention on the significant role of the teacher rather than access to LTSM. The principles are also in line with the notion of the “ideal teacher” as explained by Davis (2006). The “ideal teacher” practices innovative methods that cater for all learners’ needs in the classroom (ibid). These methods enable active learner participation and can therefore produce desired results. Significantly Gauthier and Dembélé (2004) stipulate that teacher’s actions in the classroom are key educational determinants in learner achievement.

Furthermore, Chu Ying and Young (2007) specify the importance of local context in the design and choice of LTSM. The specification suggests that contexts differ and this can impact on the use of LTSM in the classroom. It then implies that teachers need to know their learners’ level of development so as to select and use the learning materials in such a way that all learners benefit during the learning and teaching experience.

Pertinent to the teachers’ role is also their professionalism. The issue is raised in the teachers’ power and decision during the learning process as implied by Davis (2006) and Robinson (2013). Literature has shown that LTSM can be used to empower or disempower learners. The claim is captured by Glewwe et al (2007) in the argument that textbook provisioning seems to be an obvious way to raise student education performance in developing countries.

Central to the argument is the implication that LTSM provisioning is only beneficial to the academically strong students. Moreover, it is explained that teachers are judged on students' performance (Glewwe et al, 2007). The indication suggests that teachers can focus on strong students while neglecting the weak in order to be seen as performing. A concept also raised by Apoku-Amankwa (2009) wherein weaker learners are discriminated against. In essence the connotation in these instances is a reflection of unprofessionalism.

It is evident that teachers play an important role in the mediation of LTSM to ensure improved learner performance. The literature displays conflicting teacher intentions with regards to LTSM use and thereby questioning teacher skills, knowledge and their professional status.

Compounding the challenges in LTSM use is the unstable educational system in SA. Curriculum reforms have brought radical changes in terms of LTSM use. Its use has gone from being highly prescriptive and restrictive to non-prescriptive and back to being prescriptive. Given that during implementations of curriculum reforms teachers did not receive intensive training with regards to use of materials, one cannot confidently declare that teachers are adequately equipped for LTSM usage. Following the confusion of frequently altering and adjusting varying approaches to LTSM use, teachers are bound to be ineffective in the mediation of the learning materials.

2.4 Conceptual framework

Discussions on SA's education system and teachers' use of LTSM in the classroom reveal the gap between policy intentions and policy implementation. In order to gain insight into reasons behind teachers' classroom practice it is important to understand the background into education policy practice and debate (Smit, 2005). The claim is explored in De Clercq's (2010) argument that South African policies represent a top down bureaucratic structure of SA's education system. The argument suggests that SA's policies are not shaped by teacher experiences and learner needs. Moreover policies are prescriptive in nature and direct implementers towards the attainment of the envisaged objectives.

Similarly Smit (2005, p. 292) argues that:

Although teachers play an important role in our education system, more often than not they are a silent voice during policy formulation, which implies that local knowledge might be underplayed, discounted or simply ignored.

The raised arguments are in line with Ball and Cohen (1996), and Stoffels (2005) in the claim that mediation of resources through teacher enactment of curriculum produces variations during practice, thereby creating a gap between policy intentions and implementation. Differentiation during implementation exists because of the diverse nature of learners as well as teachers, the people responsible for implementation. The assumption is confirmed by De Clercq (2010) in the indication that the implementation process focuses on the implementers' knowledge, values, beliefs and context.

According to the DoE's Norms and Standards teachers should be "mediators of learning, interpreters and designers of learning programmes and materials, leaders, assessors and learning area or phase specialists, scholars, researchers and lifelong learners and, administrators and managers" (DoE 1998, p.9). The roles attached to teachers display ambiguity in that, when it comes to implementation teachers do not design materials they consider relevant for their learners. Furthermore, they are provided with the GDE catalogue of approved list of materials. Teachers are therefore not experts in their field because they do not have a role in the design and selection of LTSM appropriate for the learners.

Certainly policy formulation that ignores the input of implementers at the macro level is bound to be a challenge to implementers at the micro level. Moreover, McLaughlin (2005) stipulates that to ignore context is to ignore the very elements that make policy implementation a problem. Stated differently Smit (2005) contends that the micro level influences policy implementation and therefore deviates from policy intentions. It is also explained that teaching and learning does not take place in a vacuum but learners' backgrounds, needs and interest have to be taken into consideration. The statement infers that policy needs to be informed by the implementers for it to cater for the needs of the community.

Furthermore, Stoffels (2005) argues that the C2005 is intended to encourage constructive pedagogy but, teachers still practice didactical teaching and learning wherein there is ample teacher talk and learner passivity. The instant is explained as a gap between policy intentions and policy implementation (De Clercq, 2010, McLaughlin, 2005 and Smit, 2005). Thus the study intends to investigate the manner in which teachers use LTSM in the classroom to gain insight into reasons for such actions.

2.5 Conclusion

The teacher is viewed as key in the implementation of learning materials. The literature confirms that studies on the usage of LTSM in the classroom are uncommon. However, in a few studies that was undertaken there is prevalence of different use of LTSM in the classroom. Studies emphasize that reasons for differences emanate from a variety of factors. These factors compel and shape teacher practices in the classroom. The factors are teacher beliefs; attitudes; characteristics; learners and classroom context among others. The case of SA also deskills teachers in the use of LTSM.

Significantly, studies show a gap between policy intention and implementation. This is evident in curriculum enactment; teachers use LTSM differently and thereby disregard the policy recommendations. For example, Moulton (1994) alludes to over-use and under-use types of LTSM usage. In both types there are instances wherein learners do not benefit during lessons. Fuller and Snyder (1991) refer to three types of use, they are misuse, effective use and use as other materials.

Robinson (2013) draws attention to the ideal teacher; this type of teacher displays effective practices that lead to effective curriculum delivery. The ideal teacher demonstrates innovative methods to cater for learner differences and also with the ability to cater for learners creative powers. It therefore means that the teacher has to mentor and engage learners with the learning resources in all the lessons.

CHAPTER 3

RESEARCH DESIGN

3.1 Introduction

Research design refers to a plan for selecting subjects, research locations as well as data collection procedures to determine responses to the research study, MacMillan and Schumacher (2006). There are generally two main areas of preference used in educational research, namely the quantitative and qualitative research methods. The quantitative research method is characterised by aggregating data and mostly uses numerical data (Cohen, Manion and Morrison, 2000). On the other hand Macmillan and Schumacher (2001) indicate that the qualitative method is interactive and take place in a natural setting. This chapter provides a detailed account of the adoption of a qualitative research case study approach and qualitative sampling. Furthermore, this chapter concludes with the research methodology and tools that were used in this study.

3.2 Qualitative research approach

The study used the qualitative research design to conduct the project. Cohen et al (2000) stipulates that qualitative research comprises interpretative literature, an instance which involves expounding of meaning. Additionally, Macmillan and Schumacher (2006) indicate that this type of research describes people's individual and collective social actions, beliefs, thoughts and perceptions. The indication implies that qualitative research enables researchers to depict what directs people's actions, thoughts and feelings and is therefore relevant for this study.

Moreover, it is explained that it takes form in a natural setting and allows researchers to make sense and attach meaning to participants' behaviour, actions and processes (Macmillan and Schumacher, 2006). The approach is therefore applicable because the study investigates the manner in which teachers use LTSM to negotiate meaning during the learning and teaching process. Importantly, the practice occurs in a natural setting, thus the appropriateness.

MacMillan and Schumacher (2006) further explain that qualitative research can be used for exploratory, explanatory and emancipatory reasons. The exploratory purpose refers to the examination of interactions and experiences within the social setting. Whilst the explanatory purpose describes actions, attitudes, events and the relationships influencing decisions towards the behaviour or tendency. The emancipatory purpose is to create opportunities and the will to initiate social action (ibid).

Since the study describes and explains LTSM usage in the classroom, one can conclude this inquiry serves an exploratory and explanatory purpose. Furthermore, an understanding into teachers' decision to use or not use LTSM is unveiled.

3.3 Qualitative case study methodology

According to Yin (2003) a qualitative case study methodology is a form of qualitative research which affords researchers the opportunity to explore individuals or organizations, interventions, relationships, communities or programmes.

A case study design should be considered when:

- a) the focus of the study is to answer the "how" and "why" questions or
- b) the researcher envisages covering contextual conditions because they are relevant to the phenomenon under study, amongst other considerations (ibid). Given the intentions of this study, it is appropriate to consider it a qualitative case study. Reasons are because it aims to establish how teachers mediate LTSM during the learning and teaching experience and also investigates the reasons for such practices.

Additionally, Macmillan and Schumacher (2006) define a case study as an in-depth analysis of a single entity. This study focuses on four case studies within four schools/classrooms. I examine a single element in the educational practise of the teachers but, that is not the 'entity' that makes this a case study. Additionally, Cohen et al (2000) indicate that a case study researcher derives information from analysis of characteristics of an individual unit.

3.4 Qualitative sampling

Qualitative Studies reveal that knowledge from research studies is obtainable through small groups of the entire population under scrutiny (Cohen et al, 2000). The strategy whereby such groups are identified is referred to as sampling (ibid). Similarly, MacMillan and Schumacher (2006) indicate that qualitative research studies sample a few cases to be studied in detail to produce rich knowledge about the topic or issue. The authors further distinguish between three sampling methods, which are convenience, purposeful and quota methods.

Purposeful sampling seems appropriate due to high probability in attainment of needed information. Moreover, MacMillan and Schumacher (2006) explain that purposeful sampling is done to increase the utility of information from small samples. The explanation suggests that the efficacy and beneficial nature of those samples can lead to further research on the topic.

Since it is impossible to obtain information from the entire Grade 3 teacher population in the Gauteng Province, information is gained from four Grade 3 teachers in the quintile 2 township. Quintile 2 schools receive a large percentage of resource allocation from the GDE, under the alleged reason that they were previously under resourced. It is assumed that these schools are now well resourced and inquiry on LTSM usage is therefore necessary. The sampled size is informed by manageability and the four case studies allow for sufficient basis for comparison. Equally MacMillan and Schumacher (2006) stipulate that sample size depend on the purpose of the study, focus of the study, primary data collection strategy.

Importantly, a qualitative research study is weakened by the fact that generalizations cannot be made on single case studies. In view that the study focuses on four teachers from four township primary schools, one cannot conclude that the prevalent usage is common to other township schools in the district. Yet the analysis is necessary to understand the manner in which teachers use LTSM and therefore extend the findings of other studies.

3.5 Selection criteria

Davis (2006) distinguishes between an experienced teacher and a beginning teacher. The author draws attention to the different practices displayed by the two; the former tends to adapt a unit from the textbook to allow students' greater opportunities (ibid). The latter uses the unit to provide more structure (ibid). The claims suggest that the experienced teacher is more resourceful in terms of addressing the learners whereas a beginning teacher is more content focused as presented in the textbook. The study aims to measure whether the same findings will prevail in this case.

In consideration of the above claim, I selected two teachers that were trained prior to 1985. The other two teachers fall within the bracket of those who were trained post 2000. Given the series of curriculum improvements in SA, the teachers who were trained before 1985 have gone a full circle starting with a highly prescriptive use of LTSM, to designing LTSM, to using combination of self-made and several approved LTSM and back to the prescriptive LTSM use.

Literature has drawn attention to the issue of training teachers on LTSM use during educational reforms. Ironically, teachers did not receive proper training on mediation of learning materials. Since the study also selects teachers that were trained post 2000 it means that these teachers are only exposed to two forms of educational reforms, RNCS and CAPS. It therefore suggests that teachers trained post 2000 use materials differently from those who were trained before 1985. Their use of LTSM will also highlight the knowledge and skills acquired during their training on the usage of LTSM for classroom teaching.

All the selected teachers are not from the primary schools that are part of the Gauteng Province Literacy and Mathematics Strategy (GPLMS). The strategy is the initiative by the GDE to support underperforming primary schools by designing lessons and resources for educators to enhance teaching and learning. Exclusion from project schools allows for the research to be undertaken in conditions which have no unusual interferences thus, creating a situation that more closely resembles the norm.

3.6 Validity and reliability

Cohen et al (2000) cautions that it is impossible for research to be 100 per cent valid and therefore could be seen as a degree rather than an absolute state. It is therefore important to minimize threats through avoidance of bias and subjective interpretation of data at the same time guarantee reliability through stability (Ibid).

MacMillan and Schumacher (2006, p. 324) define validity as “the degree of congruence between the explanation of the phenomena and the realities of the world”. At the same time the authors argue that claims of validity rest on data collection and analysis techniques (MacMillan and Schumacher, 2006). The argument emphasizes the importance of data collection and analysis methods in reduction of inaccurate findings. Thus the participants in the study were selected according to teaching experience to facilitate comparative analysis.

Cohen et al (2000) indicate that reliability in qualitative research “can be regarded as a fit between what researcher’s record as data and what actually occurs in the natural setting being researched” (Cohen et al 2000, p.119). This reflects the crucial effects of interpretation in obtaining valid information, thus the intention to record data collection from interviews to enable accuracy and a reliable reference point.

In addition, Meadows and Morse (2001) recommend verification strategies which should be applied during the process of research to ensure reliability and validity. The authors also highlight that the strategies should be woven into every step of the inquiry to construct a solid product and allow the researcher to identify and correct errors before they subvert the analysis (ibid). They include methodological coherence, sampling adequacy, collecting and analysing data concurrently (Meadows and Morse, 2001).

Methodological coherence refers to congruence between the research questions and components of the method. Sampling sufficiency implies selection of participants who best have knowledge of the research topic. Meadows and Morse (2001) point out that collecting and analysing data concurrently form a mutual interaction between what is known and what one needs to know. The statement suggests that the instance enables the researcher to make truthful conclusions. This study exerted the recommendations to push for a reliable and valid report.

3.7 Data collection methods

Generally there are two types of observation, the participant and non-participant observation. Cohen et al (2000) argue that the participant observation enables the researcher to obtain data by engaging in the very activities set out to be observed, therefore acting as one of the participants. Non participant observation on the other hand, allows the researcher to stand aloof from activities being investigated. Observation is classified as a low inference descriptor and a strategy to enhance validity (MacMillan and Schumacher, 2006).

This study used the non-participant observation to observe the manner in which teachers use LSM to facilitate learning and teaching. Each teacher was observed thrice in an attempt to obtain an extensively clear representation of LTSM usage in a Grade 3 literacy class.

Observation processes were supplemented by photographs of the materials teachers had in their classrooms as well as close-ups of material used during a lesson. Moreover, Macmillan and Schumacher (2006) stipulate that photographs assist to document the non-verbal behaviour and communication, at the same time it aids validity and credibility of the study. Pictures of learners' class tasks were taken whilst they were engaging and enacting with LTSM, this provided proof of usage. This type of data gathering also enhanced the interview process and created opportunities for insightful questions.

Cohen et al (2000) define an interview as a direct verbal interaction between persons, where the interviewer initiated the communication with an aim to obtain specific information. Additionally, the authors describe the method as effective in that it does not neglect visual and non-verbal aspects of the participant (ibid). The addition implies that facial expressions and other body language can serve as cue to meaning. Again the method enables the researcher to probe for opinions, feelings and view and at the same time encourages discussion of interpretations.

This study used semi structured interview. Themes around the aim of the investigation were prepared prior to guide the interview process. This method promoted easy access to rectify confusion by asking for clarification. Participants were interviewed on the purpose and use of LTSM in the classroom.

As well as the reasons for selection and criteria used to select textbooks responses were recorded to provide accurate data. The use of a recorder was pertinent because it is a form of mechanically recorded data, as a strategy to enhance validity (MacMillan and Schumacher, 2006).

To supplement the above data collection techniques, an inventory form was used for data collection. The inventory list was completed by each participant to gather information on the type of LTSM in their possession, knowledge as to whether the available LTSM are sufficient or not, as well as the condition these were in because that could influence usage.

3.8 Data analysis

MacMillan and Schumacher (2006) explain qualitative analysis as a systematic process of coding, categorizing and interpreting data to provide explanations of a single phenomenon of interest. The first method of collecting data involved lesson observations and these were done over a period of a week. The observation checklist was completed during the lesson highlighting when and how LTSM were used. As a researcher I also noted practices that needed clarification and these were rectified during the interviews. Immediately after each participant's last observation, the inventory list was completed to gather information on the type of LTSM in the possession of the particular class teacher. The last data collection method involved an interview with the participant on background information, issues around LTSM and notes from lesson observations.

The analysis process continued throughout the data collection stage. The idea was prompted by the fact that all activities were logged for the day and data recorded on each day were categorised according to relationships and patterns identified. This process is referred to as inductive analysis. Inductive analysis is explained as the process of synthesizing, making meaning of the collected data and the movement from specific data to general categories and patterns. Information was categorised according to topics and dates.

Importantly, the coding and categorizing of the data was compared and contrasted for the emergence of themes. The similarities were used as a description to sum up the collected information. The process allowed for the framing of collected data.

3.9 Ethical Issues

This study ensured that ethical issues were adhered to. Before data was collected I ensured that permission was granted by the GDE to conduct the study. Permission was also received from the district director responsible for the schools selected for the study, the principals of the schools to be used as research sites and the participants selected.

Importantly all participants were informed of their subjects' rights, risks and benefits, confidentiality and the data gathered. In terms of rights, the participants were not forced to partake in the study and would have been allowed to withdraw at any time in the process. They were also informed that they would not receive any payment or incentive for participation. As a researcher I ensured that the identity is kept completely confidential by use of pseudonyms for the schools and participants. As participants they also viewed the completed study.

Lastly, the participants needed to grant permission for the use of the suggested data collection instruments. With regards to photographs it was clearly indicated that photos taken will conceal the faces of either participants or learners. It was pictures of the chalkboard, any form of storage in the classroom and hands of learners as and when they handled the LTSM.

The two subsequent chapters deal with the results of my data collection process. The first focuses on the actual resources that are available in the schools and the decisions around those resources. The second chapter focuses on how teachers use those resources in their classrooms.

CHAPTER 4

FINDINGS – Book Collection

4.1 Introduction

So far I have explored the importance of LTSM as important tools for mediation of learning. The research questions aim to discover whether schools have LTSM, what materials are used and how are they used in the classrooms. In the previous chapters I have observed the literature and explored debates around the use of LTSM in schools.

In this chapter I will provide a description of the presentation of the research data. The chapter focuses primarily on the resource allocation given to schools by determining what was allocated to schools. At the same time, it examines the decisions and how those decisions are made with regards to textbook collection. The decisions determine what LTSM is to be purchased for the school. It also intends to establish what kind of book collections are observed and recorded in the inventory sheets in terms of availability.

Lastly, I will make a comparison between the sampled schools with an aim of identifying conditions that promote availability and that prevent attainment of resources. The evidence was gathered through use of multiple research methods which include document inspection, interviews and observations. The analysis of the gathered data reveals variation between schools in terms of textbook collection, selection and actual resources available.

4.2 Background

4.2.1 Profile of Schools

The sampled schools are public township schools located in the areas of Zola and Emndeni in Soweto. They are all stock brick schools built around the late 1960s. According to the National Norms and Standards for School Funding (2006) public spending on schools is targeted towards the needs of the poorest. Thus schools are ranked and sorted from the poorest (quintile 1) to the least poor (quintile 5). All the sampled schools are ranked as quintile two schools in terms of the poverty index rating and are no fees paying schools.

The poverty index rating enables the DoE to establish how to subsidise the schools. It therefore implies that these schools rely on the DoE to ensure that they are well resourced.

Table 1 below provides a summary profile of the participating schools.

Schools	School A	School B	School C	School D
Area	Emndeni	Zola	Zola	Emndeni
Quintile	2	2	2	2
Fee Status	No fee paying school	No fee paying school	No fee paying school	No fee paying school
Grades in the School	Grades R - 4	Grades R - 4	Grades R - 4	Grades R - 4
Learner Enrolment	1225 Learners	370 Learners	514 Learners	745 Learners
Class Size	45:1	45:1	40:1	38-40:1
Senior Management Team (SMT)	-Principal -2 Dept. princs. -4 Heads of dept.	-Principal -2 Dept. princs.	-Principal -1 Dpt. Princ. -2Heads of dept.	- Principal -2 Dept. princs. -2 Heads of dept
No of post Level 1 educators	23	5	8	12

Table 1: Summary of profile of schools

Out of the four schools, school A seems to be the largest with a massive learner enrolment. All the thirty one classes are in use. School D is the next in terms of learner enrolment and it seems to be growing. The reason for the claim is simply because the school initially had fifteen brick and mortar classrooms and the DoE has added four mobile classrooms because of the increased admissions. All the classes are in use. The same cannot be said for schools B and C. School B have fifteen classrooms just like school D but, only nine are in use. With regards to school C there are twenty classrooms and thirteen are in use. Schools' B and C statistics reveal that the two schools are struggling with learner numbers. Despite the differences in learner enrolment the four schools are basically similar. They are public township schools; quintile 2; non fee; grade R-4 schools with an average of 40 to 45 learners per class.

4.2.2 Profile of Participants

The teachers that participated in the study are in their mid-careers and have trained through the department to attain their necessary teachers' qualifications. Some have gone through some upgrading by obtaining advanced diplomas, leadership and managerial certificates and computer literacy studies. Two have taught both in the Foundation Phase (FP) and Intermediate Phase (IP) whereas the other two have only the FP experience. Out of the four teachers who agreed to participate in the study, there were considerable variations and they were quite different in some respects.

The most experienced of the teachers is from School D, Miss Dipuo. She is the Deputy Principal in her school. She has been teaching for thirty four years as a FP educator after having trained in the Soweto College of Education (SCE) in the late 1980s. She started teaching with a Standard 5 certificate which is equivalent to a grade 7 level of schooling. She further completed her Junior Certificate the current Grade 10 level of education and matriculated whilst teaching. She then obtained her Junior Primary Teachers Diploma (JPTD) through part time education.

Miss Dipuo is well spoken and well respected in her school and is a very active member in her community. She indicated that she is the chairperson of the Sacred Heart Committee in her church and takes her responsibility as a teacher seriously.

The other enthusiastic participant is from school A, Miss Akhona. Teacher Akhona holds a JPTD from Sebokeng College of Education. She is one of the last graduates to obtain her qualification from a college before the closure of all teacher training colleges in 1997. She has been teaching for the past twelve years but, started as a sales consultant at one of the largest clothing stores due to the lack of teaching vacancies. She also explained that working at a clothing store was due to pressure from home as she was expected to assist with taking care of her siblings.

Akhona is very involved in the school's sub committees; she is a member of the School Based Support Team, sports and the assistant coordinator of the school assessment team. She even assists the home-work supervising team as part of the education school support programme initiated by the DoE.

She perceives her job not only as teaching but as quality assuring for the whole of the FP. Her commitment is fascinating and encouraging since she is a post level one educator.

The most remarkable of all the educators is the woman from school B, mam Boitumelo who has been teaching for the last twenty one years. She was somewhat reluctant to participate in the study. Initially, I requested her colleague, who also teaches in grade three, to assist me with the investigation but she reported sick on our first appointment where I was to explain the purpose of the study; inform her of her rights and distribute the necessary documentation. Boitumelo then had to step in, thus she decided to participate. I also emphasized her anonymity status so as to ease the tension.

Teacher Boitumelo started teaching with a matric qualification. She also furthered her studies at SCE and from there she obtained her JPTD. Yet in her interview she had highlighted that despite the JPTD qualification she has been teaching in the IP till recently when she moved to the grade 3 classes.

Boitumelo is a head of department in her school and the coordinator of the School Learning and Teaching Support Materials Committee (SLTSMC). The home languages in her class are both isiZulu and isiXhosa languages. Out of the forty six learners in the class only six are isiXhosa speakers. She has indicated her passion for the isiXhosa language as a reason for accommodating the isiXhosa learners.

The last is the male from school C, referred to as Mr Cebisa. Based on the demographics of the school he had been required to teach a FP class. Although he indicated to be happy, clearly he was not comfortable and certainly not trained to teach Language and Mathematics to younger learners. He holds a Senior Primary Teachers Diploma (SPTD) and has specialized in Geography, isiZulu, Afrikaans and English. He has been teaching for the past eighteen years.

4.3 Allocation of LTSM

4.3.1 Policy Description

According to the Government gazette no. 29179 of August 2006 on Norms and Standards for Funding, the government is committed to fulfil the Constitutional obligation of providing education through the school allocation which is intended to finance key inputs in the education process. Examples of such inputs include textbooks, stationery, cleaning materials and services (ibid).

Since the 50% LTSM split from the RTT allocation is ring-fenced; it means that the money can only be used for LTSM (GDE, 2012). Usually the LTSM allocation is further channelled into textbooks; library resources; learner and office stationery. For the purpose of the study focus is on the 2011 LTSM budget split. The GDE procurement memo dated 6 June 2011 on LTSM requisitioning splits the LTSM allocation into 20% for stationery and 80% for the foundation phase textbooks. The reason behind the split is to ensure that schools procure sufficient CAPS materials for foundation phase. Specifically, since they are the first to implement the CAPS curriculum in 2012.

The bulk of the FP LTSM is already procured from 2011 budget. The 2012 budget prioritized the IP since it was to implement CAPS in 2013. In addition to the above procurement cycle, schools also procured additional materials for the FP from the top-ups taken from the 2012/13 budget. The above suggests that the schools ought to have sufficient textbooks.

4.3.2 Allocation per School

In contemporary SA the quintile two schools or the so called “no fee” schools, the law requires that the Provincial Department of Education provide a minimum amount of funding. As indicated in the previous section, these funds are for key objectives in education and are ring-fenced as stipulated in the Norms and Standards for School Funding (2006). This has ensued because over the last few years there was concern that schools were not setting aside sufficient funding for resources, specifically for LTSM. At the same time a specific amount has been allocated which changes annually and keeps up with inflation. For example, the allocation has increased from R855 in 2010 to R905 in 2011 and for 2012 it was R960 (GDE, 2012/13).

Since the main procurement for FP occurred in 2011, this study focused on the 2011/12 financial year for the resourcing of the phase in question. I therefore examined the certificates of the particular financial year from the sampled schools. The certificates given to schools, on the final resource allocation show that each learner has R905 allocated for the 2012 academic year. Yet the amount that is reflected on the certificate excludes the Grade R learners because those have their own budget. It therefore implies that the total number of learners reflected on the certificate is for the grade one to grade four learners. To establish the final resource allocation per school, the R905 is multiplied by the total number of learners enrolled as per schools tenth day statistics. Tables 2 and 3 below reflect how the policy is translated to schools.

Table 2: 2011 resource allocations per school

SCHOOLS	Per capita allocation	No of Learners	Total allocation	Day to day allowance
A	R905	1077	R974 685	R35 000
B		302	R273 310	R27 331
C		422	R381 910	R35 000
D		633	R572 865	R35 000

Source: Final Resource Allocation Certificates for 2011/12 (All sampled schools)

Table 3: 2011 textbook allocations per learner

SCHOOLS	No of FP Learners	Approx. no of learners per class	50% LTSM Allocation	80% FP Textbooks	Textbook allocation per learner
A	840	40	R469 843	R375 874	R447.50
B	246	49	R122 990	R98 392	R400.00
C	329	47	R173 455	R138 764	R421.70
D	468	39	R268 933	R215 146	R459.70

Source: Final Resource Allocation Certificates for 2011/12 (All sampled schools)

All the sampled schools received their allocation as per 2011/12 Final Resource Allocation. The following calculations assisted in the determination of how much was allocated per learner: - $R905 \times \text{the number of learners} = \text{total allocation}$

- Total allocation – day to day allowance
- 50% of the difference from above = LTSM
- 80% of the LTSM = FP textbooks
- The no. of learners $\div$ the no. of classrooms (grade 1-4)

(The total number of classrooms is already established in the school profile and FP classes).

- The no. of learners per class $\times$ FP classrooms = no. of learners in the phase
- The textbook amount is $\div$ FP learners = Textbook Allocation per FP learner

4.3.3 Comparison and Analysis

A comparison between sampled schools draws attention to similarities on the fee status and grades offered. The schools are all no fee paying schools and offer grades 1 to 4 classes with the inclusion of grade R. According to the budget certificates given to schools on the final resource allocation for 2011/12 each learner received R905 for the 2011 academic year.

Table 1 illustrates the disparities that occur as a result of learner enrolment, the higher the enrolment figures the higher the allocation. For example, all the sampled schools received their budget allocation but, it differed according to learner intake. Again, the learner enrolment determines what is apportioned for the daily allowance. The reason is that for schools with an enrolment of less than 350 learners, 10% from the budget allocation is used for the daily allowance. On the contrary schools with more than 350 learners receive R35 000 for daily allowance. This amount is subtracted from the total resource allocation before it is channelled to the other key inputs in education. The subtraction then results in disparities since it is not calculated per learner. For instance schools A; C and D have R35 000 as the daily allowance yet they received different allocations based on learner enrolment. School B is the only school that uses 10% from the total allocation as daily allowance because the enrolled learners are below 350.

Table 2 reveals disproportions in terms of FP learners; LTSM allocations; class size and textbook allocation per learner. Clearly from the table 2, one can deduce that the smaller the class sizes the more the allocation per learner. On the contrary the larger the class size the less the amount per learner. However, the disparities on learner allocation are not such that other learners are disadvantaged, it is just a practical matter.

In addition to the RTT budget, schools have received special grants to procure FP literacy packs. They also received the Department of Basic Education (DBE) workbooks for free. More importantly the FP received these workbooks in all the subjects which include the Home Language (HL); First Additional Language (FAL); Mathematics (Maths) and Life Skills (LS). Given that the schools have received the textbook budget and additional grant as well as the DBE workbooks it follows that schools have sufficient textbooks, rather the 1:1:1 ratio as per LTSM policy is attainable.

4.4 Textbook Selection

4.4.1 Selection Process

All the participants indicated that their selection process is informed by materials gathered from exhibitions. Additionally, they all meet, within their respective schools, as grades to decide on materials suitable for the school. However, the selection process is a challenge according to the majority of the educators.

Akhona highlighted that during the selection process they focus on content, grammar and activities. In terms of content, she explained that the content coverage should be in line with the prescribed learning content and in the correct language. Also, the grammar should be at the level of the learners and appropriate for the grade. With regard to activities, the teachers emphasize relevant and explicit tasks. They look for activities that correlate with content to be learned.

The grade selection is followed by a phase meeting where different grades compared their selection so as to reach consensus on a single textbook. Akhona confirmed that “we want continuity; the knowledge to be learned in the present grade builds on what was learned in the previous one”.

She further explained that “the selection process is a challenge since educators display conflicting preferences. As no agreement could be reached, the SMT was asked to intervene” (Akhona, school A). SMT refers to the School Management Team.

Similarly Boitumelo highlighted that “the selection of LTSM is not an easy task because teachers usually display different preferences”. “Usually when that occurs, the matter is referred to the SLTSMC for finalisation. The SLTSMC would then meet with SMT to decide on the selection. In this instance the cost of LTSM per publisher is then considered” proclaimed Boitumelo, school B. This suggests that the selection is determined by the reasonableness of its price. The materials with the lowest price are selected. Expensive LTSM is then added to supplement the main choice.

Interestingly Cebisa, school C participant explained that:

Materials from exhibitions are given to the grade heads. They in turn convene meetings in their respective grades. In these meetings all the grade teachers are expected to decide on the materials to be used for that particular grade. The recurrent challenge is that the grade teachers usually do not conclude on a single textbook.

Consequently, the school ended up with four different choices of publishers. The decision was then to procure sixty sets per selected publisher. Remarkably, the school procured only LBs from the other three publishers and only a full set (LB and WB) from the fourth publisher. Teachers’ guides for all the sets were not procured for each teacher. This meant that twenty copies from each set were distributed to all classes in a grade. Importantly, learners are usually instructed not to write on the books. Copies of activities are to be made from various textbooks and the learners use workbooks supplied by the DoE and also paste photocopied sheets into their exercise books.

Lastly, Dipuo also raised content and activities as key in their selection process. She highlighted that “a balanced textbook clearly articulates the learning content which is aligned to activities” (Dipuo, school D). Importantly this school uses a single textbook approach; there are only Platinum textbooks in the classroom for all the subjects and grades.

Mam Dipuo also explained that deciding to work with a single textbook is a challenge. She further explained that:

Disagreements are not only experienced during grade meetings, they also occur in phase meetings. The reason is as a result of different preferences displayed by educators as well as grades. At times the SMT intervenes and decides on the educators' behalf. (Dipuo, school D)

As a school they encourage continuity and a single textbook approach is therefore necessary for the school. They ensure that continuity is attained, clarified the teacher.

Table 4 gives a summary of textbook selection; the commonalities as well as the differences. The differences are expressed in the criteria adopted by the schools for textbook selection.

Table 4: Textbook selection summary

	School A	School B	School C	School D
Selection of LTSM	-Exhibitions -Samples -Grade -Comparison based on >content >grammar >activities	-Exhibitions -Samples -Grade -Comparison based on >price >quality >progression of activities.	-Exhibitions -Samples -Grade & Phase -Comparison based on >content >correlation (TG, LB & WB)	-Exhibitions -Samples -Grade -Comparison based on >content >activities

4.5 Teacher documents

Since the research data is collected from grade 3 classes, this section of the study scrutinizes the textbooks available in those particular classes. Each school is therefore discussed in great detail.

4.5.1 School A

Akhona holds two types of LTSM for all the subjects. From the grade three inventory list the school has procured the following:

- a) HL
 - 50 isiZulu soqobo learner books (LB); workbooks (WB) and a teacher's guide (TG)
 - 50 isiZulu Sethu LB and a TG
 - Masihambisane readers (30 level 1; 20 level 2 & 15 level 3)
- b) FAL
 - 50 My Clever WB and a TG
 - 50 Oxford LB with readers and a TG
- c) Maths
 - 50 Top Class LB and WB with a TG
 - 50 Viva Maths LB
- d) LS
 - 50 Top Class LB
 - 50 Oxford LB and WB with a TG

The textbooks available in this school can be used independently by all the learners in the classroom during the teaching process. Also available in the teacher's cupboard are the DBE workbooks for all subjects which accommodate all learners.

4.5.2 School B

Boitumelo could not give me an inventory list since she did not complete one. However, upon inspection of her cupboard there were only isiZulu readers. These included 40 Masihambisane level 1 & 2 readers, meaning 20 each as well as 40 isiZulu graded readers by Macmillan. The availability of only isiZulu books is paradoxical since the teacher also teaches isiXhosa in this class. This implies that the isiXhosa learners do not have reading materials. The only resources that are sufficient for all learners are the DBE WBs for the subjects.

With regards to unavailability of the textbooks, Boitumelo explained that the other LTSM were not delivered and the Principal had cancelled those orders. The reason for the cancellation of the orders is that the supplier had indicated that some of the required materials were out of print. Yet, the funds for that particular procurement cycle are unaccounted for.

In addition, there are samples from various publishers. These are the ones received during the exhibitions; they include MacMillan; Maskew Miller Longman; Shuter and Shooter; Oxford and Via Afirika packs. The teacher indicated that copies are made from these resources to create learning tasks and activities.

4.5.3 School C

Mr Cebisa did not provide the LTSM stock register as proof that he has received books. He further indicated that the grade has agreed to procure textbooks from different publishers and use them to complement the lessons. Inspection in the teacher's cupboard revealed that the school uses different LTSM for instruction. They include:-

- a) HL
 - 20 isiZulu Sethu (LB & WB)
 - 20 isiZulu Sanamuhla (LB)
 - 20 isiZulu Soqobo (LB)
 - 10 Masihambisane readers

- b) FAL
 - 50 English for All (LB & WB)
- c) Maths
 - 20 Viva Mathematics (LB & WB)
 - 20 Top Class (LB)
 - 20 Platinum (LB)
- d) LS
 - 20 Top Class (LB &WB)
 - 20 Spot on (LB)

The study guides do not form part of the package procured by the school. Clearly the school possesses insufficient LTSM for the learning and teaching purpose. The quantities available do not suffice for all the learners in the classroom. The teacher indicated that they make copies of activities from the WB to use during instruction. Lastly the teacher had DBE workbooks for all the subjects which are sufficient for all learners.

4.5.4 School D

The stock register reveals that there are sufficient LTSM for all learners in the classroom and there is a single textbook across the grades. Dipuo provided a class inventory list and not a school one as school A did.

- a) HL
 - 50 Platinum Le Re Tlhabetse(LB; WB & a TG)
 - 25 per level Phitlhelelo ya Puiso Kwalo (levels 1-2)
- b) FAL
 - 50 Platinum FAL with a reader (LB and a TG)
- c) Maths
 - 50 Platinum Dipalo (LB and a TG)
- d) LS
 - 50 Platinum Dikgono Tsa Botshelo (LB and a TG)

In addition, to the procurement made by the school, there are DBE workbooks for all FP subjects which are sufficient for all the learners.

4.6 Summary

The four cases under discussion have exposed variations in terms of actual acquisition. From the case presented only two have sufficient and adequate resources. Yet the CAPS FP learning materials' budget is meant for only four subjects: - HL, FAL, LS and Maths. Even if the budget is split across the stipulated subjects, it is possible for schools to procure sufficient resources for learners.

The examination of the inventory lists and physical verification show that schools A and D have a full complement. They have TGs, WBs and LBs that are sufficient for all the learners. Furthermore, these schools have included readers in the packages they have selected. School B can be classified as a school with insufficient LTSM since the collection comprises of only readers. School C on the other hand has procured learning resources, they are however insufficient for learners. They collected a few sample copies from different suppliers but for the same subject making their collection inadequate for teaching.

Perusal of the DBE CAPS catalogue for approved materials shows that textbooks are affordable and therefore possible to procure for all the learners. For instance, if a school purchases the Platinum series for all the FP subjects like school D, it will spend approximately R365, 60 for each learner. The calculations exclude WBs because they are freely supplied by the DBE. The table below provides calculations per subject.

Table 5: Platinum series pack prices

Subject	Book type	Cost
Home Language	Learner book	R65.90
	Reader	R39.00
First Additional Language	Learner book	R58.90
	Reader	Free
Mathematics	Learner book	R51.90
Life Skills	Learner book	R47.90
TOTAL		R 263.60

Source 2011/12 DBE catalogue

The table reveals that schools can have sufficient textbooks as well as other learning resources such as charts, word cards or any resources that can aid learning and teaching. Moreover, an additional allocation was made available for language materials. Since the schools receive the DBE WBs for all the FP subjects they can opt to only procure the LB for all the subjects and readers for HL and FAL without excluding the TGs. Clearly it is possible for schools to be well resourced and unjustifiable to have schools with limited or no resources.

This chapter has primarily focused on the school allocation; selection; as well as actual collection of LTSM in schools. It has at the same time revealed that there is a likelihood of mismanagement of LTSM funds or resources at school level. However, mismanagement of resources can be ruled out since the two schools with insufficient resources never indicated to be well resourced at any given stage.

CHAPTER 5

FINDINGS – The manner in which materials are used

5.1 Introduction

So far in the study it has been established that despite the state's investment in education particularly provisioning of LTSM, some schools remain without sufficient or adequate learning resources. This is as a result of the highlighted internal boundaries that exist in some schools.

This chapter presents the second level of the research findings by providing a detailed description of the manner in which teachers use LTSM to facilitate teaching. It mainly relies on the observation data collection method in gathering evidence from classroom activities. Part of the information is also derived from interviews.

In providing evidence on the use of materials I will make available a narrative view of the twelve grade three HL lessons observed. Grade three is a relevant choice since it is the exit point from the FP into the IP. It is again necessary to establish how learning materials are used to prepare learners for the next phase. Significantly, in the IP there will not only be additional textbooks but, also the increase in subjects and more content coverage. Some level of maturity and independence is expected for learners to cope during this advanced phase.

An overview of a three part lesson is also provided in the form of Vertical and Horizontal descriptions. The concepts are newly designed by my supervisor to express different practices that can be classified under the two descriptions respectively. Vertical description refers to the manner in which learning materials are used within the lesson. The category focuses on how the teacher introduces key activities in the lesson. Horizontal description refers to systematic day to day lessons from the same learning material. Focus is on whether the teacher uses a single textbook or various materials during instruction or across lessons. The aim is to understand instances that necessitate prevalent practices.

Additionally, it provides a summary of the actual materials used in the classrooms as well as the frequency. Especially, since it is noted that schools display variations in terms of LTSM usage in the classroom. Lastly a brief analysis of the three types of practices found to be prominent in schools is explored.

5.2 How LTSM is used in three part lessons

Twelve grade three HL lessons were observed to gather the evidence on how learning resources are used in schools. Three lessons were observed from each school. All the lessons lasted for an hour and thirty minutes as suggested in the CAPS HL documents (DoE 2011).

5.2.1 School A

Class: Grade 3
Teacher: Miss Akhona
Learners: 44
Subject: Home language
Medium: isiZulu

Lesson 1

The learners had Platinum LBs as well as exercise books already placed on their tables. Miss Akhona wrote the date on the chalkboard. She started the lesson with asking learners about their weekend activities and experiences. One learner from each group had the opportunity to tell his or her own story to rest of the class. The learners were then instructed to recite the days of the week. This was followed by the chorusing of months of the year.

The teacher then wrote the following consonant blend on the chalkboard, 'qh'. She sounded it and then asked learners to sound it. She then asked learners to give her examples of blending words which she wrote on the chalkboard, some are: "qhuma; qhaqhulula; iqhalaqhala; iqhude". These were read whilst the teacher pointed at them. The teacher pasted word cards on the chalkboard; learners had to identify and read words with the 'qh' blend. They each came to the chalkboard read their choice of word and encircled it. After all correct words were identified; the entire class read the words aloud whilst the teacher pointed at them.

Subsequent to the phonic activity learners were requested to open their Platinum LBs. They analysed and discussed the pictures displayed on that story. The teacher read the story titled “Ezomqulo” to the learners and moved around different groups whilst reading. This was followed by the second reading of the story, this time it was read by the teacher together with learners.

During this exercise some of the learners were quiet; others just mimed the words while others were genuinely reading. Subsequent to whole class reading, the learners then read in their groups. Other groups had to listen whilst one group read to them. Each time a group read, the teacher stood next to them to ensure that all members were engaged in the reading activity. The learners had to point at the actual words as they read them.

The learners who struggled with reading were instructed to stand in the front of the class. After all the groups have read, the learners who stood in front read together to the rest of the class. During this time the teacher stood at the back of the classroom. At the completion of the reading exercise a few learners were asked to explain the story and indicate what they have learned from it.

At this point learners were instructed to open their exercise books, and to write their names and date. The first activity included answering questions from the story and the second one was the creation of sentences with the ‘qh’ blend. The teacher distributed grade one readers to groups one and two whilst they were still writing. She then moved around the tables correcting whatever portion of work that was completed. The class was orderly and actively absorbed in their work. She then requested group one and two learners to stand around her table. They each read a passage from the reader to her. Once finished they returned to their tables to complete their work. At the end of the lesson books were packed on the teacher’s table and learners lined up in the front of the class for toilet routine.

Lesson 2

For the listening and speaking activity the teacher requested the learners to recite the letters of the alphabet and the days of the week. The learners also reported the previous day's news and only a few learners were given a chance to report. After the activity the teacher wrote the following consonant blends 'zw' and 'nz' on the chalkboard. She then requested the learners to write five sentences with the sounds in their books.

The teacher then distributed the photocopied sheets to the rest of the class. The sheets contained a poem written by the teacher. The title of the poem was "Inzondo" translated as *hatred* in English. She read the poem to the learners, and requested the class to read after her. The learners repeated the reading of the poem by themselves. The copies of the poem were pasted in the learners' homework books and they were requested to learn the poem at home.

The learners were then directed to their Platinum LBs where they read a story. Different groups read the story to the class but when it was the turn of groups one and two to read, the teacher requested the learners to close their books. She sat with these groups at the reading corner and gave them grade 1 readers, from which a story of "zamide" was read. Each child read to the teacher and was assisted where necessary. During this stage the other learners were busy completing the written activity from their LBs. Learners who were unable to complete the day's tasks were asked to complete the activities as homework at home.

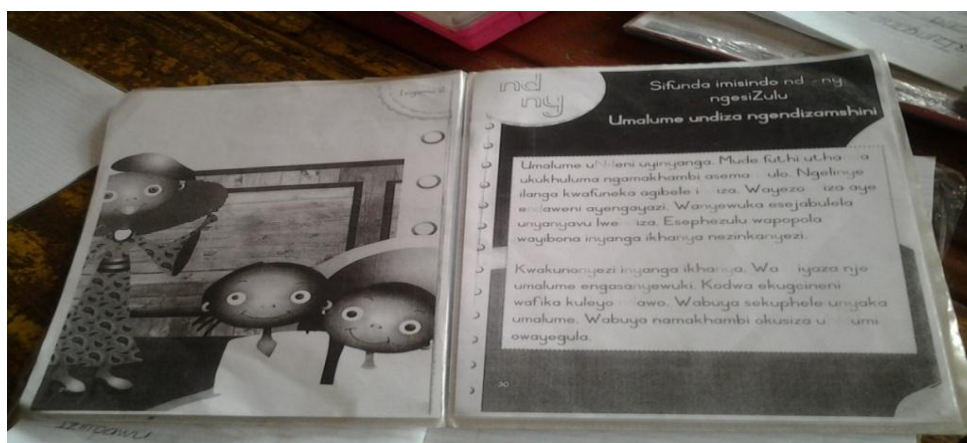
For this lesson the teacher relied on the Platinum learner books, grade one readers and her own construction wherefrom a poem was taught to the learners. Just like the previous lesson the first sections of the lesson were not taken from the learner books. This time the teacher even added a poem which she personally compiled. The written tasks were also a combination of her construction and learner book ones.

Lesson 3

Five learners were asked to distribute photocopied sheets to the class. The learners were asked to report on the previous day's news and weather and this served as the listening and speaking phase of the lesson. The teacher wrote the blend "Ny" on the chalkboard, she asked the learners to sound it. The learners gave examples of words with the aforementioned phonic sound and they were written on the chalkboard. She then requested the learners to read the examples and listen to the common sound.

The next phase involved reading from the copies distributed earlier in the lesson, this occurred in the thirteenth minute of the instruction. The learners read the story on "Umalume undiza ngendizamishini" the story is shown in picture 1 below.

P-1 (School A: lesson 3 activities)



The teacher asked the whole class to read with her. This was followed by the class reading aloud on their own. She moved around the tables while the learners were reading. She encouraged the learners to pause after every sentence they read, which further highlighted the significance of the full stop. She asked two learners from each group to read the story. The learners answered the questions to the story orally. This stage of the lesson lasted for forty five minutes.

The teacher wrote the following exclamation marks on the chalkboard: - . , ? . She explained to the learners the meaning of the punctuation marks and the instances when they are used. Whilst the learners were writing the date into their books the teacher wrote five sentences on the chalkboard. These sentences were extracted from the story that was read earlier. The learners were instructed to complete two tasks. The first was to underline words with “ny” blend in their copies. The second was to copy the sentences from the chalkboard and fill in the punctuation marks.

This lesson was purely the teacher’s construction where she did not follow the learner book but perused the teacher guide. Evidence thereof is reflected in that punctuation was suggested as lesson for the day. The phonics were however different from what the book prescribed.

5.2.1.1 Overview

At the end of each teacher’s lesson observation I have an overview which serves as summary and confirmation of the observation. This is done in vertical and horizontal descriptions. The vertical description explains how the lesson components follow and build from one another to enhance understanding of concepts. The horizontal description explains how each lesson follows from the previous one. It also explains as to whether the teacher follows textbooks systematically or not.

Vertical Description

Miss Akhona’s lessons had basically the same structure which began with oral reciting of either days of the week or letters of the alphabet or news reports. These oral activities were not from any book but the teacher’s own construction. She however followed the instruction of discussing the picture before the reading activity. I can therefore add that Miss Akhona used a combination of her own design and the learner book for the listening and speaking activity. The condition also applies to the last lesson wherein photocopied sheets were used.

The phonics activity was not taken from the same LB but, the selected consonant blends emphasized key words from the reading texts. Her designed phonic activity was also completed as a written task in all her activities. In all the lessons she used her examples to teach the phonic sounds. For the reading activities she followed the LB and the photocopied sheets depending on the type of resource she used for the day. In most instances she provided additional reading especially to the struggling learners. In some instances she constructed her own resources like the poem that was read in the second lesson. She even exposed learners to different reading methods like group reading, pair and even independent reading.

A combination of the teacher's own creation and LB prescriptions is also evident in her written activities. She has however ensured that all the suggested written activities from the LB were completed by learners. This is evident in all the lessons that were taken from the Platinum LB. When Miss Akhona added and even constructed own her activities, they were logical and there was a correlation between and across activities in the lessons. One can therefore conclude that she followed the Platinum LB's layout of activities to some extent. It can be concluded that the teacher's use of other materials reinforced the learning content.

Horizontal Description

Perusal on the TG and the learner exercises have proved that Miss Akhona is following the daily planned lessons but some lessons are not from the Platinum series. I have at the same time enquired about lessons such as the third lesson wherein the Platinum materials were not used for instruction. To this the teacher explained that she sometimes uses isiZulu Sethu where the learning content seems difficult for the learners.

The presented lessons were somewhat aligned to the Platinum structure of activities even though some were skipped, but related activities from the other materials were completed. Some of the skipped activities were presented to learners as homework, these activities were considered simple and easy to complete without the assistance from the teacher. With regards to the use, Akhona explained that "the reason for the use of other or photocopied material was that those sections from other sets were uncomplicated and not confusing".

It therefore suggests that other resources are used to supplement the core which is the Platinum series. In some instances she relied on other resources for introduction of the required content and later allowed learners to complete the difficult ones as homework.

5.2.2 School B

Class: Grade 3
Teacher: Miss Boitumelo
Learners: 46 (40 isiZulu + 6 isiXhosa)
Subject: Home language
Medium: isiZulu & isiXhosa

Lesson 1

At the beginning of the lesson the DBE WBs were distributed during the first five minutes of the lessons by three learners. The six isiXhosa learners also received their isiXhosa DBE WBs. All the learners were instructed to open their books on page forty. Both the isiXhosa and isiZulu WBs have similar stories and activities on the aforementioned page. The learners were then instructed to look at the pictures and to describe what they saw. This served as the listening and speaking part of the lesson.

After a brief analysis of the pictures the isiXhosa learners were instructed to open their exercise books and write five sentences on what they once lost and how they felt about losing it. The focus then shifted to the isiZulu group of learners and the teacher read the story to them. She read the text slowly and paused for a while after each sentence. She then asked the entire class to read the text, learners were told to point at the words as they read. The whole class read the story twice while the teacher was moving around the class ensuring that the learners were reading. Immediately after the isiZulu learners were done with the reading activity, they completed questions in the WB based about the read text.

Forty minutes into the lesson the teacher's focus then shifted to the isiXhosa learners. The teacher first read the story to this group and then allowed them to participate in group reading. Whilst the isiXhosa group was reading, the teacher left the group to check on the isiZulu learners. She moved amongst the groups correcting whatever portion of work was complete. She moved back to the isiXhosa learners and this time she listened to the group reading. The learners were also instructed to complete activities on the next page.

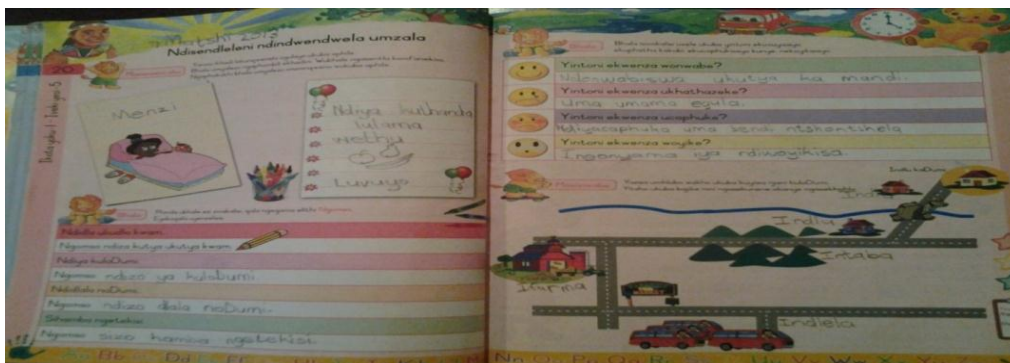
At half past eleven all the learners were instructed to close their books since the lesson was over. This was done irrespective of whether the learners had completed the activities or not. The majority of the isiZulu learners had completed their work and were given homework to write on what they once lost and how they felt about losing that particular item. They were asked to write five sentences on the topic. The isiXhosa learners were told to complete the activities at home as homework.

Lesson 2

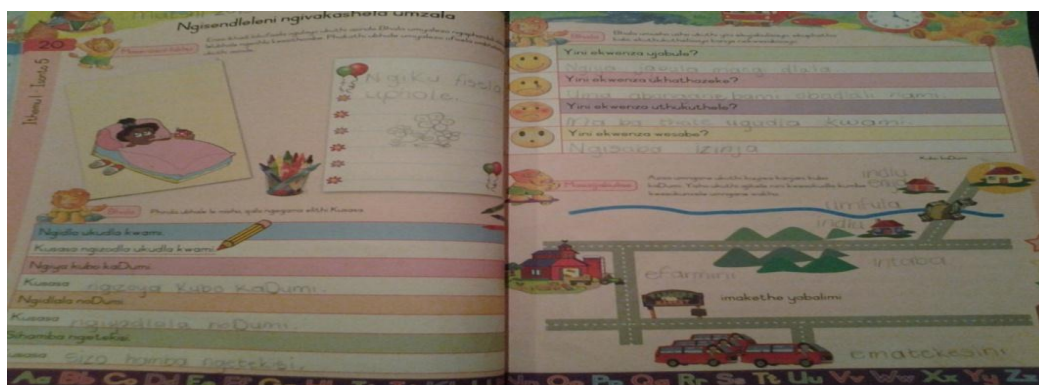
The lesson began with a recap of the previous day's lesson. The teacher asked the learners about yesterday's reading, they spent the first fifteen minutes of the lesson discussing the message from the reading. This was required of the two language groups. Whilst the learners were responding on the previous day's lesson the teacher distributed DBE WBs. After the distribution of the WBs she listened for a while to the learners' responses. Immediately after the discussion the teacher asked both groups to open their WBs on page forty two. She then instructed the isiXhosa learners to design a get well card for a sick friend as per the first activity of lesson twenty (see picture 2 beneath - IsiXhosa).

Focus then shifted to the isiZulu learners where the teacher explained the various tenses. She explained the present, past and future tenses. The learners also gave examples of each in sentences. This was followed by a written exercise from the DBE workbooks. The activity facilitated the correct usage of future tense in a sentence. The learners were supposed to start each sentence with "Kusasa" meaning *tomorrow*. In addition, the teacher instructed the group to also complete the first activity of designing a card (see picture 3 below – IsiZulu).

P-2 (School B isiXhosa activities)



P-3 (School B isiZulu activities)



While the isiZulu learners completed their activities the teacher went back to the isiXhosa group to mark the given activity. She only marked one isiXhosa book then explained the tenses to this group as well. This group also had to write sentences starting with “Ngomso” an isiXhosa word for *tomorrow*. The teacher gave the learners ten minutes to complete the activity. She moved around the tables checking and marking the learners’ work.

Half way through the lesson the teacher instructed the learners to close their books. She discussed different emotions with the learners. The learners explained various ways in which different emotions can be triggered. They later completed an activity on emotions in the WBs. The last fifteen minutes of the lesson was dedicated to the completion of the written tasks.

Lesson 3

Miss Boitumelo addressed the two language groups collectively in this lesson. She defined the terms ‘noun’ and ‘verb’ to the learners. She indicated to the learners that a noun is a term that is used to name words and a verb as a doing word. These terms were explained in isiZulu, she further explained that the terms are similarly expressed and written in both languages. She additionally informed the learners that there are two types of nouns, the things that can be touched and those that cannot be touched. The former includes examples of people, animals and objects. The latter was said to be examples of feelings like love and anger.

The teacher then asked the learners to give her examples of both nouns and verbs. She then drew a table on the chalkboard wherein the headings “igama” and “isenzo” were written, and underneath wrote isiZulu and isiXhosa. As the learners called out the examples she filled in the table but they had to confirm as to whether the word is in IsiZulu or IsiXhosa. If the given example was in IsiZulu the Xhosa learners were requested to provide the very example in IsiXhosa. The opposite would occur for examples stated in IsiXhosa. The table below reflects the activity performed by teacher and her learners, inside the brackets I provided the examples in English.

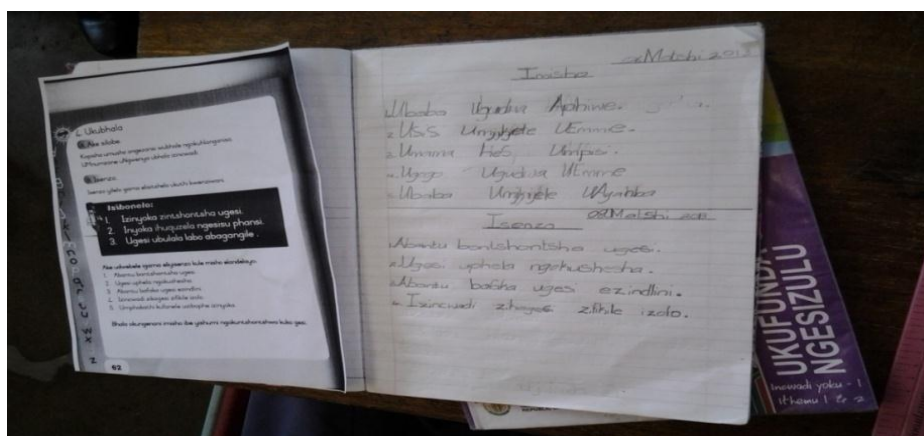
Igama		Isenzo	
IsiZulu	IsiXhosa	IsiZulu	IsiXhosa
umama	umama (mother)	bhala	bhala (write)
ubaba	utata (father)	siza	nceda (assist)
isikole	isikolo (school)	gijima	baleka (run)
umuntu	umntu (person)	bukela	bukela (watch)
ibhola	ibhola (ball)	cosha	qhola (pick up)

Table 6 (School B: lesson 3 activities)

The learners were asked to stand behind their chairs. They first read the words aloud and then acted out the verbs.

Subsequent to the actions three learners were asked to distribute the IsiZulu worksheets and the Xhosa learners were instructed to collect theirs from the teacher’s table. The activities on the sheets tested the knowledge of verbs. From the worksheets the learners were supposed to complete two activities, the first required them to underline verbs and the second was to write five sentences and then underline the verbs. The learners first underlined the verbs on the worksheets and then they wrote the required sentences in their exercise books and lastly they pasted the sheets onto the exercise books. By the time the period ended the majority of the learners had completed the given activities. Picture 4 below displays the activities that were performed.

P-4 (School B lesson 3 activities)



5.2.2.1 Overview

Vertical Description

In reality, there is a disjuncture between the teacher's actual practice and what is proposed by the workbook. Some aspects of the lessons were accurately executed but some were not. For instance in the first lesson the workbook required learners to practice sounds 'ndl', 'ngw', 'bh', 'bu', and 'th' for the Zulu learners and 'ndl', 'ngw', 'bh' and 'd' for the isiXhosa learners. Yet this section was missed during facilitation. Significantly it is possible to meet the requirement of the curriculum without following the DBE WB, but Miss Boitumelo is doing neither.

Equally in the second lesson, some sections of the lesson were omitted. She did not follow WB and therefore used her own discretion in what she thought was adequate and/or appropriate. For example, according to the DBE WB the learners were expected to conclude the lesson with using the provided pictures to tell a story to a partner. The teacher only asked the learners to label the pictures.

I can therefore conclude that Miss Boitumelo uses DBE WBs selectively and she has no specific resource pack that she follows for proper guidance. The other contributing factor can be the teaching of two language groups in the same lesson. She is probably overwhelmed by the situation in her class and therefore unable to complete all suggested activities in the DBE WB because of time constraints. For that reason she selected specific activities that she would be able to teach to all the learners before the end of the lesson.

Horizontal Description

Miss Boitumelo uses both DBE WBs and photocopies for instruction. These are the only resources that can accommodate all learners during the learning and teaching experience. For the first two lessons she relied on the former and even added her own created tasks. The latter resources were used in the third lesson only.

She seemed not to follow the DBE WB lessons systematically. The reason for the claim is based on the fact that out of the thirty two lessons allotted to term one, she only completed twenty lessons. If she was systematic she would have completed all the lessons since the observations were conducted on the first week of March and approximately only thirty five school days had been exhausted. The insight therefore proves that Miss Boitumelo interchangeably uses the DBE WBs and photocopies. She does not follow any systematic guidance.

In all the observed lessons the readers were never used to enhance learning. Moreover, the teacher had too few copies of the readers in her cupboard to use for the whole class. She thus used photocopies and DBE WBs to enhance the insufficient LTSM.

5.2.3 School C

Class:	Grade 3
Teacher:	Mr Cebisa
Learners:	34
Subject:	Home language
Medium:	isiZulu

Lesson 1

All the learning materials that were to be used were placed in front of the learners. These included the learners' DBE WBs and exercise books. The learners were requested to take their WBs and open page twenty two. The teacher read the text on the aforementioned page to the learners, and then explained the difficult words from the story. Subsequently, the learners were requested to read the text; it was read twice by the entire class. Picture 5 below reflects the text that was read in the lesson.

P-5 (school C: lesson 1 activities)



The learners were then required to open the exercise books and to write the date, their names and surnames. They were instructed to write five sentences based on the text read. Before the learners could write in their exercise books the teacher highlighted the use of capital letters. He explained where capital letters are used and the reason thereof. Whilst the learners were writing their own sentences the teacher issued out photocopies. From the copies the learners were expected to complete the activity by filling in capital letters where necessary. The rest of the lesson was spent on written activities.

Lesson 2

The learners were asked to stand behind their chairs and were asked to report on weekend activities. Only a few learners were given an opportunity to report to the entire class. The teacher distributed the WBs while the learners were reporting.

Immediately after the listening and speaking activity the teacher asked the learners to open their DBE WBs. He asked the learners to read the title of the story. The teacher read the story twice to the learners.

He then asked questions about the story but, those were not from the WB. It was an oral activity; afterwards the learners were directed to their exercise books where they answered the questions. The activity entailed answering five questions about the story; I have included the questions below. The questions are listed in both isiZulu and English.

- Nifunde ngezaphi ilwane? - The story is about which animals?
- Isho gabhanzi ngalezilwane. - Describe the animals mentioned in the story.
- Kungani esinye isilwane besihleka? - Why was one of the animals laughing?
- Isilwane sise kanjane esinye? - How did one of the animals help the other?
- Ufundeni ngalezilwane? -What have you learned from the story?

The teacher wrote the consonant blend 'ndl' on the chalkboard. The learners gave the teacher the examples of blending words. These were written on the chalkboard in a word format. The learners created sentences using the words. As the second written activity the learners were told to select five words from the list on the chalkboard and create their own sentences. Immediately after the formulation of the sentences the teacher wiped the 'ndl' examples from the board. The teacher moved around the tables correcting the learner's tasks. At fifteen minutes to ten the learners queued for the toilet and that was the end of the period.

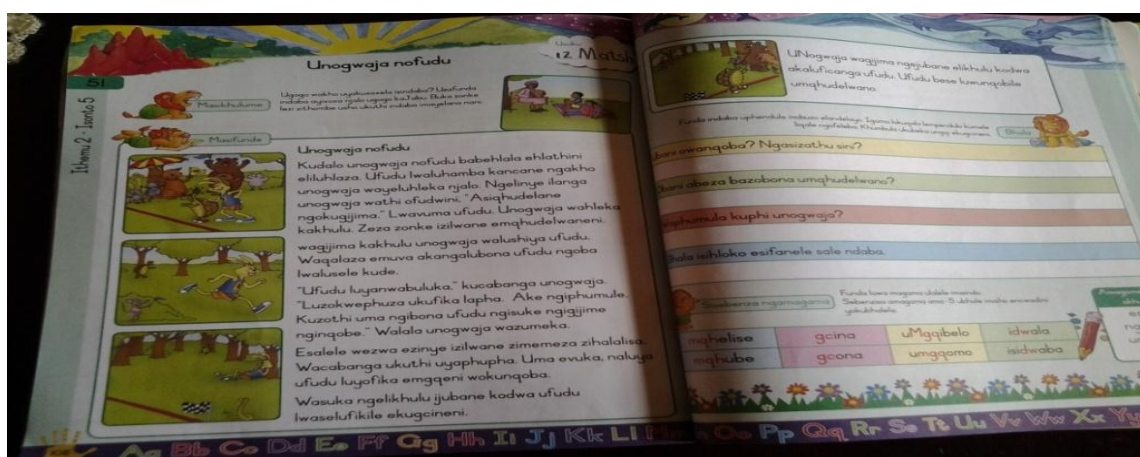
Lesson 3

The learners reported on what happened in the news the previous night. Focus shifted from news reports to lesson learned from the previous lesson's story. The learners were asked to explain the moral lesson of yesterday's story. The learners gave their opinions and the teacher accepted all answers as correct. The phonics phase entailed a repeat of the previous days blend 'ndl'. The learners gave the teacher their examples and these the teacher wrote on the chalkboard.

This was followed by the reading activity. The learners were told to open their DBE WBs and asked to read the story (see picture 6 below). The learners struggled to read the story but they managed to complete the reading exercise. The teacher explained the story to them and asked them to stand up from their chairs. He stated that the learners are unable to read because they were seated.

They read the story again and still struggled with reading it. The third time he read the story with the learners. The learners were then asked to complete the activities in the workbook.

P-6 (school C: lesson 3 activities)



5.2.3.1 Overview

Vertical Description

The sequencing of activities was incoherent, haphazard and followed no logical sequence. The teacher rushed through activities without proper explanation of the learning content. In some instances he even interrupted the flow of the lesson by introducing a new concept, like in the first lesson where the use of capital letters was explained whilst learners were engaged in a writing activity.

In all the lessons presented by Mr Cebisa he did not follow the structure of the lessons as presented in the DBE WBs. He selected some activities and ignored others. For example, he omitted the prepared phonic activities from the DBE WB and created his own. These did not even form part of the blends that appeared in the stories from the lessons.

Again he did not use the pictures provided to introduce the extract or to use them in the listening and speaking activity. He just ignored the pictures and rushed to the reading process. This process was not effectively executed because in all the lessons he read and allowed whole class reading instead of a variety of reading methods.

Horizontal Description

The DBE WBs are the core resources for the learning and teaching process, with the inclusion of photocopies in some instances. This does not in the least suggest that Mr Cebisa uses them systematically. For example the first lesson was extracted from term one yet the last lessons were extracted from the second term work. This was observed as I walked around the learners' tables, I could see that some lessons were skipped and not completed. The good thing about the DBE WB is that it details the term, as well as day on which the lesson is to be conducted and the number of the lesson. According to the DBE WB, the second and third observed lessons were supposed to be the seventeenth and nineteenth lessons in the second term. Clearly this teacher does not know how to use the WB and does not use it as intended.

5.2.4 School D

Class: Grade 3
Teacher: Miss Dipuo
Learners: 42
Subject: Home language
Medium: Setswana

Lesson 1

The lesson started with a discussion on birthdays. The learners described to the teacher and the rest class their most memorable birthday celebration. Since the majority of the learners indicated not to have had parties for their celebrations, the teacher emphasised that the celebration might not be a party but, a day spent with one's family.

Then the teacher introduced the following consonant blends to the learners, she wrote them on the chalkboard. They were: - 'ts'; 'tsh'; 'tshw'; 'tl'; 'tlh' and 'tlhw'. The learners gave examples of words with the aforementioned blends. For instance one learner said "tlhatsa" and the other "tlhotsa", the teacher further segmented the words into its syllables like in "tlha+tsa and tlho+tsa". After ten examples were written on the chalkboard, the teacher asked the learners to divide the words into syllables like her examples. This they completed in their exercise books.

The teacher then asked four learners to distribute the platinum LBs to the rest of the class. They were requested to open their platinum LBs and the teacher first read the story to the learners before she allowed them to read.

The learners read the story in their respective groups and were able to read except for group one and two. She sat with the mentioned groups on the mat and allowed them to read in pairs. She corrected those that struggled and asked them to read the text more than once. The other groups that sat at their tables were requested to single out words with the learned phonic sounds from the story. These they had to write into their exercise books.

After the teacher read the story with groups one and two she asked the learners to complete the questions from the story. The activity took learners the latter part of the lesson to complete.

Lesson 2

Miss Dipuo used a weather chart to introduce her lesson. The learners were asked to look outside through the windows and describe the weather conditions. Once that was established, one learner was asked to place the label describing the condition on the right picture in the weather chart.

The focus then shifted to the word cards on the chalkboard; these included the following homonyms, inside the brackets I have given both meanings of the words.

- tlhola (always and to wish bad luck)
- nna (myself and to sit down)
- noka (river or sit down)
- tlala (hunger or to fill something)
- bona (them or to see)
- tshela (alive and to jump over)

The teacher requested learners to attempt to read the words. She selected one at a time to read and those she picked read the words successfully. Furthermore, they created sentences where the different meanings were highlighted.

The teacher then instructed the learners to open their DBE WBs from which the teacher read the story (see picture 7 below). She read the story sentence by sentence whilst allowing the learners to read after each sentence. This was followed by the learners reading independently without the teacher's guidance. Immediately after the learners read the story, they were split into two groups. The first group sat on the carpet with their learner books and the second group completed activities from their WBs. The activities were first explained to the learners before she could attend to the other group.

The group on the carpet read the story with the teacher. Sections from the story were allocated to different learners. They each read their portions and those that struggled were helped by other learners. Each learner was given an opportunity to read his or her portion before they could exchange with the learners that proceeded with the writing activity.

Lesson 3

“Ka malatsi a phomolo ke ne ke kula mme a nkisa ko doctor” which is translated “*I was taken to the doctor during holidays because I was sick.*” The teacher simply said “children what is doctor in Setswana?” The very learner gave the correct word.

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Following the phonics activity was a passage which the teacher read to the learners twice. One learner from each group read the story to the entire class. The groups read for the second time, in this instance one learner read two sentences then the next continued from where the other left off, and the next learner followed till the story was completed. The activity was performed by all the group members and the teacher assisted those who struggled. Learners then completed the questions from the passage into their exercise books.

5.2.4.1 Overview

Vertical Description

Miss Dipuo's lesson presentations basically followed the same structure. She started with the reviewing of listening and speaking using the learners' experiences or atmospheric conditions. She also made use of pictures provided in the learner books for the listening and speaking experience as suggested.

Even the consonant blends that were provided in the LB suggested that she allowed the learners to read and listen or note the blends. The teacher further requested learners to provide their own examples. They were in line with the required knowledge content.

Importantly, for the reading experience Miss Dipuo exposed the learners to various reading methods. These included whole class, group, pair and independent reading. In some instances the learners read silently particularly those who completed their written tasks whilst she was still busy assisting the struggling learners. Notably, this teacher tried to ensure that the learning content is understood by all the learners hence the use of various methods of learning and teaching.

Horizontal Description

The educator used the Platinum LBs, readers and DBE WBs to enhance the learning and teaching experience. Since the school displays a single textbook approach the teacher used the DBE WB to supplement her teaching. Also the photocopies were used to a minimum because she indicated that she does not want to deviate from the teacher guide she follows.

Miss Dipuo followed the Platinum series methodically and similarly complements it with DBE WBs or photocopies. Upon perusal of LB's, it was evident that the majority of the activities were completed in their Platinum LBs with a few copies in the exercise books. The activities that were completed at that point tallies with what is expected. Importantly in all the lessons learners had their own resources.

5.3 Actual Materials Used

Lesson presentations have revealed variations in terms of materials used across the lessons. This is as a result of what resources are available in the school and in some instances reasons were because of teacher preferences. Table 5 below displays the summary of actual materials used in each lesson observations.

Table 7 (Summary of materials used per lesson)

School	Lesson No.	Learner books	DBE workbook	Readers	Photocopies	Teacher's construction	Other
A	1	√		√			√
	2	√		√		√	√
	3				√		√
B	1		√				
	2		√				
	3				√		√
C	1		√		√		
	2		√				√
	3		√				√
D	1	√			√		
	2		√	√			√
	3	√					
	TOTAL	4	6	3	4	1	7

The above table shows frequency of materials in terms of usage where the symbol '√' indicates usage. Teacher's construction represents activities created by the educator and then photocopied for learners. Others refer to created tasks and activities or exercises written on the chalkboard by educators, with the inclusion of charts and word cards.

The other, in these instance chalkboard activities seems to be the most frequently used across the lessons, followed by DBE WBs. Yet the teacher constructed activities and readers are the least used. Again the LBs and the photocopies are averagely used across the lessons.

The extensive use of chalkboard activities might highlight the norm already adopted by teachers. It can also be a form of explanation which enables understanding and maybe even a means to accommodate or expose learners to a variety of activities. The other reasons might either be to modify or simplify tasks; moreover three participants have indicated that the textbooks do not cater for the struggling learners.

However, the pattern depicted in the table reveals that schools B and C use the DBE WBs in the majority of the lessons taught. Actually school C used them in all of the three observed lessons. The frequent use of DBE WBs by the two schools might emanate from the fact that there are insufficient LBs to be used by all learners. Moreover, the only time learners are able to work independently is when they use WBs or when copies are made. These schools then necessarily use the DBE WBs daily because of the insufficiency LTSM.

The same cannot be said for schools A and D. These schools mainly use the LBs for facilitation. With regards to the use of DBE LBs at school D on lesson two, Miss Dipuo explained that the lesson was supposed to be a reading lesson. This was according to the teacher guide, seeing that the DBE WB had similar reading with other activities she opted to use the latter. The reader was read independently by learners and even took them for homework. Similarly, Miss Akhona opted to use photocopied sheets for the third lesson and gave learners a passage for reading from the readers for homework. The above suggest that school A and D uses the WBs and other resources as supplementary.

Furthermore, it is remarkable for school A and D to be the only schools to use readers during the facilitation process. In addition, Miss Akhona is the only participant with her own piece of created material and in that lesson she had used for different resources. These include LBs, readers, own construction and other materials; in this instance it is the teachers' sentences on the chalkboard.

It can therefore be concluded that the variation of resources for instruction is as a result of teacher preference and/or insufficient resources. The reason for the above claim emanates from explored incidents wherein schools A and D have sufficient resources but, still opt for other materials. Insufficient learning materials channel teachers to use specific resources even though they limit the learners' development. The example of the above case is found in school C which uses the DBE WBs as the main collection. Using WBs without LBs is limiting since the former only contain activities and the latter include information on learning content. This is the limitation schools place on learners by restricting them to the exposure of complete LTSM resources for instruction purposes. Complete LTSM resources imply access to a LB, WB and a reader. It follows that the availability or access to resources can impact positively on the learning and teaching process without the exclusion of the teacher as key in effective mediation of these resources.

5.4 Patterns as a Result of Teaching Experience

All the educators that participated in the study are in possession of proper qualifications, some have degrees and others have further diplomas. It can therefore be assumed that learners ought to receive quality teaching since their educators are qualified. However, observation shows the contrary.

On the one hand two participants have started teaching during the old curriculum period which is prior 1994. This Curriculum is usually referred to as the traditional educational system wherein educators were supplied with green files and scheme books. Czerniewicz et al (2000) attest in the indication that the educators received a scheme of work with pre-packed prepared lesson plans. Additionally, schools used single textbooks provided by the DoE (Ibid).

On the other hand is the set of educators that practiced teaching only after the transformation of the old system of education. Curriculum transformation is distinguished by the introduction of C2005 in the year 1995. On the contrary the latter Curriculum is said not to prescribe content but teachers are expected to generate content of their own (DoE, 2000). Educators were expected to design their resources and did not rely on a single textbook for instruction.

By comparison the two participants from the old traditional system of education displayed contradicting practices with regards to the use of textbooks in the classroom. Also the other two participants from the reformed education system demonstrated similar practices as their predecessors. For instance, from both periods there exists an example of either a good educator that engages with the textbooks to ensure effective learning. At the same time bad practices are also explored whereby the educators rush through the materials without interacting with the learning content.

The scenario contradicts the assumption made by Davis (2006) that the experienced teacher uses learning materials effective than the inexperienced one. In addition, SA's curricula change did not also influence LTSM use. Remarkably the study reflects the participants' teaching experience as influential towards classroom practice, a point explored below.

The educators that displayed weak mediation of LTSM share certain aspects of their teaching experience. For instance they have an experience of teaching in both the FP and IP whereas those that display good practice have only taught in the FP. From the above, one can infer that these teachers' inefficient practices could be as a result of their teaching experience that is not focused on a specific age group only. It is thus important to emphasize the role of attitude and tendencies that impact either negatively or positively during curriculum delivery. The emphasis is in line with Fuller and Snyder's (1991) indication that the tendency towards textbook use is influenced by the teacher's attitudes and values. Similarly, Collopy (2003) explains that use can differ due to the context in which teachers work, their beliefs and knowledge interests, values and expectations.

5.5 Summary

I have observed variations in terms of how teachers use materials during the teaching and learning experience. These variations are in some instances due to insufficient LTSM, or teacher's teaching and/or teacher's personal traits. Importantly, lack of resources and/or lack of coherent and logical teaching would affect understanding.

Miss Dipuo, a participant from school D followed the systematic model of LTSM use. Her lesson presentations followed the Platinum style and structure of the lesson. This is despite the additions that she made because she did not deviate from the structure. Her additions can be seen as complementary to the method of facilitating learning content to learners.

Miss Akhona from school A uses a combination of materials but, is heavily reliant on the Platinum series. The teacher's initiative is commended by Moulton (1997) in her suggestion that learners are better served by teachers who go beyond textbooks to augment on limitations that might exist in the textbook. Moreover, studies reveal that textbooks do not specify how to vary content for different students and to make them suitable for the context in which they are used (Moulton, 1997 and Richards, 2001).

Mr. Cebisa from school C depicts a haphazard model in all the lesson presentations. As explained earlier, he rushed through activities without explicit explanation. In the many instances he selected sections from the textbook disregarding other sections.

In contrast, Miss Boitumelo uses DBE workbooks and photocopies for instruction. It was earlier exposed in her collection that her school does not have sufficient resources. Clearly her use of a combination of approaches to use LTSM is a necessity, unlike Miss Akhona who seems to be using a combination approach for complementary purposes.

The variations can also lead to some schools falling behind and being unable to complete the curriculum whilst others are in a good position to complete it. I therefore suggest that the use of LTSM, particularly TGs to guide teachers in terms of pacing the learning content – something that is essential for completion of curriculum. That still does not prove that consistent and coherent use of the LTSM package would necessarily lead to better performance. Effective teacher and learner engagement with the curriculum through LTSM will do this.

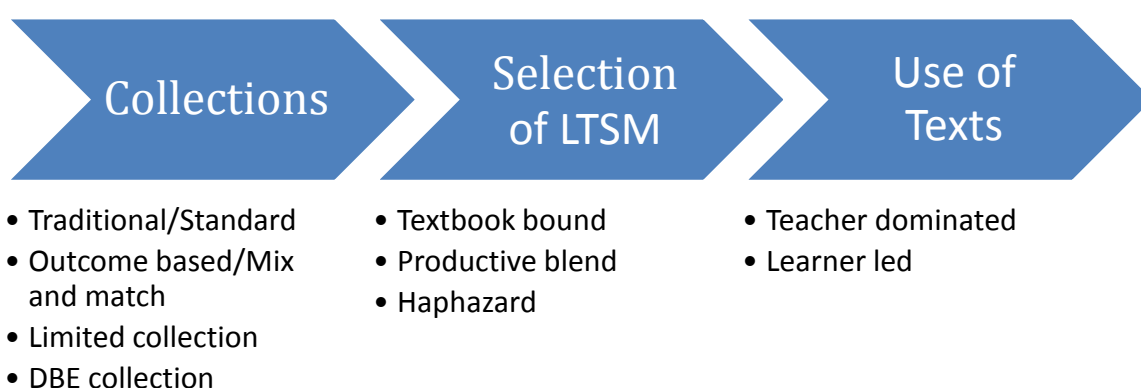
CHAPTER 6

ANALYSIS and INTERPRETATION

6.1 Introduction

This section of the study explores three key areas that influence successful usage of LTSM in the classroom, i.e. collections available in the sampled schools, selection of learning materials and the use of texts. It explains the reasoning behind the collections discovered in the sampled schools as well as the practice that has emerged as a result of having sufficient or insufficient LTSM. The discussion on the selection of learning materials and use of texts is informed by the literature reviewed on LTSM and the influence of curriculum change in SA over the years post-apartheid. Again, a detailed analysis of the types of learning materials selection exposed in the study is explored as well as how these materials are used for the betterment of the lesson. The diagram below provides the summary of key areas that influence successful usage of LTSM in the classroom.

Diagram 1: Key areas that influence successful usage of LTSM



6.2 Collections

Textbooks and other resources are usually an integral part of teaching in schools. The literature provides evidence of the significant role of textbooks as “primarily vehicles for delivering content knowledge, for determining in large measure what goes on in a class and for assessing what students do and do not learn”, (Mohammad and Kumari 2007). 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.

Collopy (2003) indicates that:

Curriculum materials are an integral part of teacher's daily work and are intimately connected to the enactment of instruction. They are well suited to offer on-going support for the pedagogy and subject matter content through an entire school year.

Richards and Farrell (2011) add that without good resources, a program may have no central core and learners may not receive a syllabus that has been systematically developed. The above statement highlights the importance of learning materials in ensuring that learners acquire knowledge and skills required for development and progression. Textbooks serve an instrumental role in assisting teachers and learners to achieve desired curriculum results; hence it is important to ensure that they are available in schools.

The introduction of Outcomes Based Education (OBE) in the late 1990s saw a shift from single textbook usage to the use of various materials including teacher developed resources. Stoffels (2005) indicates that the introduction of OBE which is linked to C2005 was intended to give teachers greater autonomy and decision making authority to design their learning materials. Since probably the 1990s the publishers have moved from the traditional textbooks to what we now call the package collections. There is no longer the stand alone textbook with a teacher's guide but, there is now a collection made up of a teacher guide; learner book; learner workbook; reader and posters that form a single pack in the FP level.

This study then draws attention to recent collections prominent in schools. Interrogation of the teacher documents, as well as interviews with the teachers has revealed that there are three types of collections. They are the traditional/standard collection; the outcomes based/mix and match collection and the limited collection.

6.2.1 The traditional/standard collection

This is one of the trends highlighted by Stoffels (2005) in his study on use of LTSM in SA during curriculum change. In his study the author noted that some teachers still rely on traditional textbook rather than exercising the given option of constructing own LTSM (Stoffels, 2005). Given that the use of traditional textbooks was meant to be phased out during the introduction of OBE, the standard collection is seen to have replaced it. The standard collection refers to a package which consists of a LB, WB and a TG.

The traditional/standard collection is usually a selection and use of LTSM by the same publisher in a specific grade for a particular subject. For language subjects, readers also form part of the package. It therefore suggests that the one title selected by the school would be the only source of reference or resource for teaching. As a result, teachers have to ensure that learners have their own copies in order to facilitate the teaching and learning process.

It is possible for the school to select the same publisher across the grades and subjects and even phases. For such schools each learner has his or her own pack to work from. School D from the study displays an example of where a standard type of collection is used. This school has a complete set of Platinum series for all the subjects across the grades. The series is published by Maskew Miller and Longman, these are the only materials procured by the school for all the learners. Miss Dipuo a teacher from the school indicated that: -

“Apart from the full collection we have, each teacher has a copy of learner workbooks from two other publishers to make copies from should the need arise. But, these are given as extra work to those that finished early whilst one is busy with other groups”.

The indication suggests that the ‘other’ learning materials are only used after the activities from the Platinum series have been exhausted. The selection of texts will provide proof for the assumption. Miss Dipuo also alluded to the fact that there are challenges with regards to deciding on which learning materials to use as a school but, with the help of the management team they succeeded in reaching a consensus.

This school demonstrates a strong leadership which supports the teachers in ensuring that appropriate LTSM is available. Particularly, because the SMT is hands-on in ensuring that the school attains learning materials for all learners. Additionally, Kruger (2003) and Bush, Bell and Middlewood (2010) attest that good principal-ship guarantees availability of quality and appropriate LTSM. The above arguments emphasize the important role of the SMT in attaining sufficient and appropriate LTSM for all the learners.

6.2.2 The outcomes based/mix and match collection

This collection is basically the second trend which Stoffels (2005) refers to and it is a different approach to standard collections. In this collection teachers combine self-made and commercially produced materials. It can be an instance whereby schools use a learner book from a particular publisher in conjunction with workbooks from several publishers. In some cases it refers to the use of learner books from several publishers within a lesson, in this instance learners are provided with photocopies for the completion of tasks and activities. It therefore suggests that teachers with such collections do not have a specific collection that they follow for the teaching process.

This type of collection is acquired as a result of the following:-

- These materials are personally selected by teachers based on their own preferences. Some materials are developed by teachers themselves. Upon selection, the materials are procured for teachers and learners to use in the classroom.
- The acquisition of the mix and match collection in some cases was not so much a conscious pedagogical decision. However, the absence of a consensus among the teachers in the selection of titles in a particular grade during the requisitioning period. This non-consensus results in the mix and match collection being acquired only to moderately satisfy all parties concerned, not necessarily addressing all the teachers' choices of materials for classroom teaching.
- The mix and match collection can also be as a result of the insufficient funds allocated for the procurement of the required materials. The funds may not cover the total number of learners enrolled at the school in a particular grade.

This often leads to teachers procuring different sets which will only be used by the teacher or be used for group work as they are not sufficient for individual use by learners.

In most cases where schools have mix and match collections, the materials are not sufficient to be distributed per learner, hence the use of photocopies. In some instances learners share the materials. Yet, school A in the study had a mix and match collection that is sufficient for all learners. Miss Akhona from the school had two types of learner books for home language that were sufficient for all the learners in her collection. These learner books had teacher guides but only one set had workbooks to make up a full set.

The collection from this school also demonstrates that a consensus had been reached because earlier in the interview Miss Akhona explained that “the SMT was asked to intervene because teachers displayed different preferences”. Again this school shows a connected management team that is able to support its teachers and learners.

Schools B and C are also examples of schools with a mix and match collection but, the learning materials are not sufficient for all the learners in the classroom. For that reason they also fall under the third category of limited collection. They are discussed below.

6.2.3 The limited collection

There is the third type of collection revealed by this study. This collection is closely linked to the mix and match collection however an extra component is that schools with this type of collection have very few materials that are even impossible to share amongst the learners. The majority of schools with limited collection mainly use photocopies during instruction. This type of collection is a result of the following:

- Insufficient funds allocated for the procurement of the required materials. The funds may not cover the total number of learners enrolled at the school in a particular grade.
- The limited collection can also be a result of extremely poor retrieval processes by the schools. Such schools do not retrieve learning materials from learners at the end of the year to ensure retention for future use. They usually do not have systems in place to replace lost and damaged textbooks.

School B and C are examples of schools with limited collections. For these schools the status is not as a result of insufficient funds but it is due to lack of management leadership and/or curriculum leadership. The reason for the claim is solely because chapter 4 of this study has unveiled that schools have received sufficient allocation for LTSM. Despite the sufficient allocation they have limited learning materials.

On the other hand documents examined from School B confirm the issue of insufficient LTSM for its learners. The only materials that were available were the DBE workbooks and isiZulu readers but, the latter were also not sufficient for the isiZulu learners in the class. The isiXhosa learners had only DBE workbooks as learning resources.

Teacher Boitumelo from the school confirmed in the interview that “the books were ordered for their grade but the principal cancelled the order after the supplier informed the school that the books were out of print.” The irony is that nothing was done by the SGB, HOD and even the teachers to ensure that the books were purchased. The major concern is that the school did not use the RTT allocation for the 2011/12 financial year. This allocation was meant for the procurement of the foundation phase resources. One can assume that the budget was not used for the rightful purpose since the school did not have LTSM for the phase in question.

School C, on the other hand had bits and pieces of collections from different publishers and these were insufficient for the learners in the class. The teacher highlighted that “since they (the teachers) were unable to reach a consensus the SMT decided to buy a few copies from the teachers’ choices for each of them”. The teacher’s claim reflects a weak curriculum leadership because their decision is based on satisfying all the teachers and therefore compromising attainment of sufficient resources for learners. Especially since enough funds were available for procurement of learning materials, each teacher was expected to make copies for each learner if they were to complete a task from the textbook.

Their decision contradicts the DoE’s aim of providing learning materials that can be used by each learner during the learning and teaching process. Moreover, the core reason for funding schools is to ensure that learners have sufficient resources, looking at the large allocation for LTSM (2011, Resource allocations).

Schools like schools B and C lack systems to ensure effective management. Hence they possess inadequate resources that impact negatively on the teaching and learning process. According to Barber and Phillips (2000) these type of schools experience low pressure and low support thus they are stagnant: -low pressure in that, sanctions has never been implemented for schools without LTSM; -low support in this instance refers to the lack managers’ intervention with regards to decision making processes.

Slavin (2005) describes these type of schools as “sand schools” and are therefore considered ineffective. The description draws attention to the importance of good leadership in guaranteeing efficiency. For this type of school to succeed, there should be a fusion of high pressure and high support to see improved results (Barber and Phillips, 2000). Given that the SGB has devolved powers to procure LTSM for the learners, they can hold the principal accountable for unavailability of resources.

The prevalent state of affairs depicted by the two schools reveals that these schools have limited learning resources neither because of insufficient funds nor poor retrieval process but, it is the result of lack of coherent leadership in the school. For example, the principal of school B failed to use other service providers in ensuring that the school had sufficient LTSM. Moreover, according to SA (1998) the SGB has devolved powers to procure LTSM on behalf of the school. However, curriculum leadership has to exist so as to provide guidance and assistance to the SGB. In addition, the DoE LTSM draft policy (undated) indicates that principals and SGB’s have to provide resources that teachers need to carry out their teaching experience. The status can then be described as the third hindrance towards sufficient collection of LTSM.

The other important factor is the role of the district in ensuring that schools have sufficient and appropriate resources. Moreover, a guide for district officials highlights that “stakeholders cannot act autonomously but need to be guided by the district in terms of well-articulated roles and responsibilities”, (DoE 2013, page 13). Hence schools are given GDE circulars on procurement however, the district officials have to monitor and support LTSM processes to ensure success.

6.2.4 DBE Collections

All the schools received sufficient DBE workbooks from the DoE for all the foundation phase subjects. The subjects are HL, FAL, Maths and LS and these materials were for all four of the school terms. This however does not suggest that schools should not procure sufficient LTSM for learners. The DBE strategy could be a measure to remediate poor teaching through WB provision.

Since schools A and D had already procured sufficient learning materials for all the learners, the DBE WBs were regarded as extras. Yet for schools B and C it was not the case. These two schools did not have sufficient learning materials to be used by all the learners during instruction. The DBE WB collection was the only package that could be used simultaneously by all the learners during the learning and teaching process. As a result the type of collection in a school influences the selection of texts for lessons; this is discussed at greater length in the following sub-topic.

6.3 Selection of LTSM for lessons.

In order for teachers to plan and present their lessons in the classroom they depend on the curriculum work plan as presented in the curriculum policy. This plan outlines the content to be learnt in a particular grade as well as the 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. Teachers then select texts to present their lessons so as to address the quality and quantity of work as expected by the curriculum policy on a daily basis. Therefore the planning and presentation of lessons depend on the teacher's ability and the choice of texts from the materials available.

The above deliberations highlight the importance of the teacher in the interpretation of resources with the aim of improving the learning and teaching process. Thus this section of the chapter outlines existing approaches to LTSM that are in line with the findings of this study. Moreover, the main concern is to establish how teachers use LTSM for learning and teaching processes. Three approaches relevant to the study have been identified. They are the systematic; productive blend and the haphazard or random selection of texts for lessons.

6.3.1 Textbook- bound

The textbook-bound approach is described as the use of learning materials in a systematic way whereby the teacher follows the program sequentially and completely. According to Stoffels (2005) the textbook approach creates dependency and a view of lessons as a daily routine. Additionally, the learning packs are fully designed and ready to use. The textbook-bound method can be very restrictive.

It confines the teacher and the learners to a particular format and way of teaching and learning as prescribed by the author of the textbook. This means that there is no deviation from the textbook to other activities from other textbooks which may be linked to the theme that is being taught at a particular time. Thus the completion of another activity will consume the time allocated to the activity in the main textbook.

The teacher that seemed to be using the textbook bound approach is Miss Dipuo from school D. In all her lessons this teacher followed the Platinum style of lesson presentation and content emphasis. The reason for this claim emanates from the fact that activities that were completed at that point tallies with what is expected in the teacher's guide. This was also evident on the day Miss Dipuo used DBE WBs and readers as learning materials for instruction. She even explained that in some instances she uses the DBE WBs for to cover activities that usually appear in the Annual National Assessment (ANA) tasks. She further indicated that in some instances she uses photocopied sheets to add on activities provided in the Platinum series pack. It therefore implies that the DBE WBs and photocopies supplement the core learning materials, in this instance they are the Platinum series.

It should be noted that learners have different learning abilities and that their levels of learning are different. Some learners are slow while others are gifted. The textbook approach may cater very well for average learners. This implies that gifted learners will not be challenged according to their level and will end up being bored during the lessons because they will complete their activities very quickly and have no further enrichment. The teacher will not be able to give them more work of a higher level to develop their levels due to being too textbook-bound. On the other hand, the slow learners will be seriously challenged to rise to the level of the textbook without any support from the teacher. This will result in a mismatch between what the textbook expects of the learners and what they are able to display.

6.3.2 Productive blend

Remillard (2005) explains three different instances wherein the productive blend can be useful. The first instance is the “teacher’s role” whereby the teacher is viewed as the collaborator with the class materials (ibid). The teacher in this instance interprets the materials and is able to adjust LTSM to the level of the learners. The teacher can thus use a variety of learning materials to shape the lesson so as to accommodate all the learners. For that reason his or her role is seen as an active designer of the enacted curriculum (ibid).

The second instance is when there is a “participatory relationship influenced by both teacher and curriculum”, (Remillard, 2005). The implication here is that the teacher has to be receptive and learn best practices from the learning materials, i.e. methods that can improve the teaching practice. Again in this instance the teacher can draw from various curriculum materials to enhance the learning and teaching process and at the same time not digress from the proposed schedule.

The third is the epistemological influences and are explained as “sociocultural analysis” (Remillard 2005). The explanation suggests that the use of learning materials is motivated by the teacher’s experiences during the teaching process. Equally Sosniak and Stodolsky (1993) indicate that teachers’ use of curriculum materials is influenced by several factors, including context in which they work and, beliefs and knowledge. Clearly, the use of various learning materials enables teachers to alter their teaching in response to the learners’ needs.

The teacher from School A employed this approach to aid the learning and teaching process. Furthermore, in her collection she has learning materials from two different publishers which are sufficient for all learners. Significantly, learners are not allowed to write into the other set of books. The learners only use the books as references but, when they have to write she provides copies for them, the teacher explained. She also explained that at times she selects activities for different groups in her class to accommodate the learners with their different abilities. For example, when she is busy assisting the struggling learners with reading the ones that have completed their work receive extra work from these sheets. This shows that the teacher uses her materials to respond to her learners needs.

6.3.3 Haphazard

In the haphazard selection method of learning materials, there is no evidence of proper planning of lessons. In this method, the selection of learning materials is not coherent and well-sequenced. There are gaps left between what teachers chose to teach the learners and what the policy expects teachers to teach. Every day is a new day with new content/themes being presented to learners without any link to whatever they have been taught the previous day. The lessons are presented as “stand-alone”, meaning that the content was presented in isolation.

The random selection method is haphazard, there is no particular order being followed with regard to the planning and presentation of lessons. It is not clear what the selection of learning materials is based on. However, lessons are presented on daily basis from several resources. This method is detrimental to the holistic pedagogical development of the learners because there is no link or build-on of the concepts, knowledge and skills presented to the learners.

The teachers from schools B and C fall under this category. It was earlier exposed in the study from Miss Boitumelo’s collection that her school does not have sufficient resources. For that reason she relies on the use of the DBE WBs and photocopies during the learning and teaching process. As a result the teacher does not have teacher’s guide to assist her with the sequencing of content however, she indicated that she uses the DoE’s work schedule for guidance. Nonetheless this teacher seemed to be mainly reliant on the WB but, she did not follow it systematically.

For instance, the DBE WB has thirty two lessons allotted to term one and she had only completed twenty lessons. According to the district plan she was only left with a week for formal teaching and the second week before the schools close was reserved for ANAs. There was no way that she could cover three weeks of work in a single week.

Mr Cebisa from school C on the other hand mainly used the DBE WBs in all his lessons but, supplemented it with photocopies and other additional activities he wrote on the chalkboard. This teacher's lessons followed no logical sequence. For example, the first lesson was extracted from term one as suggested in the WB, and the two last lessons were extracted from the second term work. My argument does not suggest that teachers should not deviate from particular prescribed sequence but, the sequencing of activities should be logical. There should be progression from the simple to the difficult and not to start with the difficult activities, and return to the simple ones as observed in Mr Cebisa's lessons.

6.3.4 DBE Collection during Instruction

It was already highlighted that the sampled schools use DBE WBs differently during the learning and teaching process. On one hand schools A and D seem to use the DBE WBs as additional resources. Yet on the other hand schools B and C use them as the core materials.

For instance Miss Akhona from school A did not use the WBs in any of the observed lessons. She indicated that she does not use them often in class but, they are mainly used for home work purposes. Again, when she uses them in class the aim is to expose learners to different activities. Miss Dipuo from school D did use the WBs in one of the observed lessons. She also indicated that at times she gives them to learners for home work activities. In response to explaining the use of LTSM during instruction the teacher stated that it is necessary to use them because the DoE uses DBE WBs to set the ANA tasks.

In contrast, teacher Boitumelo from school B used the WBs for the majority of her lessons. The only time she did not use them was when she made copies for her learners. Interestingly, Mr Cebisa a participant from school C used the WBs in all his lessons. He also supplemented them with photocopies and extra tasks he wrote on the chalkboard. Since these two schools have limited materials one can conclude that they rely on the DBE WBs because they are the only resources that are sufficient for all learners.

It cannot be concluded that the main reason for reliance is to ensure systematically organized lessons, reason being that it is already proven in the study that the selection of learning materials is haphazard and unsystematic.

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6.4 Use of Texts within Lessons

Textbooks are expected to help to give the meaning in lessons and to provide the pedagogical development for learners. During the learning and teaching process, materials are generally used to support teaching (Yildirim 2008). In order to make the best use of materials; appropriate materials which are in compliance with the relevant subject and education level should be selected and the right method should accompany those materials. At the same time, these materials should be used at the right time and in the right setting (ibid). This simply means that the successful use of the materials is dependent upon the way in which the teacher will use them. The following uses of textbooks were observed in the study:

6.4.1 Teacher dominated

In the teacher dominated lesson, the teacher is at the centre of the entire teaching and learning process. The learners merely absorb what is being presented to them. Gauthier and Dembélé (2004) refer to this practice as traditional teaching. The authors stipulate that this type of teaching is dominated by the teacher and it regulates pupils to a passive role thereby reducing classroom activity to memorization of data (ibid). The implication is that learners do not benefit during teacher dominated lessons.

Teachers from schools B and C demonstrated the teacher dominated type of teaching. Both teachers did most of the talking during their lesson presentation. They did not use word-cards or charts to engage learners like the other two teachers.

Gauthier and Dembélé (2004) substitute teacher dominated lessons with explicit and systematic teaching. In these lessons the teacher presents the material in small steps, pauses to check for learner understanding and elicits active participation from learners explains Gauthier and Dembélé (2004). It therefore suggests teacher talk is complemented by learner participation which provides opportunities for material understanding. On the contrary teachers Boitumelo and Cebisa's lessons did not create opportunities for meaningful participation.

Teacher Boitumelo's teaching practice might have been affected by the fact the she had two language groups in one class and so she was restricted by time. The reason is because in most of her lessons, she first gave the isiXhosa learners activities to complete then concentrated on the group of isiZulu learners for the most part of the lesson. She ended up rushing through activities without properly explaining the learning content.

With regard to the teacher from school C, in one instance he only addressed the reading and writing activities in a lesson. In that lesson he read to the learners; allowed for whole class reading and the learners went straight into the completion of reading tasks. He did not even in one instance correct the learners mistakes or verify as to whether every learner was engaged in the reading process.

Both educators did not accommodate struggling learners during the facilitation. They rushed through activities and do not follow up on tasks that seem challenging for learners. The learners were treated as though they all had the same reading proficiency level as independent readers.

6.4.2 Learner led

Clearly the explicit and systematic teaching approach promotes learner led lessons. Gauthier and Dembélé (2004) explain that such lessons demonstrate a link between prior and new knowledge, at the same time the learning experience comprises both guided practice and independent practice. The learning process puts the learner at the centre of all learning.

In order for learners to acquire the relevant knowledge and skills, a favourable learning environment has to be created by their teachers. Such an environment has to include well-planned lessons, appropriate learning activities, the provision of relevant LTSM as well as assessment methods. However, the provision of a conducive learning environment does not automatically guarantee best results. It therefore becomes the responsibility of the teacher to ensure that teaching and learning strategies used are appropriate and at the level of the learners. The activities also have to be up to the level of the learners and encourage active participation of the learners. The resources used should also be relevant and should be easy to access and understandable for the learners.

The teachers from schools A and D demonstrated learner led lessons. In all the lessons observed at these schools, the development of lessons progressed from the simple to the difficult. For instance, in all newly introduced phonic sounds, the learners practiced with words then progressed to sentences then articles or paragraphs.

These educators meaningfully engaged all the learners throughout the lesson presentations. They exposed the learners to a variety of reading styles in each of the lessons. For example, in school A's first lesson, the educator read the story to the whole class, then allowed the learners to read without her assistance. This was followed by group reading wherein she corrected the mistakes made by learners.

Similarly, the educator from school D in one lesson ensured that learners read in their groups, followed by reading in pairs and independently. These teachers' practices reveal commitment to their work as well as extensive knowledge of teaching methods. Importantly, the learners that were struggling were accommodated because these educators created time to assist them. They even adapted reading materials to accommodate their levels.

Furthermore, a variety of resources like readers, learner books and word cards were used to enhance understanding of the learning content. Even the activities proved relevant in reinforcing knowledge to be acquired.

6.5 Summary

This chapter has primarily discussed the different approaches to LTSM by using the literature available to explain the rationale and practices that had emerged. The sampled schools revealed three prominent types of collections that are as a result of leadership influence and challenges experienced in selecting suitable materials for the school. The collections are the standard; mix and match and the limited collections with the inclusion of the DBE workbooks that are received free of charge from the DoE. From of the four schools that were sampled two had sufficient textbooks package, whereas the other two had insufficient. Those that did not have sufficient textbooks mainly used the DBE workbooks and made use of photocopies to enhance facilitation.

Variations also occurred in terms of the selection of texts for instruction. This was evident in the observed lessons across time and each teacher displayed a personal approach to the use of learning materials. Teacher practices led to the discovery of three approaches, i.e. the textbook bound; the productive blend and the haphazard selection of texts.

Lastly, the close interrogation of lessons exposed how teachers use texts to ensure successful lessons. Two teachers seemed to have dominated the majority of their lessons, whereas the other two demonstrated learner led lessons.

CHAPTER 7

CONCLUSIONS

Given that millions of rands are spent by the DoE in resourcing public schools and LTSM is allocated a larger percentage than all the other educational key inputs. It is important to examine the availability, as well as enactment of these LTSM. This chapter revisits the research questions that were asked and highlight the importance of those questions. Since access to textbooks enhances access to knowledge presented in the textbook this investigation is therefore essential. Moreover, textbooks usually provide a framework and important structure to classroom routine so as to enable learners' to performance better (Hutchinson & Torres, 2006).

For learners to gain from resources depends largely on the manner in which teachers mediate them in the learning and teaching process. Thus the issues of management and utilization of textbooks are essential. For that reason it also explores the lessons from the literature in relation to the research questions. The aim is to link other research studies with this study's findings. At the same time it will show whether the study augments the already existing literature or if it contributes new ideas into the field.

Focus was then on the use of LTSM in grade 3 HL lessons in township schools. The tools for data collection have been teacher documents, observations and teacher interviews. Learner documents also form part of the data wherein photographs of their class activities were taken to provide evidence of use of LTSM in the classroom. The key areas of concern in this study are developed around the following two broad levels:

- Collection of textbooks available in schools.
- Use of all available materials for teaching.

An outline on LTSM usage is exploited to draw attention to the models and approaches prevalent in the classroom schools. Lastly it will spell out the necessity for more studies in the topic.

7.1 Significance of research questions

In this study I essentially ask three related questions. The first one is what is the nature of the resource collections available in schools? This question looks into whether schools have LTSM or not. If there are LTSM in schools, what type exists – If schools do not have LTSM what do they use during instruction? The second question is how do teachers use the learning materials over an extended teaching period? This question explores the manner in which teachers use LTSM as a guide for the whole year's teaching. The third is how do teachers use the learning materials internal to the lesson? The last question explores the way in which LTSM is used within the lesson and it unveils interaction in the class. It focuses on whether materials used individually by learners or are they only the tools for the teacher.

DoE (2006) regards the LTSM provisioning as redressing some of the imbalances that exist within the SA education system. The overall argument is that the DoE took a decision to try and fix poor teaching and results through the provision of the LTSM. It has placed a great deal of emphasis on LTSM without providing teachers with training on use. The DoE believes that the learning resources provide teachers with structured programme and they can be able to navigate them during curriculum enactment.

Glewwe et al (2007) contends that LTSM are fundamental to the improvement of learning and teaching but that the teacher is vital in ensuring that these resources benefit the learner. Ball and Cohen (1996) support the overall argument by indicating that, the policy makers' intention to enforce cohesion through learning materials is defeated during inadequate curriculum enactment. The reason for the claim is based on the notion that teachers reconstruct received LTSM based on different prevailing factors.

Clearly, the above arguments emphasize the relevance of assumptions raised in the conceptual framework pertaining to the gap between policy intentions and policy implementation. The enactment of curriculum further displayed variations during practice wherein some schools exposed good practices while others did not. This display confirms De Clercq (2010) notion of the influence of implementer's knowledge, values, beliefs and context to classroom practice.

Despite the best efforts in trying to work in environments that resemble each other in many ways, it is clear that teachers have idiosyncratic ways of approaching materials and the curriculum. These override both experience and the availability of LTSM. Although training on LTSM may create a greater degree of uniformity, teachers will probably always enact materials in ways that are unpredictable.

Importantly, provisioning does not guarantee effective use or improved learner results. Yet it is a misplaced emphasis that materials alone are important; teachers are more important. Indeed teachers are important because they are the key drivers of the curriculum and LTSM as supporting tools in ensuring effective curriculum delivery. This research study has discovered that LTSM on its own cannot make a difference in the classroom. It therefore asserts an argument that advanced in the conceptual framework on the influential role of teachers in student learning.

7.2 Lessons from the Literature

In relation to the research questions the first insight about the literature is that there is very little research done on the mediation of LTSM in the classroom. There is almost no literature that deals explicitly with the extent and the nature of collection. There are a few studies that have been done on the use of materials over an extended period.

There are a lot of issues that we do not know anything about, especially those that relate to LTSM and learner performance. However, some studies draw attention to the important role of the teacher in the interpretation of these tools during the teaching and learning process. Significantly, the literature has shown that teacher mediation is an uncertain factor and it cannot be predicted (Collopy, 2003; Remillard, 2005; Stoffels, 2005; and Frempong et al, 2011). This argument highlights that it is not the LTSM that makes the difference but, it is the teacher.

In support of the argument Collopy (2003) highlights that curriculum materials are an integral part of teachers' daily work. Yet good or bad use of these resources is a result of various factors. Sosniak and Stodolsky (1993), Ball and Cohen (1996), Davis (2006) and Glewwe et al (2007) explain that LTSM usage is aligned to teachers' beliefs, attitude, characteristics, strengths and interests, students and school context.

Importantly, an “ideal teacher” is able to rise above the highlighted factors and successfully mediate learning to benefit all learners. Such a teacher understands that learners are different, stimulates their curiosity and awakens the learners’ creative powers to ensure enhanced performance (Robinson, 2013). In addition to conceptions about LTSM use, teachers need to strive for the above factors so as to effectively mediate learning materials.

The notion of the “ideal teacher” is also supported by Remillard (2005) in the indication that effective teachers select various resources to balance the learning context. According to the author such teachers depict a participatory relationship with materials (ibid). A participatory relationship suggests the ability to interpret and adapt materials to meet the needs of the learners. Similarly Gauthier and Dembélé (2004) allude to the value added by good teachers in exerting greater influence on learner achievement. The authors stipulate that good teachers endeavor to improve learner performance through participatory teaching (ibid).

In addition to the teacher’s role, the literature draws attention to collections and approaches to LTSM use that is prominent in schools. The collections include the traditional and outcome-based collections. The approaches are the textbook bound and the productive blend. For example Stoffels (2005) describes the textbook bound as “defensive teaching”. Here the teacher follows the lessons in a style formulated by the textbook without deviation. The ‘haphazard approach’ is explored in the summary of the findings. The literature has illustrated that mixing and matching of LTSM enables the teacher to accommodate all learners’ different levels. This type of use is referred to as the “productive blend” in the study.

7.3 Summary of the Findings

Since access to textbooks is assumed to result in access to the knowledge presented in the textbook, this investigation has provided significant insights into the teaching and learning process. Moreover, textbooks usually provide a framework and important structure to classroom routine so as to enhance learners’ better performance (Hutchinson and Torres, 2006).

The case study has shown that there are at least three different models of collections in South African primary schools at present i.e.:- the standard collection; the mix and match; and the limited collection. The standard collection refers to use of a single choice of LTSM to be used for instruction. This type of collection is usually a result of a consensus being reached within the school.

The mix and match collection is the use of various LTSM during facilitation. The study has shown a school with a sufficient mix and match collection; and a school with an insufficient mix and match collection. The study has demonstrated that a school having a full LTSM package makes a difference, because it allows teachers to broaden the teaching and learning experience.

The limited collection depicts instances where a school has not procured LTSM for its learners. It is partly that teachers do not reach a consensus and partly that leadership is weak and unable to make sound decisions. Weak leadership is depicted by schools like school B, the SMT in this school failed to provide learning materials for its learners and could not even account for the budget allocated by the DoE. Thus some schools are left with limited resources. The selection of good materials does not only require good teachers but also requires good managers that will ensure that the RTT budget allocation is used accordingly.

It is not known how common these models are but, the study suggests that these three are the distinct models for collection. Furthermore, there is some evidence of why the models emerge and the evidence thereof comes from the interview data and scrutiny of teacher documents. In general there are differences in teachers' views about LTSM and this impact on the selection. Also, there are internal leadership problems which link to the state of being under resourced.

In addition, to the collections procured by the schools there are the DBE workbooks which also form part of the collections. The DBE workbooks are received free of charge to all public schools from the national office. For schools with sufficient resources these are considered as additional materials, yet for schools with limited resources the DBE workbooks are the main collection.

There are also three different selection of learning materials types for lesson usage prevalent in schools. They are textbook-bound; productive blend and haphazard use of materials. Lesson observations and part of the interview questions enabled one to track possible explanations to these three types of selection.

The textbook-bound refers to use of one particular set of materials during the learning and teaching experience. The productive blend incorporates use of various collections yet in a useful manner. The teacher in this instance uses the materials to address the learners' different needs. The haphazard approach refers to use that is fragmented, illogical and disorderly. The selected texts are also not coherent and are evidence of improper planning by the teacher.

The availability of the DBE WBs also shapes the use of materials during lessons and there are various reasons why teachers use them. For example, teacher Dipuo from school D used the DBE WBs in one of her lessons because according to her most of the questions that appear in the ANA are taken from them. Apart from ANA reasons schools A and D use them for home work purposes. Others mainly use the DBE for facilitation purposes and supplement it with photocopies. There are instances wherein DBE workbooks are used in lessons to expose learners to various activities; use in this manner is supplementary. Again, it is not known how common or wide-spread each of the approaches are.

In relation to the use of texts within lessons the theoretical framework helped to unlock insights and the understanding thereof. The study has witnessed both the "ideal" and passive learning. The latter refers to the teacher directed use of resources which is not necessarily based on the need to achieve something but is a usual state of affairs in that particular classroom. The other use is the learner led use of the resource and this method on its own does not necessarily lead to increased learner development.

However, a combination of this method is linked to the "ideal teacher". Teachers that use the combination method know when to lead and when to be led during the lesson. They attempt to accommodate their learners' differing learning abilities and levels of development by using various LTSM during instruction. In other words, such teachers possess good pedagogical content knowledge (PCK). One teacher even used the previous grade's readers to accommodate her slow learners.

It is very encouraging to have such teachers in the system. The aim should be to have teachers of their caliber across the board. Teachers who are creative in their teaching, confident in their teaching and that can cater for diversity in teaching. Especially since classrooms are occupied by learners with different abilities; levels of development; physical conditions and multilingualism.

7.4 Contribution of this research into the Field

This research is original in a number of respects. Firstly, it looked at the multiple levels relating to learning materials and most studies do not observe the collection and the use over time or the use in the lesson. Studies do one or the other and they do not do them all. The study observed something that has never been explored before as far as it could be ascertained, and that is a collection itself.

It looked at the horizontal and vertical use of resources in the classroom. The theoretical framework developed is a very useful one because it provided novel insights into the use of LTSM during the learning and teaching experience. The insights include the limited collection and the approaches.

The study has also outlined principles under which desired results can be achieved and those are in line with the “ideal teacher”. It has placed attention on the significant role of the teacher rather than access to LTSM as the most important strategy for learner improvement. Thus one can conclude that the intention to rectify and improve learning does not rest on LTSM but, rests on the teacher.

The study hopes to add to the body of knowledge on the use of learning materials in the classroom to facilitate understanding of learning content. The idea is to contribute towards knowledge that emanates from the evidence that there are few investigations on textbook use universally (Stoffels, 2005). Research findings could also serve as guidance for the development of the school improvement plan from district LTSM units to assist schools with LTSM procedures and processes.

7.5 Limitations and Necessity for future study

The LTSM policy intention and implementation seem to be in conflict; however there are systems that can improve the status. The systems include ensuring that policy formulation is informed by practice. Elmore (1978/80) emphasizes that policy formulation is informed by practice, and this is described as backward mapping. This study suggests a shift from too much emphasis on resources as necessary to one on teacher enactment of LTSM in order to attain success in learning and teaching. It is therefore necessary to suggest another qualitative study (looking at learner results in a controlled study) in this aspect of education.

The limitations of this study are that only four township schools participated, for that reason generalisations cannot be made. Yet multiple methods have been used in validating the collected data. It has at the same time highlighted and positive practices at schools.

Lastly, the study has looked at a very specific South African context but, different factors would need to be considered in other contexts. The South African context means that teachers are working under relatively difficult conditions with relatively few resources and are quite heavily reliant on government funding and subsidized WBs. Teachers are also working against the backdrop of poor international and national scores in literacy and numeracy tests. Considerable pressure exists on both teachers and the government to remedy this problem. LTSM provision as one strategy needs to be part of a wider set which includes teacher training on LTSM.

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APPENDIX A: OBSERVATION CHECKLIST

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

OBSERVATION CHECKLIST

NAME OF SCHOOL: (Pseudonym) _____

Participant Name: (Pseudonym) _____

DATE: _____

TIME	TEACHER ACTIVITY	LEARNER ACTIVITY
05th min		
10 th min		
15 th min		
20 th min		
25 th min		
30 th min		
35 min		
40 th min		
45 th min		

OVERALL DESCRIPTION OF CLASS ACTIVITIES

APPENDIX B: INTERVIEW PROTOCOL

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

SECTION A

INTERVIEWEE BACKGROUND

Name of school (Pseudonym): _____

Name of teacher (Pseudonym): _____

Qualifications: _____

Position held: _____

Teaching experience: _____

Grades and subjects currently teaching: _____

Date: _____

SECTION B: INTERVIEW TOPICS

Questions will be based on the following topics:

RATIONALE BEHIND LTSM COLLECTION

ACTUAL USE OF LTSM

CHALLENGES WITH REGARDS TO IMPLEMENTATION

APPENDIX C: INVENTORY LIST

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

Name of teacher (Pseudonym): _____

Class: _____

Subject: _____

ITEM DESCRIPTION	TYPE	QUANTITY	CONDITION

COMMENTS:
