

SUPPORT FOR LEARNERS WITH LANGUAGE BARRIERS TO LEARNING IN MAFIKENG
AREA PRIMARY SCHOOLS

BY

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DECLARATION

I, Moshweu Simon Mampe, declare that the thesis entitled “Support for learners with language barriers to learning in mainstream primary schools in Mafikeng Area Office,” submitted for the degree of Doctor of Philosophy in Special Education at the North-West University (Mafikeng Campus), has not been previously submitted by me for a degree at this or other University, that it is my own work in design and execution and that all material contained herein has been duly acknowledged.

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CERTIFICATE OF ACCEPTANCE FOR EXAMINATION

This thesis, entitled “Support for learners with language barriers to learning in mainstream primary schools in Mafikeng Area Office”, by **Moshweu Simon Mampe (student number10854584)**, is hereby recommended for acceptance for examination.

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DEDICATION

This work is dedicated to my two daughters, Keneilwe and Keratilwe, and my two sons, Olebogeng and Omphemetse. You are my pride. All I do, I do it for you.

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ABSTRACT

The purpose of this study was to investigate the factors that impede support for learners with language barriers to learning and the availability of support structures in selected mainstream primary schools in the Mafikeng Area Office of the NorthWest Province, South Africa. The theoretical framework of this study was underpinned by the critical emancipatory theory. The principles which forms the basis for the proposed model of this study.

The study was qualitative in nature. Interview schedules were used to collect data. The researcher used semi-structured interviews, open-ended interview schedules and observation checklists coupled with field notes to collect data, including document analysis. The researcher interviewed ten Learners with Special Education Needs (LSEN) teachers, two District Education Specialists (DES), two Special School teachers and ten learners with language barriers to learning, two Institutional-Level Support Team (ILST) members and two District-Based Support Team (DBST) members. The interviewees were purposively selected from five mainstream primary schools in Mafikeng Area Office. A tape recorder was used for the play of recorded information that was simultaneously transcribed for analysis.

The findings reveal that mentoring and support, which are critical professional attributes that exemplify the interaction and support practices of the South African school curriculum, are not adequately provided in education for both mainstream primary school teachers and learners with language barriers to learning. The study also establishes that there are inadequate structures and programmes in mainstream schools that facilitate support for learners with language barriers to learning. Based on the findings of the study and literature that was reviewed, an appropriate model for enhancing support for learners with language barriers to learning in Mafikeng Area Office was developed and proposed for consideration and possible adaptation.

Key words: support, language barriers to learning, mainstream schools.

ACRONYMS AND ABBREVIATIONS USED IN THIS STUDY

ABET	Adult Basic Education and Training
ANA	Annual National Assessment
AO	Area Office
CIE	Catholic Institute of Education
CAPS	Curriculum Assessment Policy Statement
DBST	District-Based Support Teams
DES	District Education Specialists
DOE	Department of Education
EWP 6	Education White Paper 6
FET	Further Education and Training
IDSO	Institutional Development and Support Officers
IE	Inclusive Education
IEP	Individual Education Plan
ILST	Institutional-Level Support Teams
LSEN	Learners with Special Education Needs
NCESS	National Commission on Education Support Services
NCSNET	National Commission on Special Needs in Education and Training
NSNP	National Schools Nutrition Programme

NW	NorthWest
NWDE	NorthWest Department of Education
NWU	North-West University
RSA	Republic of South Africa
SIAS	Screening, Identification, Assessment and Support
UNESCO	United Nations Educational Scientific and Cultural Organisation

TABLE OF CONTENTS	PAGES
DECLARATION	i
CERTIFICATE OF ACCEPTANCE FOR EXAMINATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
ACRONYMS AND ABBREVIATIONS USED IN THIS STUDY	vi

CONTENTS	PAGES
CHAPTER ONE	
ORIENTATION	
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	3
1.3 STATEMENT OF THE PROBLEM	5
1.4 RESEARCH QUESTIONS	7
1.4.1 Main question	7
1.4.2 Sub questions	7
1.5 AIM AND OBJECTIVES OF THE STUDY	8
1.6 SIGNIFICANCE OF THE STUDY	8
1.7 DELIMITATION OF THE STUDY	9
1.8 LIMITATION OF THE STUDY	9
1.9 DEFINITION OF BASIC CONCEPTS	10
1.10 CHAPTER DIVISION	13
1.11 SUMMARY	14

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION	16
2.2 SUPPORT FOR LEARNERS WITH LANGUAGE BARRIERS TO LEARNING	16
2.2.1 Getting to know learners with language barriers to learning	16
2.2.2 Presenting an effective lesson	17
2.2.3 Structure	17
2.2.4 Clarity	17
2.2.5 Redundancy	18
2.2.6 Enthusiasm	18
2.2.7 Maximising participation through effective questioning and feedback	18
2.3 Helping learners to overcome language barriers to learning	19
2.3.1 Language and learning	19
2.3.2 How teachers can help learners who experience difficulty with verbal instruction	20
2.3.3 How teachers can help learners who have limited vocabulary	20
2.3.4 How teachers can help learners who have limited language skills	20
2.4 Assisting learners to read	21
2.4.1 How teachers can help learners who have problems with reading memory	21
2.4.2 How teachers can help learners who have problems with understanding	22
2.4.3 How teachers can help learners who hate reading	22
2.4.4 How teachers can help learners who have problems with sound-symbol association	23
2.4.5 How teachers can help learners who have problems with remembering sight-words	23
2.4.6 How teachers can help learners who have difficulties reading long words	23
2.5 Helping learners with writing	24
2.5.1 How teachers can help learners who have perception problems	24
2.5.2 How teachers can help learners who have low muscular tone	24
2.5.3 How teachers can help learners who avoid writing	24
2.5.4 How teachers can help learners who have problems with writing conventions	25
2.5.5 How teachers can help learners who do not structure their written work well	25
2.6 Understanding spelling problems	27
2.6.1 How teachers can help learners who have problems with spelling and writing	27

2.8 Mathematical calculation problems	28
2.8.1 How teachers can help learners who have mathematical calculation problems	28
2.8.2 How teachers can help learners who have problems with concepts	29
2.8.3 How teachers can help learners who have problems with comprehension and problem-solving	29
2.9 How mainstream schools teachers can learn to cope in teaching learners with language barriers to learning	29
2.10 RELEVANT SOUTH AFRICAN POLICIES	30
2.10.1 The Constitution of South Africa	33
2.10.2 The National Commission on Special Needs Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS)	33
2.10.3 Inclusive Education as defined in Education White Paper 6	34
2.11 THE NATURE AND SCOPE OF SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT	35
2.11.1 The SIAS strategy	36
2.11.2 The purpose of SIAS strategy	36
2.11.2.1 Screening	37
2.11.2.2 Identification	37
2.11.2.3 Assessment	38
2.11.2.4 Support	38
2.11.3 Implementing SIAS in mainstream schools	39
2.11.4 Making SIAS work	39
2.11.4.1 Suitably qualified teachers	39
2.11.4.2 Pull-out service	40
2.11.4.3 On-side technical services	40
2.11.4.4 Teachers' capacity development	40
2.11.4.5 In-service teacher training	41
2.11.4.6 Knowledge and skills training approach	41
2.12 SUPPORT STRUCTURES FOR LEARNERS WITH LANGUAGE BARRIERS TO LEARNING	42
2.12.1 District Based Support Teams	42

2.12.2 Establishing Institution-Level Support Teams	43
2.12.3 The role of special schools in supporting learners with language barriers to learning	44
2.12.4 Full-service schools supporting learners with language barriers to learning	46
2.12.4.1 Removing barriers to achievement	48
2.13 Learner profile	49
2.14 Environment that supports inclusion	49
2.15 Classroom	50
2.15.1 Establishing mutual respect	51
2.15.2 Encouraging participation	51
2.15.3 Providing decision-making opportunities in the classroom	51
2.16 RESEARCH ON SUPPORT FOR LEARNERS WITH LANGUAGE BARRIERS TO LEARNING	52
2.16.1 An overview of support for learners with language barriers to learning in Sweden	52
2.16.2 An overview of support for learners with language barriers to learning in Zambia	54
2.16.3 An overview of support for learners with language barriers to learning in South Africa	55
2.17 Collaborative team approach	56
2.17.1 Inter-sectoral collaboration	56
2.18 THE THEORETICAL FRAMEWORK	57
2.18.1 Critical emancipatory theory	57
2.18.2 Participation and social integration	60
2.18.3 Equal access to Inclusive Education System	61
2.18.4 Access to the curriculum	61
2.18.5 The theory of integration and inclusion	62
2.19SUMMARY	63
CHAPTER THREE	
DESIGN AND METHODOLOGY	
3.1 INTRODUCTION	64
3.2 RESEARCH PARADIGM	64
3.3 RESEARCH APPROACH	65
3.3.1 Qualitative research approach	65

3.3.2 The advantages of qualitative research approach	65
3.4 RESEARCH DESIGN	66
3.5 POPULATION AND SAMPLING	67
3.5.1 Population	67
3.5.2 Sample	67
3.6 DATA COLLECTION	68
3.6.1 Interviews	68
3.6.2 Semi-structured interviews	70
3.6.3 Open-ended interviews	71
3.6.4 Advantages of interviews	72
3.6.5 Limitations of interviews	72
3.6.6 Observation	73
3.6.7 Document analysis	74
3.6.8 Field notes	75
3.6.9 Reflective journals	76
3.7 DATA ANALYSIS	77
3.7.1 The meaning of data analysis and methods used for data analysis	78
3.7.2 Data analysis techniques	78
3.7.3 Steps followed in analysing qualitative data	79
3.7.4 Data categories	81
3.8 MEASURES TO ENSURE TRUSTWORTHINESS	82
3.8.1 True value: Transferability	83
3.8.2 Neutrality: Conformability	83
3.8.3 Consistency: Dependability	83
3.8.4 Validity	84
3.8.5 Reliability	84
3.8.6 Triangulation	85
3.9 THE ROLE OF THE RESEARCHER	86
3.10 COMPLIANCE WITH ETHICAL STANDARDS	86
3.10.1 Informed consent	87
3.10.2 Harm to participants	88

3.10.3 Confidentiality and anonymity	89
3.10.4 Debriefing	89
3.10.5 Violation of confidentiality and privacy	89
3.10.6 Caring	89
3.10.7 Feedback	90
3.11 SUMMARY	90

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION	91
4.2 PRESENTATION AND DISCUSSION OF DATA	91
4.3 RESEARCH FINDINGS	91
4.3.1 Findings from learners with special needs taught by (LSEN) teachers	92
4.3.2 Findings from District Education Specialists (DES)	113
4.3.3 Findings from special schools teachers	118
4.3.4 Findings from observation checklist for learners struggling with spelling in Grade 4	119
4.3.5 Findings from observation checklist for learners struggling with reading in Grade 4	121
4.3.6 Findings from observation checklist for learners struggling with writing in Grade 4	122
4.3.7 Findings from observation checklist for learners struggling with mathematical calculations in Grade 4	123
4.3.8 Findings from staff in Institutional-Level Support Team (ILST)	126
4.3.9 Findings from staff in District-Based Support Team (DBST)	131
4.3.10 Findings from tape recorded information on (LSEN) teachers	137
4.3.10.1 Findings from tape recorded information on document analysis for (ILST)	137
4.3.10.2 Findings from tape recorded information on reflective journals for (DBST)	138
4.4 SUMMARY	138

CHAPTER FIVE

DESCRIPTION OF THE PROPOSED MODEL FOR SIAS STRATEGY IN THE NORTH WEST DEPARTMENT OF EDUCATION

5.1 INTRODUCTION	142
5.2 CURRENT POSITION IN THE NORTHWEST DEPARTMENT OF EDUCATION	142
5.2.1 Shortcomings of the current practice	142
5.2.2 The suitability of the suggested model to eliminate the shortcomings	143
5.2.3. Diagnostic procedures of the suggested SIAS model to improve current practice	143
5.3 EXPLANATION OF THE PROPOSED MODEL	144
5.3.1 Definition of the concept model	145
5.3.2 Assumptions of the suggested model	145
5.3.3 Features of the suggested model	145
5.3.4 Adequacy of the suggested model	147
5.4 INTERSECTORAL COLLABORATION FUNCTIONS IN PRACTICE	148
5.4.1 Mainstream primary schools	148
5.4.2 Special schools	148
5.4.3 Full-Service schools	149
5.4.4 Department of Health	149
5.4.5 Department of Social Services	150
5.5 SUMMARY	150

CHAPTER SIX

SUMMARY, DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION	152
6.2 SUMMARY	152
6.3 RESEARCH FINDINGS	152
6.3.1 Empirical findings	152
6.3.2 Findings from literature review	156
6.4 RECOMMENDATIONS AND DISCUSSIONS	160
6.5 SHORTCOMINGS OF THE STUDY	162
6.6 RECOMMENDATIONS FOR FURTHER RESEARCH	162
6.7 CONCLUSION	163

BIBLIOGRAPHY	165
LIST OF FIGURES	175
APPENDICES	176
Appendix A: A letter of request to conduct research in schools	176
Appendix B: A letter granting permission to conduct research in schools	177
Appendix C: A letter to principals of selected schools	178
Appendix D: Interview questions for LSEN teachers in primary schools	179
Appendix E: Semi-structured interview questions for DES	183
Appendix F: Open-ended interview questions for special school teachers	185
Appendix G: Observation checklist for learners struggling with spelling	186
Appendix H: Observation checklist for learners struggling with reading	187
Appendix I: Observation checklist for learners struggling with writing	189
Appendix J: Observation checklist for learners struggling with mathematics	190
Appendix K: Interview questions for staff at Full-Service schools	192
Appendix L: Interview questions for staff at ILST	194
Appendix M: Interview questions for staff at DBST197	
Appendix D2: Responses by LSEN teachers	200
Appendix E2: Responses by DBST for semi-structured interview questions in Appendix E	202
Appendix F2: Responses by special school teachers for open-ended questions in Appendix F	203
Appendix G2: Responses by Grade 4 learners who struggle with spelling in Appendix G	203
Appendix H2: Responses by Grade 4 learners who struggle with reading in Appendix H	204
Appendix I2: Responses by Grade 4 learners who struggle with writing in Appendix I	204
Appendix J2: Responses by Grade 4 learners who struggle with mathematics in Appendix J	204
Appendix K2: Responses by staff at full-service schools on interview questions in Appendix K	206
Appendix L2: Responses by staff at ILST on interview questions in Appendix L	207
Appendix D3: Tape-recorded information from mainstream primary school teachers	208
Appendix M2: Responses by staff at DBST on interview questions in Appendix M	209
Appendix L3: Transcripts from document analysis	209

Appendix D4: LSEN teachers responses and codes	209
Appendix M3: Transcripts from reflective notes	209
Appendix K4: ILST interview responses and codes	214
Appendix L2: Observation checklist on reading	218
Appendix G2: Observation checklist on spelling	218
Appendix I2: Observation checklist on writing	219
Appendix J2: Observation checklist on mathematical calculations	220
Appendix N: Certificate for language editing	221
Appendix O: Turn-it-in	222

CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

In Australia and European countries, there has been an increase in the number of learners with language barriers to learning now being educated in regular schools. Regular classrooms have now become more diverse with this inclusion of a great proportion of learners with language barriers to learning. Support for these learners is provided through a number of different avenues and the provisions vary between states and territories (Mahlo, 2011). The learners' acquisition of knowledge, skills, aptitudes, attitudes, values and interests is partly determined by context factors. Some of these factors lie within the learner and others are external. Language acquisition and development constitute the most needful and valuable tools of communication (Rapetsoa & Singh, 2012:10-23). Research has aptly indicated that proficiency in reading and writing is largely determined by proficient language use (Matlin, 2002:284 and Lessing & Mahabeer, 2007:139-150). How much a learner can get from the processes of reading, writing and mathematical calculations is dependent partly on how much proficiency is nurtured by the learner within the context of distinct environments.

Many studies show that language could be a barrier to learning for many people, especially in the developing countries and that in many instances this could retard the progress of learners who are not too proficient in the use of their second language (Baloyi, 2002:3; Al Otaiba & Fuchs, 2002:301; Mqgamashu, 2007:200; Dlamini, 1998:19; Matlin, 2002:285; Roth, Speece & Cooper, 2002:3). The inadequacy in the use of second language should suggest to planners, interpreters and evaluators of education policies that support services are of vital importance if effective provision of education is the goal. In Zambia, for instance, the policy of the government includes the following cornerstone statements regarding the education of learners with language barriers to learning:

- The Ministry of Education will ensure equality of educational opportunity for children with specialised educational needs.

- The Ministry is committed to providing education quality to children with specialised educational needs.
- The Ministry will improve and strengthen the supervision and management of special education across the country (Mahlo, 2011: 46-51).

The National government in Zambia has enacted this policy in order to broaden the participation of all learners for good reasons.

According to Loebenstein (2005:62), the delivery and conception of support services in South Africa followed the same general ideological pathway as in other countries proceeding from superstitious beliefs such as curses, sinful behaviour and disobedience to religious expectations, neglect and limited learner support, to the development of legislation on inclusive education which considers that provision of learner support is best effected within the mainstream learning environment.

The central feature, which distinguishes South Africa from other countries in terms of past provision of support for learners, is the extent to which a particular socio-political and economic history and locus of power contributed to the general lack of educational provision and massive social deprivation of the majority of its people (Loebenstein, 2005:62). Currently in South Africa, language barriers to learning have not been given enough attention. Mampe (2014:252) maintains that the language of learning and teaching (LOLT) used in different schools can be a barrier to many learners including learners with language barriers to learning. Given the diverse language environment in South Africa, it is inevitable that some learners attend schools where learning and teaching takes place in a language that is not the learner's first language.

Theron and Nel (2005: 221-222) argue that policy makers, researchers and learning authorities in South Africa believe that English is the best language of learning and teaching. Many learners experience language barriers to learning because of their limited proficiency in English. Studies conducted by Lessing & Mahabeer (2007: 139-147); Rapetsoa & Singhl (2012: 10-15) and Rossi & Stuart (2007: 139-141) indicate that limited proficiency in English cumulatively becomes a barrier to successful mastery of concepts. Such learners have difficulty in understanding and using English because of their limited proficiency and this inadequacy forms a barrier to learning. The reason for

labelling these learners as learners with language barriers to learning could be that support in the form of preventive and supportive intervention is often not available to enable these learners to gain adequate proficiency in the medium of instruction prescribed at the institution of learning.

Lessing and Manabeer (2007:139) maintain that proficiency in reading and writing relies largely on adequate language use, which is the communicative vehicle that is used to move through life. Language proficiency forms the basis of all learning and is closely related to a person's experience and general knowledge. Rapetsoa and Singh (2012:13) contend that language is an important tool of communication. Therefore, language proficiency is necessary to make efficient use of the formal learning situation. In contrast, learners in schools are not only faced with the challenge posed by the language learning environment. The language of the textbooks is also a challenge to them. It is instructional and often highly decontextualised. It has complex and unfamiliar sentence patterns that are not often used in oral language. The use of specific complex vocabulary and particular key concepts also contributes to the language problems that learners encounter. Therefore, the researcher investigates whether learners with language barriers to learning are sufficiently supported. The language barriers to learning that are investigated in this study are spelling, reading, writing and mathematical calculations.

1.2 BACKGROUND OF THE STUDY

The Christian National Education Policy of 1948, the Bantu Education Act of 1953, and the Education Act of 1967, largely codified the education system under apartheid. The two legislations articulated a racially and culturally segregated and differentiated education system based on the ideology of Christian National Education, designed to build a social structure reflecting a rigid socio-economic and educational hierarchy based on race.

Prior to 1994, the South African Education Department was split into 18 racially divided education departments. Not all education departments made provision for learners with barriers to learning and the disadvantaged communities were totally marginalised. There were extreme disparities and discrepancies in the provision of specialised education for different race groups and virtually no provision for black disabled children even at pre-school level (Department of Education, 1997).

According to Porteus (2003:13), the South African system of education emerging from the 20th century was remarkable for its purpose. In special schools, learners with barriers to learning were receiving only the Foundation Phase programme which caters only for Grade 0-3. Such a low level of education cannot sustain the conditions of living and the needs of learners with barriers to learning. Luhabe and Motladiile (2011:3) maintain “most special schools in the North-West Province did not have a special curriculum designed for learners with mental disabilities and there was no proper infrastructure for learners who were physically challenged.” Luhabe and Motladiile (2011:3) furthermore posed the question on how one could expect a mentally disabled learner to cope with a curriculum used in mainstream schools. There was no proper alignment of specialist skills and knowledge in special schools and the schools lacked the essential services of psychologists, speech therapists and social workers.

Learners with language barriers to learning have a right to equal access to education at all levels in a single inclusive education system that is responsive to the diverse needs of all learners, accommodating both different styles and rates of learning (Naicker, 1999:15). According to the report from The National Commission on Special Needs in Education and Training (NCSNET) and The National Committee on Education Support Services (NCESS), (1997:11), all learners are entitled to participate in the common education curriculum where all aspects of the curriculum should be accessible to all learners.

In South Africa, the situation with regard to inclusion of learners with language barriers to learning in the common education curriculum is complicated by the history of unequal provision of education under the apartheid regime. Apartheid caused many problems in South Africa’s education system, especially for learners with barriers to learning who were disadvantaged. Specialised education and support were provided on a racial basis, with the best human, physical and material resources reserved for whites (Department of Education, 2001:5). The issue of mainstreaming was itself a challenge and further complicated by the fact that many learners in less advantaged communities had either fallen outside of the system or they had been mainstreamed by default (Department of Education, 2001:5).

Current global thinking prefers inclusion as a moral imperative. For example, more than 300 participants representing 92 governments and 25 international organisations met in Salamanca,

Spain, in 1994 to further the objectives of Education for all. It was clear from the conference that it was desirable for schools to accommodate all learners regardless of their learning difficulties and challenges (UNESCO, 1994). In countries like the United States of America, Netherlands, England and Wales, most learners with barriers to learning are educated alongside non-mentally challenged learners in mainstream schools (Meijer, 1994).

The introduction of the Screening, Identification, Assessment and Support (SIAS) strategy allows many children of school-going age who experience barriers to learning, including those who are disabled, to exercise their rights to basic education and access the necessary support in mainstream schools as far as possible. This strategy also ensures that mainstream schools have in place policies, cultures and practices which are welcoming to all learners (Department of Education, 2008). The SIAS strategy states that an Inclusive Education and Training Strategy is designed and aimed at responding to the needs of all learners in South Africa, particularly those learners who are vulnerable and most likely to be marginalised and excluded (Department of Education, 2008: i).

1.3 STATEMENT OF THE PROBLEM

According to Education White Paper 6 (2001:24), learners with language barriers to learning have to be included in mainstream schools in South Africa. It further insists that the education and training system should recognise and accommodate the diverse range of learning needs of learners. Donald, Lazarus and Lolwana (2010:24) maintain that support for learners with language barriers to learning should be provided in a broad management framework for education services. The intention is that within the framework, support teams at all levels of education play a critical role in identifying, supporting and addressing language barriers to learning in their immediate context. Early identification serves, as an important practice for individual learner needs to be established earlier and consequently determine the level of support needed. Translating the Education White Paper 6 guidelines into practice has been beset by myriad problems. According to the report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Support Services (NCSS) (1997:37), learners with language barriers to learning and development are faced with the following challenges:

Access to special services and facilities is limited. Support for learners with language barriers to learning in speaking, reading, writing and mathematical calculations needs to be provided holistically. District-Based Support Teams (DBST) whose primary function is to develop on-going support for local Institutional-Level Support Teams (ILST) in schools and other educational institutions are encumbered by resource constraints. DBST members need to support the capacity building of teachers, school management and ILSTs with a particular focus on curriculum and institutional development. ILSTs identify language barriers to learning and learning needs in their schools and develop appropriate support programmes to address learners learning challenges. Special schools should provide specialised professional support in curriculum, assessment and instruction that aims at improved educational services. Such specialised schools should provide support to neighbouring school teachers with regard to addressing barriers to learning. They are provided with special materials and equipment which mainstream schools can access. Full-Service schools are ordinary schools which are equipped to address a full range of barriers to learning. They cater for learners who require moderate to high levels of support along with learners who require ordinary support needs but which are not always within the reach of communities (DOE, 2009:23 and Zelaieta, 2004:37-39).

Many policies, such as The White Paper on Education and Training in a Democratic South Africa (1995), The South African Schools Act of 84 of 1996, The White Paper on an Integrated National Disability Strategy (INDS) (1997), The National Commission on Special Needs and Training and The National Committee on Education Support Services (1997) have been crafted to deal with the specific problems of barriers to learning in South Africa. Others are, The Education White Paper 6: Special Needs Education: Building an inclusive education and training system (2001), The Draft National Disability Policy Framework (2008) and The UN Convention on the Rights of Persons with Disabilities (UNCRPD) ratified by South Africa in 2007. All these legal proclamations and declarations focus on special education as a concern for learners with language barriers to learning (Landsberg, Kruger & Swart, 2011: 18). Among these policies was the screen, identify, assess and support (SIAS) strategy of 2008 that emanated from the Education White Paper 6 of 2001. The SIAS strategy aimed to bring improvements to classroom practices. Furthermore, the strategy encourages teachers to screen, identify, assess and support learners with language barriers to learning.

Policies are guiding documents designed for teachers to execute their desired practices, but they are not always successful. Teachers have many constraints and some of these include inaccurate policy interpretations in practice, lack of material and human resources, poor administrative support, lack of teachers' in-service training in education and failure to involve other stakeholders in the implementation of policies (Stofile & Green, 2007:57).

Without adequate support for learners with language barriers to learning, effective teaching and learning cannot be attained. This is not only limited to support for learners with language barriers to learning only as even teachers who teach these learners need to be supported.

If learners with language barriers to learning are not supported, particularly in reading, writing, spelling and mathematical calculation, they are unable to perform at school.

If teachers are not supported, they turn to suffer from teacher burnout and anxieties that lead to difficulties in teaching learners with language barriers to learning.

As teachers, support plays a major role in enhancing learner active participation for better performance. Without any doubt, lack of support by teachers in learner activities will render such activities unsuccessful. In support of this view, Jacob, Vakalisa and Gawe (2011: 344) and Joyce (1994: 15) argue that learners with language barriers to learning improve their academic performance, scholastic enhancement and social interaction in an inclusive environment with adequate support structures. This makes support a vital instrument for improvement of learning for learners with language barriers to learning and must be attended to.

1.4 RESEARCH QUESTIONS

This study seeks to address the following research questions:

1.4.1 Main question

- How did mainstream primary school teachers support learners with language barriers to learning?

1.4.2 Sub questions

- Which structures were needed to support learners with language barriers to learning in mainstream primary schools?
- What support did learners with language barriers to learning need from mainstream primary school teachers?
- How did learners with language barriers to learning screened, identified, assessed and supported by mainstream primary school teachers?
- What model improved the support for learners with language barriers to learning?

1.5 AIM AND OBJECTIVES OF THE STUDY

Aim

The main aim of this study was to investigate how mainstream primary school teachers in Mafikeng Area Office support learners with language barriers to learning.

Objectives

To achieve the main aim, specific objectives have been formulated to guide this study. This study seeks to:

- Determine the structures that were needed to support learners with language barriers to learning in mainstream primary school teachers.
- Determine support needed by learners with language barriers to learning from mainstream primary school teachers.
- Determined the screening, identification, assessment and support for learners with language barriers to learning.
- Formulated a model that was used to support learners with language barriers to learning.

1.6 SIGNIFICANCE OF THE STUDY

It is envisaged that when language barriers to learning are detected early and proper intervention strategies used, maximum participation in teaching and learning improves. In addition, through screening, identification, assessment and support for learners with language barriers to learning,

mainstream primary school teachers can identify and assist learners who need support in learning. This study contributes ideas towards improving support for learners with language barriers to learning in the mainstream primary schools in the Mafikeng Area Office.

The investigation lays the ground for theory and practice of improved quality of teaching and learning in mainstream primary schools of the Mafikeng Area Office, especially for learners with language barriers to learning by critically reflecting on mainstream primary school practices, teaching and learning and how these could be improved (McNiff & Whitehead, 2002: 83).

This research contributes to the body of knowledge, which supports learners in language development. Findings emanating from this study also inform relevant policy planning implementation and assessment and the insights might gained determine further research in this critical area of study.

1.7 DELIMITATION OF THE STUDY

This study was conducted in Mafikeng primary schools. Mafikeng is located in the Ngaka Modiri Molema District in the North-West Province. The study was an investigation of the support given to learners with language barriers to learning. Five clusters of primary schools in the Mafikeng Area Office with two primary schools per cluster are used. These schools are situated in rural areas. Only Learners with Special Education Needs (LSEN) teachers participated in the study.

1.8 LIMITATION OF THE STUDY

The study has the following limitations:

Due to financial constraints, the study was confined to Ngaka Modiri Molema District in the Mafikeng Area Office of the NorthWest Province.

1.9 DEFINITION OF BASIC CONCEPTS

1.9.1 Barriers to learning

Landsberg, Kruger and Nel (2005:17), define barriers to learning as “those factors which lead to the inability of the [educational] system to accommodate diversity, which lead to learning breakdown or which prevent learners from accessing educational provision.” From a systemic approach, factors that create barriers to learning may be located within the learner, the school, the educational system and the broader social, economic and political context. Bornman and Ross (2010:133) maintain that barriers to learning is a broad term for a group of individuals who experience difficulties in one or more of the basic processes involved in understanding language. This might be a problem in listening, thinking, speaking, reading writing, spelling or even in doing mathematics. In this study, barriers to learning mean those factors, which lead to learning breakdown that prevents learners from accessing the general educational provisions as defined in the national curriculum.

Factors that create barriers to learning may be located within the learner. In this case, the learner is unable to read, spell, write and do mathematical calculations. Within the school, for example, the language of teaching and learning, inflexible curriculum or the broader social context such as poverty, unemployment of parents and political context, that is lack of amenities like, electricity, toilets and teachers at risk may constitute the barriers. In mainstream primary schools, the range of factors resulting in barriers to learning can be viewed as a dynamic, interactive continuum from internal to external system factors. Such factors hinder how learners with barriers to learning access epistemic knowledge (Landsberg et al., 2005:17).

The National Strategy is an educational policy designed in 2008 comprising four concepts and aims at improving and supporting learners who experience barriers to learning so that they access necessary support in mainstream schools. The four concepts are: screening, identification, assessment and support.

1.9.2 Screening

Screening means getting to know the learner. It is basic information required about the learner, which generates an overall picture of who the child is and what their experiences have been before arriving at a particular school (Department of Education, 2008:12).

1.9.3 Identification

According to Department of Education(2009:14), to identify is to discover something correctly. The development of learner profiles through identification can be used to determine learning needs, develop support programmes and evaluate whether or not effective learning and teaching occurs. In this study identification implies locating individual learner needs relative to the home and the school content, to establish the level and the extent of support that is needed (Department of Education, 2008:1).

1.9.4 Assessment

Assessment is to move away from examining only the intrinsic barriers to learning into establishing all contextual factors, which impede the teaching and learning process of learners (DOE, 2009:14). In this study assessment means a process of identifying, gathering and interpreting information about learners, specifically the combination of intrinsic and extrinsic barriers to learning (Bornman & Ross, 2010:37-38).

1.9.5 Support

Support refers to different strategies used to assist schools in a bid to enable effective teaching and learning to take place. It includes everything that enables learners to learn in schools and providing suitable environment and teachers who minimise barriers to learning (DOE, 2009:7).

Support for learners with language barriers to learning needs to be provided holistically. Collaborative support involves enabling structures and shared commitments. These structures should form a coherent whole where one attribute complements the other. The education support system in South Africa includes the following levels of support structures:

- District-Based Support Teams (DBST),
- Institutional-Level Support Teams (ILST),
- Special schools as resource centres,
- Full-Service schools and
- Inter-sectoral collaborative structures.

The SIAS strategy is informed by the findings and recommendations made by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) as appointed by the then Minister of Education, in Education White Paper 6 of 2001, which was tasked to investigate and make recommendations about learners with barriers to learning on all aspects of special needs and support services in education and training in South Africa (NCSNET & NCESS, 1997:6). The four concepts listed above form SIAS Strategy.

1.9.6 Language

Landberg et al., (2011:126) describe language as a multidimensional and open system through which human beings communicate their thoughts to others who are familiar with a specific language system. In this study, languagebarriers mean the inability to read, spell, write and do mathematical calculations.

1.9.7 Primary school learner

According to Jacob, Vakalisa and Gawe, (2004:19), a primary school learner is someone from Grade 1 to 6, who carries out various tasks, taking interest in their learning and developing their skills, knowledge, values and attitudes. The National Curriculum Statement, reformulated as the Curriculum and Assessment Policy Statement (CAPS, 2012) seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate with respect for the environment and the ability to participate in society as a critical and active citizen.

In this study, a primary school learner refers to someone who learns in order to acquire skills, knowledge, values and attitudes. A learner might be assigned various tasks of common interest, such as writing assignments and performing activities. It is important that teachers ensure that these

duties and tasks follow the principles of inclusion and that all tasks are equally valued, gender-sensitive and fair, hence teachers have to take responsibility for the learning and well-being of all learners in their specific learning sites.

1.9.8 Mainstreaming

According to Landsberg et al., (2005:6-7), mainstreaming means including learners with barriers to learning in mainstream education alongside their regular peers. In this study, mainstreaming suggests teaching learners with barriers to learning alongside regular school learners which is most effective in averting discriminatory attitudes, creating empathetic and welcoming communities and educating for improved efficiency.

1.9.9 Learners with Special Education Needs (LSEN) teacher

Chipeta, Masile and Shumba. (2000: 25) define a special education teacher as a support teacher (special education) who interacts with learners with barriers to learning in and out of the classroom on a daily basis. In this study, a special education teacher implies a teacher who works in a school for learners who are unable to benefit fully from ordinary schooling because they have barriers to learning. This teacher modifies teaching methods to accommodate such learners, in order to impart knowledge to learners, inspire learners to become interested in a lesson, ensure that learners accomplish learning outcomes and assist learners appropriately. This frequent interaction makes a special teacher to become a significant influential force in a learner's development and socialisation. Therefore, special teachers are those professionals with tasked to efficient undertaking of their classroom administrative duties as well as promoting critical and ethical attitudes and nurturing a sense of respect and responsibility amongst learners.

1.10 CHAPTER DIVISION

This study is divided into the following six chapters:

1.10.1 Chapter One: Orientation

Chapter One provides a general overview of the investigation conducted in this study. This chapter also provides the structure of the research, which comprises the introduction, background of the

study, statement of the problem, research questions, aim and objectives of the study, significance of the study and definition of basic concepts.

1.10.2 Chapter Two: Literature review

This chapter provides the theoretical framework regarding support for learners with language barriers to learning. This chapter determines whether there is a need for the Department of Education to support and monitor the implementation of education policies at the district level as this level is closest to the schools. The literature review locates the experiences of school districts within the local and international contexts of inclusive education. The use of literature from abroad contextualises Inclusive Education in the South African Education System, since research in school districts in South Africa is limited.

1.10.3 Chapter Three: Implementation of research design and methodology

Chapter Three explains the type of research undertaken and how data was collected and analysed. Interviews, document analysis and observation are conducted in order to extract relevant information that addresses the research questions outlined in the first chapter. Furthermore, measures to ensure trustworthiness, validity, reliability and compliance with ethical standards are presented in order to adhere to research ethics.

1.10.4 Chapter Four: Presentation and discussion of results and findings

Chapter Four presents the data analysis and interpretation on support for learners with language barriers to learning.

1.10.5 Chapter Five: Description of the suggested model for SIAS strategy to be implemented in the North West Department of Education (NWDE)

Chapter Five focuses on the proposed model for SIAS strategy for learners with language barriers to learning in the North West Province. It provides the current position in the North West Department of Education focusing on the shortcomings of current practices, the suitability of the proposed model in eliminating the current shortcomings and the diagnostic procedures of the

proposed model that seek to improve current practices. This chapter also interrogates the assumptions, characteristics and adequacy of the proposed model. This segment of the chapter delineates how inter-sectoral collaboration functions in practice.

1.10.6 Chapter Six: Synthesis, findings and critique, recommendations and conclusion

Chapter Six summarises the study, offers a discussion of the findings, reconsiders the literature review and makes recommendations based on the findings of the study.

1.11 SUMMARY

This chapter is the orienting chapter of the study. It outlines the background of the study, statement of the problem, research questions and significance of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this chapter is to review literature related to support for learners with language barriers to learning and how teachers could support them. Existing policies on support for learners with language barriers to learning, relevant research and the theoretical argument on support for these learners within the context of inclusive education are also reviewed. In this study, language barriers to learning have been conceptualised to include reading, spelling, writing and mathematical calculations.

2.2 SUPPORT FOR LEARNERS WITH LANGUAGE BARRIERS TO LEARNING

2.2.1 Getting to know learners with language barriers to learning

Many learners who have problems with language barriers to learning do not have good reading skills. Some read very slowly and do not remember what they have read. Others do not know how to pick out information from a book and they give up when they try to read a whole book at once (Bornman & Ross, 2010:63). Many struggle with reading long passages and never read for enjoyment. These learners avoid reading whenever they can and struggle with written work in all learning areas. They cannot hear the differences between language sound and differences in vowels seen especially doubtful. They confuse letters and sounds; they find it difficult to put together sounds in the right order to make up words while reading and they cannot echo new words (Winkler, Modise & Dawber, 2004: 86).

Learners with language barriers to learning struggle to break words into syllables, they confuse long words which have a similar beginning or ending, they find it difficult to find the main ideas in a paragraph or to pick out important details. Sometimes they do not understand what they read, they are doubtful about the letters and the sounds of the words; they do not know the meaning of words they read, they read very slowly and forget the beginning before they get to the end. Teachers in

such instances need to establish the following: a positive school ethos and expand choices within the curriculum in order to support a wide range of learning styles (Bornman & Ross, 2010: 59).

Implementing such strategies encourages learners with language barriers to learning to know that their school and teachers nurture them and help them with academic activities. When learners experience a sense of belonging and achievement, they become motivated to participate in classroom activities. Mainstream school teachers need to consider these under mentioned strategies to ensure effective teaching for learners with language barriers to learning:

2.2.2 Presenting effective lessons

In mainstream primary schools, there is a need for teachers to present effective lessons in the classroom situation. A lesson can be developed and presented through a five critical components of presenting effective lessons, which are structure, clarity, redundancy, enthusiasm and maximising participation through questioning and feedback.

2.2.3 Structure

Structure refers to the way the different components of a lesson are planned. Teachers should start a lesson by explaining the main objectives of the lesson (the learning outcomes) in clear terms to the learners. The teacher should also emphasise critical elements of the lesson and help learners to summarise them. The worksheet structure known as situation, problem, solution and outcome has been proven to be effective in helping learners understand the basic structure of a lesson (Nel, Nel & Hugo, 2012: 169).

Another type of worksheet structure is a mind map. Teachers, psychologists, therapists and engineers have used mind-mapping to facilitate learning, memory, summarising facts, brainstorming and problem-solving. A mind map is a diagram representing ideas, words, tasks and other items around a central key word or theme (van Der Walt, Evans & Kilfoil, 2009:165).

2.2.4 Clarity

Teachers have to be competent in language use and be brief and to the point. They should use language that learners understand. Teachers can sometimes use gestures to show the meaning of

words or to emphasise certain facts. Using gestures is particularly helpful for learners with language barriers to learning (Bornman& Ross, 2010:63).

2.2.5 Redundancy

Redundancy means that teachers should emphasise and reinforce the most important concepts in the lesson. When reading, the most important words in the text must be underlined for future use and thereafter learners work in groups to identify other words. During a lesson, the teacher gives examples of important words and then learners work in groups to identify others (Bornman & Ross, 2010:64). In this study, redundancy meansadapting and utilising readily available resources in the classroom, such as painting and cutting words, finding the right word to describe something, resolving confusion in using words and the opportunity to advance the next stage of an activity. A learner learning to read gets reinforcement when their vocal responses to a text compose verbal stimuli known to the learner.

2.2.6 Enthusiasm

An enthusiastic teacher who is creative and conversant with their teaching strategies, methods and techniques makes learners participate and learn more in the classroom situation. Enthusiastic teachers tend to create a positive classroom environment that encourages exploration and creative thinking and where learners learn to experience learning activities as fun, valuable, useful and focused, their academic performanceis enhanced. This brings about a positive relationship between the teacher and learners characterised by humour, trust and individual concern (Bornman & Ross, 2010:64).

2.2.7 Maximising participation through effective questioning and feedback

In order to generate active participation, teachers in mainstream primary schools should select materials with an appropriate difficulty level and a high interest level. They need to integrate these together with the careful use of questioning techniques and providing positive feedback. This develops each learner's confidence, responsibility and enthusiasm for learning.

The effective use of questions is an excellent teaching tool that encourages creative learning. The primary aim in the classroom is to teach learners to explore, organise, integrate and extend their skills, knowledge and values and attitudes and make these useful in different situations. Questions bring about active participation; understanding and retention of information are increased. Questions also have a certain difficulty levels and assist in developing thinking and problem-solving skills. Teacher questions should reflect various difficulty levels. Thinking and problem-solving skills are both critical in ensuring academic success (Wessels, 2010:140).

2.3 Helping learners to overcome language barriers to learning

Helping learners overcome language barriers to learning in South Africa was inspired by projects like “Sisonke” which means we are together. “Sisonke” sought to provide information on learning support strategies for all learners in mainstream schools. The Screening, Identification, Assessment and Support (SIAS) strategies enhance such scaffolding for all learners. Many South African foundation phase and intermediate phase teachers testify to participating in different programmes of the SIAS projects (SIAS, 2008:1). The purpose of these projects was to enhance the teaching practice of teachers and help learners to overcome barriers to learning in classroom situations. These projects also generated ideas such as “All children can learn” and “Believe that all can achieve.” According to Winkler, Modise & Dawber (2004:1), language barriers to learning could be the result of emotional, perception, language, spelling and reading problems as well as mathematical calculations (numeracy), concentration span and poor educational experiences.

The South African policy on inclusive education makes it clear that learners should be supported in schools in which they are placed. The Education White Paper 6 (2001) presents a shift away from labelling learners according to their learning problems. Schools should rather look out for barriers to learning and create an environment in which all children can learn and achieve.

2.3.1 Language and learning

Language skills are very important at school. Language and learning cannot be separated because at school learners are involved in using language for communication and thinking. Language is a tool for thinking critically about the world and how it works (van Der Walt et al., 2009:1).

2.3.2 How teachers can help learners who experience difficulty with verbal instructions

In language learning, learners often cannot listen well when the teacher speaks quickly. Often they neither know the meaning of words used in the instruction nor do they understand the language used by the teacher. Teachers are obliged to demonstrate the following: use simple instructions, speak slowly and clearly when giving instructions. They are required to check on instructions by asking learners to tell in their own words what they have to do; they have to make sure that learners know the meanings of key words and they have to ask learners in the class to tell each other what they have to do (Wessels, 2010: 101).

2.3.3 How teachers can help learners who have limited vocabulary

Sometimes learners do not know many interesting nouns and their associated adjectives, verbs and their associated adverbs. Therefore they become slow at learning and using new words, for example they falter in describing objects because they do not have the names for them. They do not know the meaning of words. Teachers need to demonstrate the following competencies: they should make a scrapbook with learners in order for them to learn new words. The learners cut out pictures and write down the new words. Teachers have to teach opposite words e.g. *big- small, lively-calm*, and let learners find pictures of nouns that concretise these new words; they are obliged to praise learners when they use interesting new words and not criticise their mistakes. They have got to let learners talk about pictures. They have to let them look at differences and similarities by using adjectives and comparisons and they are required to let them play language games such as Charades, Scrabble and Pictionary (Hugo, 2013:40).

2.3.4 How teachers can help children who have limited language skills

Sometimes learners do not understand what they read. They struggle with spelling and writing. As a result, they do not understand the language used in mathematics (numeracy), specifically mathematical word problems. Language teachers need to demonstrate the following capabilities: awareness of the language skills needed for each task and skills that facilitate learners understand what they have to do. Language teachers should teach words needed for learners to understand, read and write in other learning areas (Thornhill & Hugo, 2013: 159).

2.4 Assisting learners to read

According to Lenyai (2013:15), reading and writing are the two most important skills learners gain from school. They constitute the foundation for all learning later in life. In reading, learners are able to read and view for understanding and to evaluate critically and respond to a wide range of texts. The purpose of reading is to develop learners who are independent and enthusiastic readers and who are able to engage in lifelong learning. Teaching helps learners to read with confidence and for enjoyment. To achieve that purpose, learners are expected to develop reading strategies, evaluate meanings and language critically in all texts and appreciate and critique them. Effective reading and viewing skills allow learners to access information and these literacy practices are central to their functioning successfully in a school environment.

Many learners who have learning difficulties in their school years do not have good reading skills. Some read slowly and do not remember what they have read. Others do not pick out information from a book. Many such learners struggle with reading long passages and hardly read for enjoyment. Therefore, their problem in reading prevents them from doing well at school. Good reading skills prevent many learning difficulties in later years of schooling. Learners with language barriers to learning avoid reading and struggle with written work in all learning areas. Their problems with reading prevent them from doing well at school (Winkler et al., 2004: 86).

2.4.1 How teachers could help learners who have problems with reading memory

Many learners resist reading because they cannot make sense of words. Consequently, such cannot read long paragraphs, nor listen to the media (Winkler et al., 2004:88). Teachers are encouraged to demonstrate the following: make regular reading times for learners who are struggling until they begin to make sense of the words and concentrate on the meaning; teachers are supposed to read short, interesting paragraphs to learners and ask them to listen for the main idea; they have to let learners individually read short pieces at a time. Once they have finished, teachers could ask them to write only one sentence about the passage they have read to demonstrate their comprehension and summary skills. They ought to show learners that they have understood what they have read by filling in missing words, drawing pictures, filling in missing speech bubbles and arranging pictures in the order in which they appear in the story (Wessels, 2010:33).

2.4.2 How teachers can help learners who have problems with understanding

Learners need to exert great effort in understanding sounds, more especially if vowels and consonants begin with similar sounds. It is clear that if they fail to articulate well then the learners cannot spell correctly. Teachers are encouraged to practice letters to extend learners' understanding of phonological sounds. Also teachers have to ask learners to think of more words that begin with the same sounds; get learners to read in pairs if they are unsure about the meaning of the words; and choose reading materials that suits the language level of the learner even if their vocabulary is limited. In sum, teachers must guide learners through the written text using questions, pictures and key words (Winkler et al., 2004:90).

2.4.3 How teachers can help learners who hate reading

Reading is regarded as an important skill which learners should master and enjoy. Learners sometimes lack reading skills because there is no model who reads for them to help them enjoy books. They cannot find books that interest them and which are easy to read, since the vocabulary is often difficult for them. Teachers should make available three book boxes for the classroom with short, easy reading pieces which could include articles from magazines. The first box should contain very easy reading materials; the second box should contain easy materials while the third box should contain challenging materials (Wessels, 2010:34). This graded reading material allows learners to choose to read at a level that they are comfortable with. Eventually teachers should let all learners in class spend at least fifteen minutes of each school day reading quickly across the difficulty levels identified. Teachers can then organise a book character day in which each learner dresses up as a character from a book they have read (van Der Walt, Evans & Kilfoil, 2009: 153). They should then tell the class who they are and what they liked about the book. Teachers should encourage reading for fun. They should read books which are interesting to learners and suggest books that are high interesting-low vocabulary. They should talk about books with learners, make lists of exciting books, and strive to contact organisations that set up a little library in class (van Der Walt et al., 2010:149). Therefore, teachers need to support learners by providing graded reading programmes which improve learners' reading competencies and develop their reading skills because such programmes afford learners with practice and enjoyment.

2.4.4 How teachers can help learners who have difficulty with sound-symbol association.

When learners learn sound-symbol associations, often they cannot hear the differences between language sounds and vowels. They confuse letters and sounds. In the same way, they find it difficult to put together sounds in the right order to make up words while reading. Therefore, they cannot echo new words. Teachers must perform the following tasks: begin teaching consonant sounds before teaching vowels e.g. *s, f, h, p, m, r, n, t*; use short regular words to teach the rules of phonics; teach exceptions to the rules as ‘sight-words’ where learners have to remember the word as a whole and they should write down three words that look similar e.g. *fat, bat* and *sat*. This encourages learners to pay attention to the sound-symbol association (Joubert, Bester & Meyer, 2011:226).

2.4.5 How teachers can help learners with trouble remembering sight-words

Recognising sight words is a useful aspect in language learning. Learners with this problem read very slowly, moving from sound to sound and cannot remember sentences they have read. They often do not remember irregular words. Teachers should practice sight-words by writing them on flashcards and showing them quickly so that learners do not have time to sound them out. They must remember what the word as a whole looks like. They should do this every day and then teachers should draw the shape of common sight-words and let learners work out what words would fit the shape (Coltman & Place, 2013:116).

2.4.6 How teachers can help learners who have problems reading longer words

Very often, learners do not make great effort to break words into syllables. For instance, they overlook parts of the word while reading. Likewise, they confuse long words which have similar beginnings or endings. Teachers need to demonstrate the following competencies: break words into syllables (orally) while clapping hands before reading words e.g. *good (clap once)*, *morning (clap twice)*. Teachers should ask learners to complete a sentence, choosing from three words that look similar, e.g. *My father is a.....man* (Thornhill & Hugo, 2013: 156). They could ask learners to choose from the following given words: *talk, tall, tart*, and this exercise would help learners to look carefully at words that have similar beginnings. Assisting learners to read and become independent

readers is an important first step towards reading for pleasure. Many learners read accurately, but very slowly. Others read quickly, but they struggle to comprehend what they read (Winkler et al., 2004:88).

2.5 Helping learners with writing

According to Winkler et al., (2004: 93), writing is very demanding. When writing, one has to combine many different skills in order to write well. One needs fine motor, perception, language skills, good memory and concentration. Learners usually have difficulties in three areas: handwriting, spelling and writing confidence. Teaching learners how to form letters through, handwriting skills and how to construct words, i.e., spelling is very important.

2.5.1 How teachers can help learners who have perception problems

Often learners resist writing different shapes of letters. As a result, they struggle with the direction and shapes during letter formation. Then they lose their pace in writing. Teachers need to demonstrate the following: practice writing confusing letters before using them in words, for example, 'b' and 'd' and teachers should give learners a chart to check their letter formation if they are unsure (Winkler et al., 2004:96).

2.5.2 How teachers can help learners who have low muscular tone

When writing, one needs to combine many different skills e.g. fine motor skills, perception skills language, memory and concentration. Therefore, learners with low muscle tone get tired quickly while writing; they tend to lie on their desks while writing and they also get tension in their fingers and hands (Winkler et al., 2004:96). Teachers need to develop the following strategies: encourage learners to write while sitting in the correct posture; letting learners shake their hands regularly to relax their fingers and practicing fine motor activities.

2.5.3 How teachers can help learners who avoid writing

Sometimes learners take a long time to settle into a writing task. For example, they disrupt writing lessons and as a result, they present written work that is often sloppy or incomplete. Finally, they write as little as they possibly can. Teachers are encouraged to demonstrate the following: teachers

should use handwriting skills in order to assist learners to construct correct spelling in writing; teachers have to help learners to get started by giving them key words or a first sentence and guide them through a writing task; teachers should insist that learners write short pieces every day and teachers should encourage group writing where learners can help each other (Winkler et al., 2004:101).

2.5.4 How teachers can help learners who have problems with writing conventions

Learners with writing problems often find difficulty in punctuation marks. Firstly, they are doubtful about correct spelling and they often do not use capital letters. As a result, they forget to apply language rules when they write. Teachers should demonstrate the following competencies: theyought to allow learners to rewrite their work and they are supposed to teach learners editing skills so that they can improve their work when they rewrite it. They should focus on one convention at a time (Winkler et al., 2004:102). This teaches learners to write for common purpose.

2.5.5 How teachers can help learners who do not structure their written work well

In most cases, learners write unclear sentences.They use neither full sentences nor paragraphs. They also write stories that do not have a clear beginning, middle or end. Teachers are encouraged to demonstrate the following: teachers should tell stories in class or read to the learners so that they become familiar with the structure of stories; teachers should encourage learners to tell stories about themselves; teachers should tell part of the story and ask learners to write the ending; teachers should ask learners to identify the beginning, middle and the end of stories and teachers should provide cartoons or picture stories to help learners structure their writing (Van Der Walt et al., 2009: 255).

Writing is a process where learners have to be able to infer meaning from a text they read. They have to produce a meaningful and coherent text. Teachers should let learners write down the story they have heard. They should encourage learners to use their drafts to make their own little story book with a page and drawings. Every learner should write the story in his or her own book. Learners can help each other with ideas, vocabulary and spelling (Wessels, 2010)

Several suggestions have been made as to how learners who are unable to write can be best assisted. Winkler et al.,(2004: 96) have proposed the use of the chart presented below:

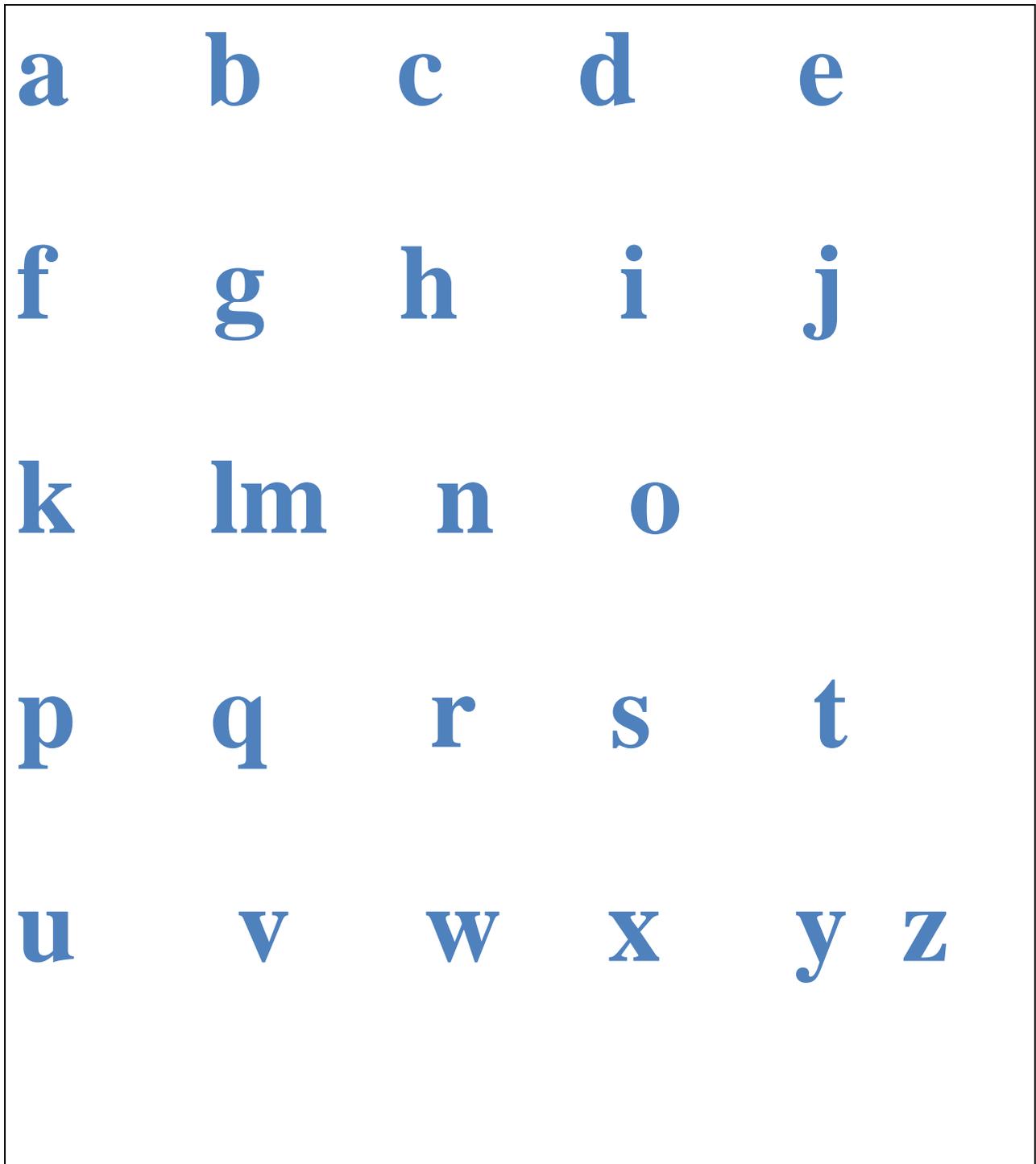


Figure 2.1: Handwriting chart (Adopted from Winkler et al., 2004:97)

This handwriting chart in Figure 2.1 addresses the problem of fine motor skills and learners with low muscular tone who get tired while writing and get tense in their fingers and hands. The chart shows how teachers can practice fine motor activities in writing and encourage learners to write and relax their fingers (Winkler et al., 2004:96).

2.6 Understanding spelling problems

According to Winkler et al., (2004:97), spelling is the skill of forming words. When one spells out a word, he or she goes through three important steps: he or she thinks of sounds that make up the word; he or she remembers the letters that make up the word and he or she puts the letters together to form the word.

When learners learn in English, they often find spelling very difficult. Not all words in English have regular spelling where letters match the sounds. There are many words that are not spelt the way they sound. Some words have silent letters, for example, knight and write. Some words use group of letters to make a new sound, like, rough and nation.

2.6.1 How teachers can help learners who have problems with spelling and writing

Often learners are unsure of the sounds of the language and make many mistakes, for instance, they are slow to learn to spell new words and this leads to leaving out interesting words while writing because they are not sure how to spell them. Teachers need to help learners as follow: teachers should teach spelling using word families where words are grouped together because they have similar sounds, for example, fat, cat and mat; teachers should teach two or three new spelling words every day; teachers should praise learners if they write interesting words, even if they are not sure how to spell them and teachers should sometimes give learners a chance to write stories or news without marking their spelling mistakes (Winkler et al., 2004:99).

Assisting learners to improve their spelling is to enable them to sound out words and match the sounds with letters. They are also aware of irregular words and remember what they look like. Learners think about the way a word is used and what it means before they write it down. Teachers can help learners improve their spelling by helping them understand how words are made up and how words are used. By grouping spelling words into word families, teachers should concentrate on

different spelling rule. For example, very few English words end with i, u, or v, usually there is a silent 'e' at the end of a word, such as:

give, have, solve

glue, blue, true

pie, tie, die

Very few English words end with 'j'. The 'j' sound is usually made by letters 'edge' or 'ge':

marriage, huge, college

edge, badge, knowledge, ridge (Winkler et al., 2004:98).

2.8 Mathematical calculation problems

Many learners have problems with number skills. They find it difficult to understand how numbers work and what they should do with them. As with reading and writing, learners who do mathematics or numeracy at school need to combine a variety of important skills, some of which are number concept, memory, attention, sequencing, comprehension and language. If they do not know these skills, they would struggle to cope in the classroom situation. According (Annual National Assessment, 2013: 22).

2.8.1 How teachers can help learners who have mathematical calculations problems

Learners in Grade 4 have problems in understanding the language used in the mathematics class (Winkler et al., 2004:108). For instance, they are unsure about how numbers work, or they are unsure how to use number charts and as a result, they forget the time-tables. They find it difficult to isolate number problems or to solve them. As a result, they overlook details and make mistakes while copying. Teachers need to demonstrate the following competencies: they supposed to teach learners to say "and" before "add", say "take away" before "minus", say "share" before "divide", say "is" before "equals"; they should ask learners for these "maths words" in their home language; they are obliged to explain that multiplication is a quick way of adding; they should allow learners

to talk about ways in which they solve problems and explain sums to each other and they supposed to use familiar objects and keep numbers low while teaching mathematical words (The Molteno project 2004:75).

2.8.2 How teachers can help learners who have problems with concepts

Learners find difficulties with concepts in mathematical calculations in class. When they look at concepts as individuals, they neither understand concepts nor can they solve mathematical problems. Teachers are encouraged to demonstrate the following: they ought to allow learners to talk while they are working out sums and do not use calculators; they supposed to allow learners to work with real objects, then move on to drawings and finally write up the sum and provide a lot of repetition and concrete experience e.g. weigh objects, use calculators, talk about sums, and do daily work charts with short sums on them (Bowie, Cronje, Heany, Maritz, Olivier, Rossouw & Willers,2012:9).

2.8.3 How teachers can help learners who have problems with comprehension and problem-solving abilities

Learners do not comprehend nor solve mathematical problems. For example, they need to be allowed to talk about number problems. They also need to be allowed to solve mathematical problems in groups, thus using a variety of non-verbal styles in order for them to understand mathematical problems. Teachers are encouraged to demonstrate the following: they oughtto allow learners to talk about number problems, for example, they should ask: “How many ways are there to make five?”; theysupposed to keep numbers low in problem-solving sums; they are obliged to allow learners to solve problems in groups; they have to use a variety of non-verbal styles to improve learners’ understanding of mathematical problems and should encourage them to find their own solutions using calculators, drawings and other methods (Yule, 2012:33).

2.9 How mainstream schools can learn to cope in teaching learners with language barriers to learning

Mainstream primary school teachers will find it easier to help learners with barriers to learning if schools as a whole are aware of learners’ problems. The following factors can help mainstream

primary schools cope with an increasing number of learners with language barriers to learning who find it difficult to learn (Yule, 2012:20 and Winkler et al., 2004: 112): there have to be a mutual communication among principal, teachers and parents about the learners with language barriers to learning. The school is prepared to spend money on resources that help teachers prepare differentiated lessons. The school is supposed to organise in-service training for teachers on how to deal with learning difficulties. Assisting learners with barriers to learning is seen to be an important part of school life. The school has a system for keeping records for each learner of all information, for example checklists, letters, referrals related to barriers to learning.

2.10 RELEVANT SOUTH AFRICAN POLICIES

Prior 1994, the South African Education Department was spitted into 18 racially divided education departments. Not all education departments made provision for learners with language barriers to learning and the disadvantaged communities were totally excluded. There were extreme disparities and discrepancies in the provision for specialised education for different race groups and virtually no provision for black disabled children even at pre-school level (NCSNET & NCESS, 1997: 21).

The racial inequalities in the provision of education for learners with special needs and education support became more stuck with the implementation of the National Party's policy of separate development in 1948. The institutionalisation of apartheid in every facet of South African life had a significant impact on the area of special needs and support in education. The setting up of homelands system, the promulgation of the Bantu Education Act (1964), the Indian Education Act (1965) and the Coloured Persons Education Act (1963) all impacted on racial disparities and contributed to the massive inadequacies in educational provision which were highlighted in the National Education policy (NCSNET/NCESS, 1997: 22).

Nel and Theron (2008: 203) argue that many parents and caregivers believe that English is the best choice of LOLT (Language of Teaching and Learning) for their children. This choice made many ESL (English Second Language) learners experience language barriers to learning because of limited English proficiency. Furthermore, most English Second Language learners are not skilled enough to learn mathematics and English in their second language. Consequently, teachers lack the

training, knowledge, tools and time to support the learning of English Second Language. Learners with language barriers to learning have limited English proficiency in attaining their full potential.

Many policies, like the Annual Performance Improvement Plan (APIP), Quality, Learning and Teaching Campaign (QLTC), Foundation for Learning (FFL), School Development Plan (SDP), School Improvement Plan (SIP), Integrated Quality Management System (IQMS) and School Administration and Management System (SAMS) come into support for all learners in schools. Among these policies was the Learner Attainment Improvement Plan (LAIP) of 2015. LAIP is school based and attempts to meet the targets set out in action plan 2019 and schooling 2030 to improve learning and teaching in the schooling system. Within this plan are stipulated objectives from the Action Plan of 2019 and the following were discussed: Improve communicative skills, such as writing and speaking and building mathematical skills of different phases in all schools (LAIP, 2015: 2-3).

Many strategic activities were discussed in those policies and the following are well articulated to address the support teachers need to provide for learners. Teachers have to ensure that the English First Additional Language (EFAL) planning for all grades classes is in accordance with the policy document on Curriculum Assessment Policy Statement (CAPS). The indicators would be workshops for teachers on reading and writing; conducting a baseline assessment of learners' readiness to count. They ought to identify words, colours, shapes, recognising common objects. Learners have to learn story telling through drawing in line with the teaching of writing and speaking. Writing for different purposes, such as, news and stories are encouraged to ensure that learners are able to use the acquired words correctly with understanding; reciting, narrating and folk lore to increase the vocabulary of language competency, Assessment tasks should be used to determine learners' understanding of concepts, memory and spelling. They have to learn at least 10 new words per week (spelling tests, comprehension and dictations). Organising counting and speech Olympiads competitions should be persuaded to improve on speed. The use of words in the given time has to be observed. Organising oral competitions for mathematics and language for all grades are the competency of oral tasks to address communicative competences of learners. Observing learners' ability in listening and participation in discussions (storytelling, reading and radio conversation) are encouraged. The correct use of letter sounds as per Curriculum Assessment Policy Statement (CAPS) document.

The emphasis should be on facilitating phonic awareness to recognise that words are made up of sounds. The use of more rhyming words to help with the process; writing exercises, writing for different purposes, such as, conveying messages, respond to pictures, draft short text, publishes own writing, like, share work with others, audience and write own books are of vital importance (Learner Attainment Improvement Plan, 2015:9-13). Furthermore, teachers have to highlight support in hand writing skills to create awareness between drawing and writing, enough assistance for writing with increasing legibility, implementing the activities of the mathematics and language strategies.

The Learner Attainment Improvement Plan (2015: 15-18) emphasises strategic activities of identifying learners with language barriers to learning from Foundation Phase and putting in place a programme of dealing with the identified barriers to improve the quality of teaching and learning in languages, such as, First Additional Language (FAL) speech competitions. In this study, identification would mean learners who have been identified by teachers as experiencing language barriers to learning in the learning process. Initial identification of learner needs would be based on accumulated evidence from curriculum assessment process that includes observation, documentation from learner's portfolio, workbooks and consolidated verbal and written information from other teachers (SIAS, 2008: 13).

To enhance the number of words the learner is capable of using, it is important to introduce projects writing using cartoons, comics, collages, charts and mind maps. Teachers need to integrate competitions on poems writing, reciting, reading and debate, conducting interviews and role play to develop learners' ability to confidently use the language. Also the activities designed to present information, news, weather, lectures, giving directions and negotiations in line with career dress up. The introduction on open debating sessions and literature summaries motivate the use of language. Implementing the activities on mathematics and language use is important.

In order to increase the number of learners who master the minimum language and mathematics competencies, it is important to introduce strategic activities. Identify learners with language barriers to learning to be assisted with interventions, a school based plan to assist learners with gaps in mathematics; promoting independence of language for formal and informal learning, public and personal use; oral presentation through conversations and prepared talks; oral competitions on

unprepared topics to determine the use of words and promote fluency. Introduction of activities engaging all learners in writing of stories, poetry, play, news, videos and magazine pieces, completion of puzzles within the given time are important. Writing of literature books and texts to correct spelling and different ways of reading for different purposes serve language reading (Department of Education, 2015: 18-21).

Such a document incorporates the National Development Plan (NDP) for the quality delivery of teaching and learning which support all learners in language development in the General Education Training (GET) band.

2.10.1 The Constitution of South Africa

The Constitution of South Africa articulates the human rights and social justice approach which exposes the learners' rights to education. Also provides that all learners should enjoy equal rights and protection of human dignity and that every child has a right to basic education.

Quality education was included in Education White Paper 6 (2001), which is a process through which trained teachers use child-centred teaching approaches in well-managed classrooms and skilful assessment to facilitate learning and reducing disparities. As outlined in Education White Paper 6 (2001), the policy expresses the commitment of the education that protects the constitutional rights of all children and to provide quality education for all (Winkler et al., 2004: viii).

2.10.2 The National Commission on Special Needs Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) (1997)

The NCSNET and NCESS made specific suggestions and recommendations to effectively accommodate learners with barriers to learning effectively in the South African education system these include mainstream primary schools of the Mafikeng Area Office. The NCSNET and NCESS (1997) resolved to:

- Ensure participation and social integration, for example, all learners must be provided with the widest possible educational and social opportunities. Centres of learning must promote and support inclusion and mutual respect;
- Ensure access to a single inclusive education system, for example, learners must have access within a single education system that is responsive to diversity of learners with language barriers to learning;
- Promote access to curriculum i.e. all learners are entitled to participate in the common curriculum and to be provided with the necessary support to enable them to access the curriculum effectively; and
- Make education relevant and meaningful to the lives of all learners. Facilitate optimal and effective involvement of the community in the education of learners at all the levels. Develop strong links between the centre of learning and community is therefore, a fundamental prerequisite to ensure that all needs are addressed and appropriate support provided.

The above suggestions and recommendations are vital for the mainstream primary schools of the Mafikeng Area Office. It should also be noted that resources, such as human and materials, must be made available for implementation of the SIAS strategy.

2.10.3 Inclusive Education as defined in Education White Paper 6 (2001:6) is as follows:

- Acknowledging that all children and youth can learn and that all children and youth need support;
- Enabling education structures i.e. school buildings of mainstream primary schools, system and learning methodologies i.e. access to the curriculum, teaching practices, materials and assessment procedures, more especially to accommodate the physically disabled, hearing, speech and visually impaired learners in mainstream primary schools and also to meet the needs of all learners; and
- Changing attitudes, behaviour, teaching methods, curricular and environment to meet the needs of all learners in mainstream primary schools as outlined in the National Curriculum Statement.

2.11 THE NATURE AND SCOPE OF SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT (SIAS) STRATEGY

The SIAS strategy is designed to manage and support teaching and learning processes, which affect learners in the system. It offers guidelines on how to screen, identify, assess and support learners with language barriers to learning. It improves teaching and learning environment for maximum participation by learners (SIAS, 2008: 8).

In order to implement the SIAS strategy in the Mafikeng Area Office, the following have to be considered

Gain background information on the learner

At entry to school, particularly those learners in Grade R and Grade 1 need to be screened for early identification of language barriers to learning, developmental delays, perceptual motor problems, disability and health needs. Their portfolios need to be developed and the school must arrange interviews with the parents in order to get more information about the learner (DOE, 2008: 12).

Identifying barriers to learning and development of overall picture of the learner

Learners with language barriers to learning are identified based on accumulated evidence from the curriculum assessment process, which includes observation, documentation from the learner's portfolio, workbooks, and consolidated verbal and written information from other teachers and parents (DOE, 2008: 13-14).

Establish levels and nature of support

In order to establish levels and nature of support, background information of a learner and identification of barriers to learning are needed. This brings about the decisions on the level of support needed in consultation with District-Based Support Teams DBST (DOE, 2008:15).

Actions planning for support provisioning and monitoring

Action plans address the issue of what support will be provided, where will it be accessed and how will they be implemented and monitored. The support package consists of combination of physical, human and material resources (DOE, 2008:15).

2.11.1 What is SIAS strategy?

The Director-General for Inclusive Education, realising the need to support learners with language barriers to learning in 2008, established the National Strategy on Screening, Identification, Assessment and Support SIAS strategy, which is a part of Education White Paper 6. It also builds on an Inclusive Education and Training system which was approved by cabinet in 2001. The SIAS strategy aimed to respond to the needs of all learners in South Africa, particularly those who are vulnerable and mostly likely to be excluded (DOE, 2008: i).

The SIAS strategy is a result of a rigorous process of consultations with all stakeholders, including schools, provincial offices, Higher Education institutions and professional bodies. The inputs of organisations, including those for and of disabled people, were incorporated in the strategy to ensure that it would respond to the needs of learners with language barriers to learning, whose lives would be improved by its implementation. This would bring about the dramatic change in South Africa's society which sometimes is viewed as being in crisis (SIAS, 2008).

2.11.2 The purpose of SIAS strategy

The purpose of SIAS is to provide a programme (which refers to structured interventions delivered at schools and in classrooms within a specific time frame) for all learners requiring additional support so as to enhance their participation and inclusion. The SIAS strategy provides clear guidelines on enrolment of learners in schools and settings that acknowledge the central role played by both parents and teachers (Department of Education, 2008: 1).

Based on the current situation in mainstream primary schools of the Mafikeng Area Office regarding learners with language barriers to learning who are excluded by teachers, the strategy is intended to ensure a more rigorous and consistent process of screening, identification, assessment

and support of learners across the system. This enables more equitable practice in terms of admission and support. Thus, the Ministry of Education is committed to the principles of redressing past inequalities and creating equal opportunities for all learners as articulated in the Education White Paper 6 (SIAS, 2008: 1).

The following concepts were clearly spelt out in the strategy that could help learners with language barriers to learning to access and participate in all areas of the curriculum:

2.11.2.1 Screening

On the arrival and during the first quarter of the school reopening, teachers are expected to screen learners who experience language barriers to learning. The reason being to establish a support package to address the language barriers to learning.

Therefore, getting to know the learner would mean basic information is required which informs an overall picture of who the child is, what his or her experience has been before arriving at the school, what his or her family and home circumstances are and what his or her strengths, weaknesses and interests are. This serves to identify if a learner experiences barriers to learning and development within the education system (The National Strategy on Screening, Identification, Assessment and Support, 2008:12).

2.11.2.2 Identification

According to the Department of Education (2008:1), the SIAS strategy outlines the process of identifying individual learner needs in reaction to the home and the school content, to establish the level and the extend of additional support that is needed. Also, it outlines a process for enabling access and provisioning of support at different levels. The SIAS strategy further outlines the procedures that have to be followed in identifying language barriers to learning that affect individual learners. It further identifies the responsibilities of teachers, managers, district-based support teams, institutional-level support teams, Full-Service schools, special schools as resource centres and parents that are there to increase access and maximise participation of learners in classroom situation.

2.11.2.3 Assessment

Assessment is a process of identifying, gathering and interpreting information about learners. The central purpose of assessment is providing information on learner achievement and progress and set the direction for on-going teaching and learning. Therefore, assessment maintains the focus on the learners, their needs, their progress and their learning outcomes (Archer et al., (1999:99),

The following are the important aspects of assessment: assessment promotes efficiency and effective teaching; assessment is used to gather important, relevant information to serve as “markers” or milestones in decision-making about facilitation of learning in the classroom; assessment provides teachers with feedback on their teaching and professionalism; assessment helps learners to gauge their own progress so that they develop realistic judgments of their capabilities and needs; assessment provides parents with information about their children’s progress in inclusive classrooms and assessment is carried out to inform the principal and colleagues of the level of work in the inclusive classroom.

Furthermore, Bornman and Ross (2010: 37-38) maintain that assessment is about setting goals that inform teaching practice as today’s means of understanding how to modify tomorrow’s instruction. In mainstream primary schools, assessment serves as a strategy that accurately reflects the learner’s competencies and capabilities as well as areas of need while keeping in mind that focus should be on gathering information which can be used as a scaffold for educational planning. Therefore, assessment should reflect who the learner is, what they know (knowledge), understand (concepts and principles) and is able to do (skills). Lastly, assessment should reflect both how the learner learns and how they can demonstrate what they have learnt.

2.11.2.4 Support

Support encompasses different strategies used to assist schools and other educational institutions to enable effective teaching and learning to take place. It provides suitable environments and teachers to minimise barriers to learning (Institutional Level Support Manual, 2009:7).

In mainstream primary schools, there is a need to develop a profile for each learner from the day they enter Grade R. The profile must be structured to ensure that teachers and schools understand

the support needs of all learners so as to enhance the delivery of the Curriculum Assessment Policy Statement (CAPS). In this way, learners' participation is maximised in the classroom situation (SIAS, 2008:1). Screening, identification, assessment and support helps practitioners find ways to develop learners for maximum participation in classrooms, hence its primary focus is to facilitate access for learners, especially those learners who are totally excluded.

Bornman and Ross (2010:49) mention that support services and adaptive or therapeutic devices include: speech therapy, physiotherapy, occupational therapy, intervention of psychologists and social workers. Adaptive technology comes in through computers, communication devices, learning aids and wheelchairs; while prosthetic support includes splints or braces, staffing facilitators and classroom assistants.

2.11.3 How can the SIAS be implemented successfully in mainstream primary schools?

Stofile and Green (2009:53) argue that successful implementation of the SIAS strategy depends on how the curriculum is made accessible and responsive to the needs of all learners. In order to enable mainstream primary schools to accommodate diversity in the learner population, there is a need for overall-curriculum transformation. This includes reviewing various aspects of the curriculum such as the learning environment, learning programmes, teaching practices, capacity of teachers, assessment of learning outcomes, equipment, medium of teaching and learning, materials and the nature of support provided to enable access to and participation in learning programmes. Furthermore, teacher morale and attitude need to be enhanced for better delivery of the curriculum. Teacher empowerment, competencies and capabilities should be enhanced for efficient curriculum delivery.

2.11.4 Making SIAS strategy work

Mainstream primary schools in countries such as Denmark, Italy and Sweden that have been successful in implementing the SIAS strategy have had the necessary facilities and resources both in financial and human terms, to ensure that learners with language barriers to learning are, in fact, included in the regular classrooms and are not left behind. The following resources would make SIAS strategy work more effectively in Mafikeng Area Office:

2.11.4.1 Suitably qualified and experienced teachers

Mainstream classes are demanding and challenging and they require committed teachers who have the necessary skills and expert knowledge to provide appropriate teaching and learning experiences for all learners. Teachers with no training and experience in special education and support education find it difficult to cater for learners with language barriers to learning. Mukhopadhyay, Molosiwa and Moswela (2009:52) maintain that, given the complex nature of classrooms and the increasing demands on teachers, who often have little or no specialised training in working with learners with language barriers to learning, structures should be set up to provide the necessary guidance for teachers to make changes in their instruction. Furthermore, according to Mukhopadhyay et al., (2009:51), in order to provide effective and efficient inclusion for all learners, teachers need to develop a different set of skills and knowledge than those traditionally required for teaching mainstream classes. With increasing diversity among children in today's classrooms, teacher preparation programmes are increasingly called upon to train teachers who respond completely to the challenges of inclusive classrooms.

2.11.4.2 Pull-out service

TheSIASstrategy does not necessarily imply that learners with language barriers to learning should remain in regular class for the entire duration of the day. Mainstream primary schools following inclusion programmes have facilities and resources to provide pull-out services. During the school programme, learners with language barriers to learning are pulled out of the regular classes to attend classes that provide special programmes. The nature of these classes depends on the needs of learners.

2.11.4.3 On-site technical assistance

To include learners with language barriers to learning in regular schools implies that these schools need to provide a range of professional service on-site, whether full-time or part-time. Such professional services include a school psychologist, speech therapy, occupational therapy, and support expert. These professionals would work hand-in-hand with the classroom teacher to ensure that the needs of learners are met. If the Department of Education does not embark on a policy of inclusion because learners with language barriers to learning have the right not to be discriminated

against, it should also have a duty to provide the necessary professional services that will ensure the realisation of this right.

2.11.4.4 Teacher capacity development

Stofile and Green (2007: 57) maintain that teachers perform many different roles at school. These roles include being counsellors, ministers, parents and social workers. Many teachers do not have adequate capacity to address the diverse needs of learners. In South Africa, teachers were trained differently in the past. Most black teachers had no exposure to any of the areas of special education; they were virtually excluded from special education, unless they went to teach at a private institution. The major need in addressing diversity in the classroom is effective and efficient teacher preparation. Regular and special education teachers often feel that they are inadequately prepared to address the needs of learners with varying needs. A change in the national teacher preparation programme is needed to re-train and empower these teachers.

2.11.4.5 In-service teacher training

Teachers implementing the SIAS strategy need to be provided with continuous in-service training. Mukhopadhyay et al., (2009:51) argue that in-service training for teachers should be addressed during the teaching process for more efficient and effective delivery. In this study, in-service of all teachers, managers, and North-West Provincial Department of Education and District Officials in the use of the SIAS strategy is urgent. Extended consultation with other government departments, especially the Departments of Health and Social Services to align services and procedures at all levels is also emphasised (Screening, Identification, Assessment & Support Strategy, 2008:2).

2.11.4.6 Knowledge and skills training approach

Bornman and Ross (2010:7), argue that many South African teachers have participated in different programmes on the implementation of inclusive education such as “Sisonke” project, which intends to provide information on learning support strategies, especially the SIAS strategy. However, the project’s materials are not always accessible to teachers as some school administrations do not see the need for supplying teachers with these materials. The focus of these knowledge and skills

training programmes is often on how teachers should improve inclusion practices and apply these within the classroom context.

Donald, Lazarus and Lolwana (2007: 265) argue that one of the challenges in South African schools is adapting to changes and development in society, schools and support services. This also applies to instituting advocacy programmes at all levels to facilitate attitude change in relation to inclusive education. There is need to build capacity and collaboration between all sectors involved in providing services relevant to inclusive education e.g. health and social development, where pre and in-service training become important elements for such capacity building. Capacity building aims to promote whole school development and flexibility in curriculum delivery to optimise accommodation of specific learning needs in all schools. This extends to strengthening education support services through the development of schools and district-based support teams. In addition, there is need to enable existing special schools to function as local resource centers that specifically support the needs of the most vulnerable institutions and students. In its regard, the role of teachers in developing the capacity to understand and to address disabilities and difficulties will be crucial.

2.12 SUPPORT STRUCTURES FOR LEARNERS WITH LANGUAGE BARRIERS TO LEARNING

2.12.1 District-Based Support Teams

For the SIAS strategy to be successfully implemented in mainstream primary schools there is a need for the establishment of district-based support teams which comprise of staff from provincial districts, regional offices, head office and from special schools. The primary functions of District-Based Support teams will be to provide: management and coordination support; educators and parents support; psycho-social support; paramedical support; learning support; institutional support which include early childhood development. Adult Basic Education and Training Colleges, Further Education and Training and Colleges and curriculum support (Education White Paper 6, 2001:47).

The District-Based Support teams evaluate programmes, diagnose their effectiveness and suggest modifications. Through supporting teaching, learning and management, they build the capacity of mainstream primary schools to recognise and address language barriers to learning and

accommodate a range of learning needs (Institutional Level Team Manual, 2009:23). In this study, the functions of District-Based Support Teams will be to evaluate, support teaching and build capacity of schools. Also to recognise and address severe language barriers to learning and accommodate a range of learning needs (Education White Paper 6, 2001:47).

2.12.2 Establishing Institutional-Level Support Teams

At the Institutional-level, according to the Education White Paper 6 (2001:48), there will be assistance for General and Further Education and Training institutions in establishing Institutional-level Support teams. The primary function of these teams will be to provide support services and programmes for teachers and learners to reduce language barriers to learning in the school that will support the learning and teaching process, identifying and addressing these learners, teachers and identifying their institutional needs. Where appropriate, institutions should strengthen these teams with expertise from the local community, district support teams and higher education institutions. District Support Teams will provide the full range of education support services, such as professional development in curriculum and assessment to these Institutional-level Support Teams.

Furthermore, Institutional-level Support Teams play a central role in identifying at-risk learners and addressing language barriers to learning. In mainstream primary schools, it is crucial that barriers to learning be identified as early as possible in the child's life so that teachers and Institutional Support Teams can develop support programmes. Assessment, identification and intervention are very important in the early phases of life. During the pre-school years, a variety of screening and testing programmes should reveal early language barriers to learning.

Team members need to work closely with class teachers, especially in the first 6 months of each year so that detailed assessments can take place where necessary. The class teacher observes learners, identify strengths and barriers. Observations need to be regular and on-going. Through these observations, a learner profile develops. Knowledge, skills attitudes, values and the socio-economic environment of the learner will be recorded in the profile. Information can be obtained from parents, caregivers, various departments, other teachers and school records (Institutional Level Support manual, 2009:14).

2.12.3 The role of special schools in supporting learners with language barriers to learning

According to the Education White Paper 6 (2001:21), special schools have specialized skills available among its staff members and have developed learning materials to especially assist learners. The professional staff members at special schools could run training workshops for other teachers on how to provide support in the classroom. Special schools could also produce learning materials and make them available through a lending system to other schools in the district. Furthermore, the services offered at special schools should be upgraded qualitatively, specifically on the training of its staff members for their new roles in implementing the SIAS strategy.

Zelaieta (2004:37-39) maintains that the role of special schools in supporting mainstream schools is to transfer specialist skills and knowledge which are seen as a highly advanced and intensive expertise. This enables mainstream primary schools to include and support all children in their community. It also helps institutions to have a vast wealth of knowledge, skills and experience, which if harnessed, unlocked and effectively utilised by mainstream primary schools can help to ensure that support and inclusion is a success. It is to be viewed as a valuable source of human capital, instigators of initiatives to promote support and inclusion. The purpose is to overcome language barriers to learning. It focuses on social and emotional skills as a central aspect of inclusive philosophy. It is to maximise the learning potential of all the teaching staff and children in special schools. It aims at reducing the number of exclusions among learners with special educational needs and increases the overall attendance of learners.

Several suggestions have been proposed on specialists' skills and knowledge that exist in special schools. Zelaieta (2004: 35) proposed the use of the flow chart on the role of special schools teachers in supporting learners with language barriers to learning presented below:

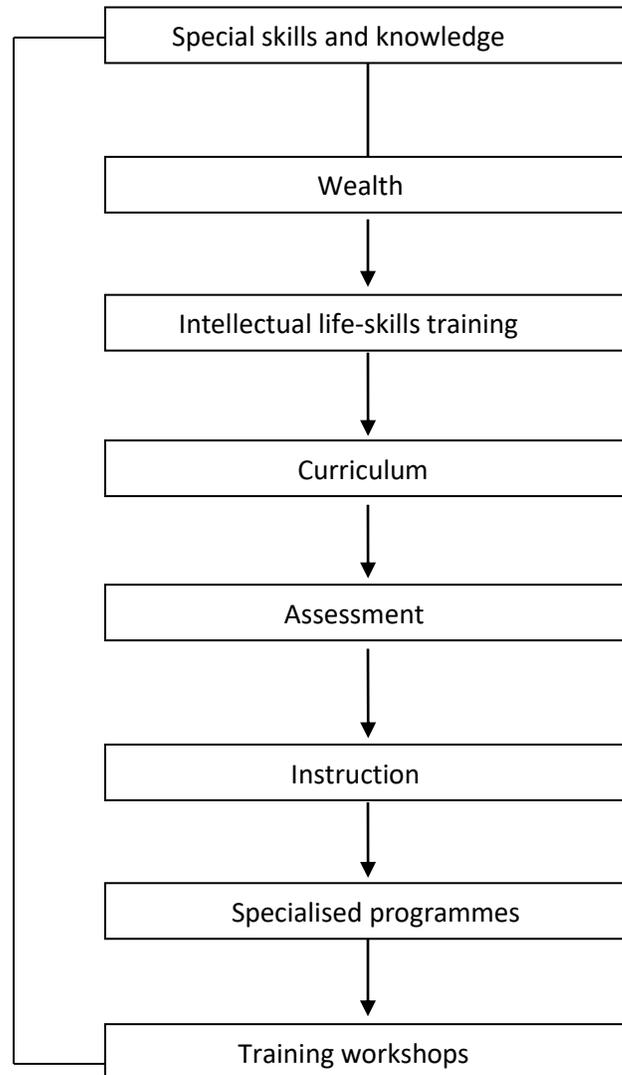


Figure 2.2: A flow chart of the role of special schools teachers in supporting learners with language barriers to learning (Zelaieta, 2004: 35).

The flow chart indicates the role of special schools teachers in supporting language barriers to learning with its specialist skills and knowledge whose training is seen as highly advanced, extensive and intensive. In this flow chart institutions have a vast wealth of knowledge, skills and experience which mainstream primary schools could utilise effectively to ensure a success in teaching learners with barriers to learning.

2.12.4 Full-Service schools in supporting learners with barriers to learning

Full-service schools as outlined by the Education White Paper 6 (2001:22) serve as models for support and inclusion that could later be considered for system-wide application. They will be given the priority of developing flexibility in teaching practices and style through training, capacity building and provision to both learners and teachers. According to the Education White Paper 6 (2001:15), full-service schools will be provided with the necessary physical, material and human resources and professional development of staff so that they can accommodate learners with language barriers to learning.

The Education White Paper 6 (2001: 15) furthermore distinguishes between full-service, ordinary and special schools:

“In the inclusive education and training system, a wider spread of educational support services will be created in line with what learners with disabilities require. This means that learners who require low-intensive support will receive this in ordinary schools and those requiring moderate support will receive this in Full-Service schools. Learners who require high-intensive educational support will continue to receive such support in special schools.”

This implies that the learners with diverse barriers to learning have to be accommodated by all teachers within their mainstream classes with regard to assessment and support for all special needs. The special needs may emanate from content, the teaching or learning in the curriculum of the school.

Furthermore, the Education White Paper 6 (2001: 49) states that

“We will require that all curriculum development, assessment and instructional development programmes make special efforts to address the learning and teaching requirements of the diverse range of learning needs and that they address language barriers to learning that arise from medium of learning and instruction, teaching style and pace, time frames for the completion of the curricula, learning support materials and equipment, and assessment methods and techniques.”

The ultimate goal is to provide opportunities for all learners to develop, hence, addressing language barriers to learning which prevent the system from responding effectively to their learning and other needs.

Several plans were proposed on conversion of mainstream primary schools into full-service schools so that they can be expanded in terms of provision and access in education for learners with language barriers to learning within neighbourhood schools. The Education White Paper 6 (2001:48) proposed the use of full-service schools in supporting learners with language barriers to learning as presented below:

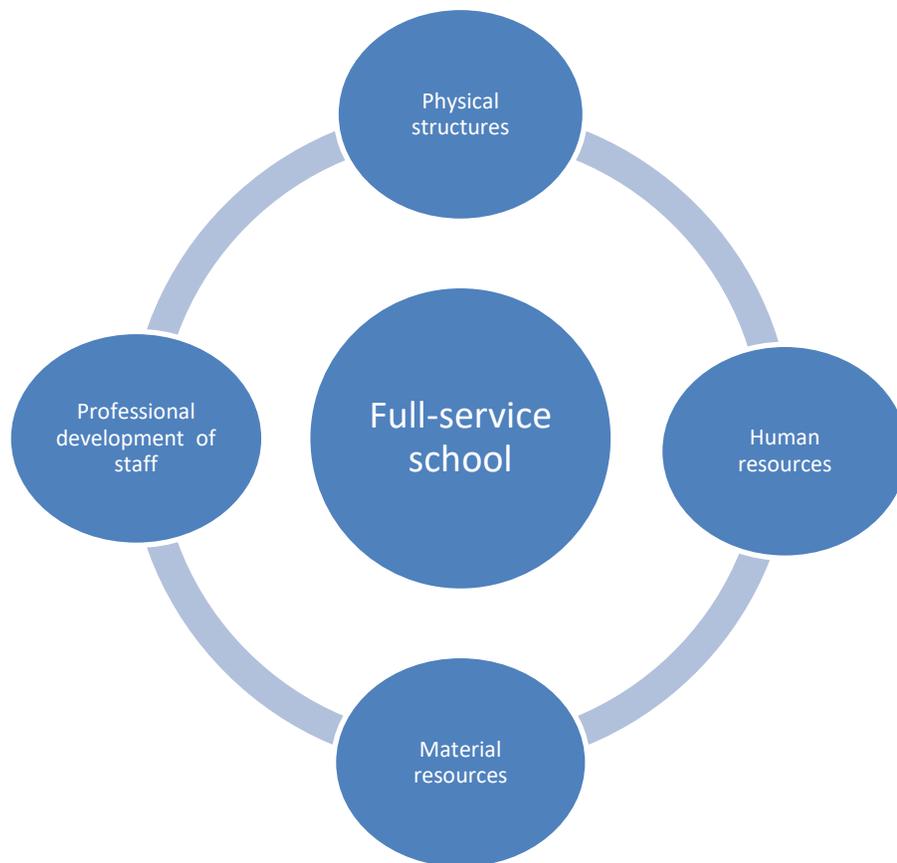


Figure 2.3: Full-service schools in supporting learners with language barriers learning (The Education White Paper 6, 2001:48)

Full-Service schools within the context of Education are ordinary schools that are equipped to address a full range of barriers to learning. These schools will be provided with the necessary

physical, material and human resources and professional development of staff so that they accommodate the diverse range of learning needs (Education White Paper 6, 2001:48). Furthermore, Full-Service schools will have a safe and supportive environment where teachers are motivated and supported in their work and where all learners are learning and feel a sense of belonging.

2.12.4.1 Removing barriers for achievement

Zelaieta (2004: 34-39) further recommends that in removing barriers for achievement, special schools should be outward-looking centres of excellence of expertise. They have to work collaboratively with mainstream primary schools to support the development of inclusion. It has to go through a process of change in terms of leadership, teaching, learning, funding and structuring. It should develop mutual support and partnership with mainstream primary schools, as many mainstream primary school teachers are experiencing anxieties and difficulties regarding support for learners with language barriers to learning. The concern is to embed inclusive values in their day-to-day practices and have to work collaboratively with the Department of Health and the Department of Social Services that provide support beyond the classroom. Through sharing specialist skills and knowledge all schools can provide high quality education and care for learners with language barriers to learning.

Education White Paper 6 (2000: 21) maintain that special schools play roles in providing particular expertise and support, especially professional support in the curriculum, assessment and instruction. Special schools as part of the District-Based Support Teams; they nurture and nourish Full-Service schools. They are also expected to provide comprehensive education programmes that provide Life-skills training and programme-to-work in form of secure care of specialised programmes. They have to provide appropriate and quality educational provision for learners with language barriers to learning. As resource centres they have to run training workshops in the district for other teachers on how to provide additional support in the classroom, more especially for learners with language barriers to learning and they would also produce learning materials.

2.13 Learner profile

Learner profile is a document which generates an overall picture of who the child is, what their experience have been before arriving at the school, what their family and home circumstances are and what their strengths, weaknesses and interests are.

The learner profile may shed light on the level of support available and assist in the overall assessment of the child's support needs. If a child needs additional support, then the diagnostic profile of the learner with language barriers to learning and health needs will be filled in, also for a child who is at risk. Furthermore, if teachers as experiencing challenges in the learning process have identified learners, then an extended learner profile must be filled in. Initial identification of learner needs would be based on accumulated evidence from the curriculum assessment process, which includes observation, documentation from the learner portfolio, workbooks, and consolidated verbal and written information from teachers (Department of Education, 2008: 12-13).

2.14 Environment that support inclusion

The classroom is the primary site where teaching and learning takes place in a school. To create and maintain a productive environment that supports inclusion, effective teachers in mainstream primary schools should arrange the classroom in a way that facilitates teacher-learner interactions. They have to keep distracting influences to a minimum. They should create a classroom climate in which learners have a sense of belonging and an intrinsic motivation to learn. They supposed to set reasonable limits for learner behaviour. They have to plan classroom activities that encourage on-task behaviour. They should continually monitor what all learners are doing and modify instructional strategies when necessary.

Teachers must arrange the classroom in such a manner that the following are observed: minimise destruction; interact easily with any learner and survey the entire class at any given time.

In addition to creating an environment that supports inclusion, teachers must consider the psychological environment or classroom climate that they create. Ideally, they want a classroom in which learners make their own learning a high priority and feel free to take the risks and make the mistakes so critical for long-term academic success. To create such a classroom climate, teachers

should exercise the following: communicative acceptance of respect for and caring about learners as human beings; establish a business-like, yet non-threatening atmosphere; communicate appropriate messages about school subject matter; give learners some control over classroom activities and create a sense of community among learners. Learners achieve at high levels of insight in the classroom when they have a sense of belonging, like, when they share goals and are respectful and supportive of one another's effort (Donald et al., 2007: 143).

2.15 Classroom ethos

Teachers in mainstream primary schools should aspire for mutual respect in the classroom situation. Learners with language barriers to learning should feel a sense of acceptance and belonging, which are regarded as basic human needs. Therefore, teachers should create democratic, inclusive classrooms in which mutual respect, politeness and learning are valued. Teachers are role models and are there to set the tone for the way others, especially children, interact with one another. The ethos of the classroom includes characteristic values, norms, attitudes and practices of people (Donald et al., 2007: 123). The following core teaching values will be discussed:

Freedom

Teachers should not assume that learners in wheelchairs or who use crutches or a walking frame cannot participate in school activities(e.g., debate and science fair activities) because of the mobility aids. They must give learners freedom because they are enablers rather than disablers (Bornman & Ross, 2010: 161).

Intelligence

Teachers should not assume that an individual in a wheelchair has an intellectual impairment. They must speak to them, as they would do to any other learner (Landsberg et al., 2011:108).

Conversations

Teachers should speak to learners directly. They are obliged to get down to their eye level. Teachers have to resist the temptation to talk over the learner to another learner or someone pushing the learner, his or her parents or a facilitator (Wessels, 2010:203). The concepts freedom, intelligence

and conversations are tips for teachers to focus on interaction with learners especially on wheelchairs. They serve as powerful examples of core teaching values that teachers should not assume that learners on wheelchairs cannot perform because of mobility aids.

2.15.1 Establishing mutual respect

For effective classroom participation to be realised there must be a teacher and learners in the classroom situation who exercise mutual respect for each other. Through mutual respect learners learn how to respect themselves and others. Respect is an important concept to learn when addressing problems at school level. If problems do arise at school level, teachers should see it as an opportunity to teach learners to resolve conflict, which is a real-life skill. Teachers should help learners to determine the source of the problem, to examine the effects of the behaviour on the other learners and to find alternative solutions (Donald et al, 2010:64).

2.15.2 Encourage participation

Participation is an active process that opens doors to success, but for the individual with a disability, it is a movement along the continuum from exclusion to inclusion, in order to dismantle barriers and to bring about participation. Existing strengths can be used as scaffold for teaching and learning (NCSNET/ NCESS, 1997:11).

Furthermore, participation can be achieved by focusing on learner's assets and strengths. Teachers must be encouraged to focus on how learners learn and on learner attainment in class. Also, teachers must be aware of a learner's particular learning style and capitalise on it (DOE, 2008).

2.15.3 Provision of decision-making opportunities in the classroom

According to Jacobs et al, (2011:312), learners need to be allowed to hold class meetings and make collaborative decisions on a range of activities each week. Such activities could include a debate committee where learners demonstrate and sharpen their communication skills in order for them to become competent, confident and critical thinkers and evaluators. Through such engagement, learners would listen to, read, view and analyse speeches in order to understand how speech is produced and what effect this generates. Through critical interaction during debate, learners

develop the ability to evaluate speeches for a particular purpose and audience. This can only be informed by an understanding of how speeches are rendered. Another important decision would be that of a science fair committee where learners display their potential expertise in science activities and participate enthusiastically in science fair projects. They become more independent in producing their own projects, which prepares them for the future.

2.16 RESEARCH ON SUPPORT FOR LEARNERS WITH LANGUAGE BARRIERS TO

LEARNING

2.16.1 An overview of support for learners with language barriers to learning in Sweden

In Sweden learners are taught in English. They are required to have a certain level of English language proficiency. Medved, Franco, Geo and Yang (2013: 8-9) maintain that learners have difficulties in understanding English in terms of vocabulary and speed. The following were identified as a problem in developing English skills, listening ability and oral communication, reading comprehension, vocabulary and writing. Language related problems were categorised into four types, namely, listening, speaking, reading and writing.

Listening support

Teachers should speak slowly and clearly. They should reduce the speaking speed to give learners a chance to perceive and absorb the speech. Key terms should be repeated and be written on the chalkboard. Hand out should be developed and prepared, which can help learners to follow what have been discussed. This gives learners a baseline to follow if they lose the thread of the discussion. Homework assignments should be written on the chalkboard or teachers may develop a handout. This is important because learners with trouble in listening may not understand oral assignments. Teachers have to remember that asking if everyone understands the topic of the assignment may not be enough, since it is embarrassing for learners to ask in public if they do not understand (Medved et al., 2013: 8-9).

In addition to what has been suggested, we find that when teachers are speaking, it would be advisable to limit the use of complicated words, construction of sentences and avoid slangs or

colloquial expressions. Whenever a teacher uses more difficult words, it is advisable to use simpler terms or definition should be provided, for example, some technical words, which learners may not know in English. Such a way can help learners understand English and advance their vocabulary (Medved et al., 2013: 8-9).

Speaking support

Teachers should review questions in class with learners. Learners sometimes prepare responses in advance. However, this is not very practical, since it is often difficult to predict the direction a classroom discussion will take and prepared responses may be inappropriate. Teachers should provide an atmosphere conducive to questions in class. They should encourage learners to speak up in class but try to avoid embarrassment as much as possible. They should give learners enough time to reflect. Not every learner thinks aloud. In some instances, learners feel more comfortable to speak up after enough thinking. Allowing enough thinking time, for example 15 to 20 seconds, can help learners participate in classroom discussion. In addition, to allow learners participate in group discussion, small groups are preferable. Learners find it is much easier to speak in a small group than a relatively large group (Medved et al., 2013:8-9).

Reading support

Teachers should give learners much more time to read materials in English. They should consider giving extra time learners need to spend on reading, also, teachers should carefully select the text to be studied and discussed in class. If necessary, a glossary with common terms and concepts of the subject, for example English should be provided (Medved et al., 2013:9).

Writing problems

Teachers should assist learners with proof-reading or peer-review the text, which could be more helpful for learners. They should encourage peer interaction because learners improve their writing as well as communication skills in group work. When learners evaluate each other's work, additional benefits can occur, such as an increased sense of community and shared responsibility for learning, which could be more helpful in integrating with one another (Medved et al., 2013:9).

2.16.2 An overview of support for learners with language barriers to learning in Zambia

Jere-Folotiya (2014: 15-16) states that the ability to read and write is a key factor in living a productive and successful life. It is a highly valued skill for personal, social and economic wellbeing. It is through reading that individuals access their democratic rights and learn about the world around them. Without the ability to read, individuals would not be able to access important information from books. Reading is therefore important for effective communication. The significance of literacy development, especially in the early grades cannot be ignored for learners with language barriers to learning. For young learners, reading is important because it helps develop their language skills. Through reading, learners are exposed to new words, including their spelling and meanings. It enhances their imagination and creativity when they read various kinds of stories and create stories of their own.

Jere-Folotiya (2014: 16) maintain that a classroom teacher should have expertise to support learners with variety of abilities and needs in a process of teaching reading, because the teachers' knowledge about effective teaching instruction makes the single greatest difference in whether or not every learners will have an effective opportunity to learn to read effectively.

What constitutes an effective teacher of literacy is that, teachers of literacy must understand how learners learn oral language and how they learn to read and write. There exist a link between the development of oral language and success in reading and writing. The teachers should have classroom management, for example, the ability to organise, direct and supervise the classroom environment so that effective learning occurs. The teachers should be able to organise teaching materials and what he expects of learners in order to create a positive classroom climate in language teaching (Jere-Folotiya 2014: 16).

Assessment in language development pays an integral part because it helps the teachers tailor their reading instruction to the needs of all learners, thereby making their teaching effective and more relevant. Assessment includes tests, class assignments, reading exercises and homework. Learners learn to read from teachers.

2.16.3 An overview of support for learners with language barriers to learning in South

Africa

Nel and Theron (2008: 204-208) state that English is the dominant language of communication, academia, business and technology in South Africa. Many parents believe that English is the best choice of Language of Learning and Teaching (LOLT) for their children. As a result, this choice is that many English Second Language (ESL) learners experience barriers to learning because of limited English proficiency. This is the case with teachers teaching English that they lack training, knowledge, tools and time to support learners with limited English proficiency in attaining their full potential.

Teachers should use stories as the medium for language enrichment programme. Stories provide a well-structured language experience, given their reliance on words; stories provide thorough exposure to language and so promote language development. Stories encourage the development of literacy (reading, speaking and writing) skills. Stories are a fun way of learning and strengthen culture and communication. The fundamentals that are critical for the successful use of stories to augment language are: stories must be relevant to the learners' living circumstances, interests, and culture. Since many classrooms in South Africa are multilingual and multicultural, the story has to bear the South African context, prevailing values and political tension as well as cultural links and cultural diversity in mind. Stories need to capture learners' attention. In order to do so, the story has to be an aesthetic experience. Creativity, technical competence and a good plot with an exciting climax characterises this (Nel & Theron 2008: 204-208).

To foster optimal language development. Opportunities for active classroom language interaction must be created. Teachers should read stories in an interactive manner and move away from the passive school-story format, teachers read and learners listen. Learners must participate. Interactive use of stories includes a discussion of the characters before and after the reading, a prediction of story events, explanation of unfamiliar vocabulary, a discussion and comparison of personal expression in relation to the story, the use of puppets and other creative resources and a re-enactment of the story.

Teachers must encourage learners and build up their self-confidence by not expecting too much nor too little from learners, they should not focus on errors but on achievements, they should focus on fluency rather than accuracy, they should provide understandable input and use key vocabulary items, appropriate gestures, context, repetition and paraphrasing. Vocabulary and concepts, prior knowledge, language learning, perception and learning and activities serve as a support in cognitive academic language proficiency (Nel & Theron, 2008: 206-208).

CHALLENGES OF CURRENT PRACTICE IN SOUTH AFRICA

Research studies conducted in South Africa on support for learners with language barriers to learning (Englebrecht, Green, Stofile, Howell, Swart, Pettipher, Nel & Oswald, 2010: 1-3) reveal that challenges, such as, lack of physical, financial and human resources, ineffective support and inadequate trained teachers encumber the practical transformation to Inclusive Education. Inclusive Education aims at responding to diversity. Therefore, teachers play a pivotal role in supporting learners with language barriers to learning, particularly in the teaching of languages (English proficiency) in schools as a fundamental human rights and social justice (Englebrecht & Savolainen, 2010: 1-3).

2.17 Collaborative team approach

In order to create inclusive schools, there is a need to create teams of collaborative support that could include among others, therapists, psychologists, learning support teachers and curriculum specialists (Institutional Level Support manual, 2009: 8). Likewise, in mainstream primary schools, the SIAS strategy serves as a tool for early intervention. It is designed specifically to help a practitioner's assessment of needs at an earlier stage and then work with families, alongside other practitioners and service providers to meet those needs (Institutional Level Support manual, 2008: 91).

2.17.1 Inter-sectoral collaboration

Inter-sectoral collaboration is when different departments like Departments of Health and Social Services and Non-Governmental Organisation (NGO) work together as a team in a holistic way to benefit schools and learners. This joint working together is necessary as barriers to learning learners

experience; do not always fit neatly into the way departments have been organised at district, region and local level. Recognising the need for inter-sectoral collaboration acknowledges that all problems and development challenges are complex and require different perspectives to come to a solution. Therefore, inter-sectoral collaboration is a key element in working towards Inclusive Education, to create community awareness about barriers to learning and disability issues. This is particularly crucial in communities, where traditionally and historically, disability is enveloped in a cloak of some shame and denial. Children with disabilities often bear the brunt of this hidden away from the public eye (Institutional Level Support manual, 2009: 8).

2.18 THE THEORETICAL FRAMEWORK

The theoretical framework that underpins this study is the critical emancipatory theory in qualitative research. Denzin and Lincoln (2003: 33) maintain that a theoretical framework is a lens through which teachers and researchers are able to examine and interact with politics of education from a particular class, racial, cultural and ethnic community perspective. Guba (1990) affirms this by stating that a researcher is bound within a net of epistemology and ontology premises, which is termed a paradigm or interpretive framework. This refers to a framework that reflects the stance the researcher adopts in his study.

Some researchers like (Okeke: 2014: 4-5) refer to theoretical framework as a literature review or research paradigm. A research paradigm is an all-inclusive system of interconnected practice and philosophy that defines the nature of the investigation along three elements that are epistemology, ontology and methodology (Terre Blanch & Durkheim, 2006: 6). The main conceptual frameworks in research are positivism, critical emancipatory theory, post-positivism, and interpretive (Henning, Rensburg & Smith, 2004: 17).

2.18.1 The critical emancipatory theory

In this study, the researcher used critical emancipatory theory in qualitative research section because it goes beyond interpretation. It offers more than just giving an understanding of education practices, values and understanding, which provide framework for their actions (Carr & Kemmis, 1986). This paradigm is based on self-reflections. For people to understand the realities surrounding them, it would be wise for them to adopt a framework that refers to social life in general including

education, which will enable them to reflect on their practices. It is, therefore, important for a study on support for learners with language barriers to learning to adopt a theoretical framework that is transformational to educational practices (Bogdan & Beklin, 2003: 3). Its relevance in this study is the fact that it advocates for human empowerment so that people become autonomous. Cohen, Manion, and Morrison (2008:26-27) maintain that critical emancipatory theory examines and interrogates the relationship between the schools and society, how schools perpetuate and reduce inequality; the social construction of knowledge and curricula, which defines worthwhile knowledge, what ideological interests this serves and how this reproduces in-equality in society; how power is produced and reproduced through education; which interests are served by education and how legitimate these are.

The critical emancipatory theory aims at transforming and empowering people, hence improves practical living. In this study, the researcher will rely on what participants will say in giving their ideas and understanding on support for learners with language barriers to learning. As a result, participants' social actions, beliefs, thoughts and perceptions with regard to theory of inclusion will be described and analysed to bring about improvements of educational practices that include mainstreaming, integration, normalisation and inclusion. This procedure is based on the view of McMillan and Schumacher (2006: 315) regarding how SIAS strategy can be implemented in South African schools in order to bring about reform in education for mainstream primary schools. In so doing, education has been made relevant to the needs of all learners and society (Zelaieta, 2004: 15).

Support is an additional assistant to learners with language barriers to learning. Learners with learning difficulties are assisted by teachers. Therefore, support aim at improving teaching and learning. In this study, support includes supplementary, remedial and extra class instructions, curriculum advise, assisting learners to work in groups (cooperate learning), developing study habits and note taking skills and all other services for meeting special needs of all learners. In that way, learning difficulties is prevented.

Support may take place in form of technical assistance as in reading, writing spelling and mathematical calculations to make learning more interesting and effective. In that way, teachers overcome language barriers to learning and promote academic success (Bojuwoye, Moletsane,

Stofile, Molla & Sylvester, 2014: 2). Language barriers to learning may exhibit itself in understanding and using language, spoken or written, that may manifest itself in the imperfect ability to listen, speak, read, write, spell and do mathematical calculations (Burhan & Begum, 2015: 152). In this study, support for language barriers to learning in reading, writing, spelling and do mathematical calculations is investigated.

In this study, mainstream primary school teachers of the Mafikeng Area Office, are given a chance to critically reflect on their beliefs and values with the purpose of changing their teaching strategies, teaching methods and teaching techniques to have an impact on school effectiveness. Thus, the critical emancipatory theory fits in with the aim and objectives of this study. It is for this reason that the researcher sees the relevance of critical emancipatory teaching and learning because the theory, according to Carr and Kemmis (1996) and Reason and Bradburg (2001: 184), advocate practical research that starts from the practical school problems where learners are not supported and return to life experiences with the aim of influencing the participants in order to positively change their circumstances.

The method used is a dialogue and it aims to heighten the participants' self-awareness of their potential as active agents of change and transformation. It is therefore, makes sense that if schools are a reflection of a transforming society, research should aim at school teachers and learners based on the critical emancipator theory. In this way, it could bring about change in the Mafikeng Area Office of the North West Province (Republic of South Africa).

The major challenging and controversial issue in Education in South Africa at present moment is to investigate support for learners with language barriers to learning and how should they be included in mainstream classrooms. The then Minister of Education Prof Kader Asmal, realizing the need and urgency to support learners with barriers to learning, constituted the National Commission on Special Needs Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) in 1997 with the aim of building an Inclusive Education and Training system.

The National Department of Education set out to have a report on excluded learners with barriers to learning. As a result the NCSNET and the NCESS published a report advocated a clear

commitment to inclusion, but warned of the risk of a policy of Inclusion which cannot provide the necessary support to classroom teachers. The NCSNET and the NCESS investigation yielded the following: specialised education and support have predominantly been provided for a small percentage of learners with barriers to learning within special schools and classes; where provided, specialized education and support were provided on racial basis, with the best human and material resources reserved for whites; most learners with disabilities have either fallen outside of the system or been mainstreamed by default, that is, without been screened and identified; the curriculum and education system as a whole have generally failed to respond to the diverse needs of the learner population, resulting in a massive number of drop-outs, push-out and failures. At present moment, in special schools, learners still follow only Foundation Phase programme for Grade R-3 qualification; while some attention has been given to the schooling phase with regard to special needs and support, the higher levels or bands of education have been seriously neglected (Department of Education, 2001: 6) and hence, the Government in South Africa has begun to place the issue of inclusion at the centre of discussions about new developments and practices in education for learners with barriers to learning, hence the formation of NCSNET and NCESS in 1997. Some of the recommendations from the document they compiled are as follows:

2.18.2 Participation and social integration

All learners must be given the opportunity in their community to be provided with the widest possible educational and social opportunities. Centres of learning must support and promote social integration in these communities so that learners learn mutual respect.

Dyson (2001: 27) views social inclusion as building a cohesive society by ensuring that no social groups become alienated from the mainstream. This means equipping potentially marginalised groups with the capacity to become active citizens, and crucially, with the skills they need to survive in an increasingly competitive and skills-hungry job market. The social inclusion agenda, therefore, is linked to the wider standards agenda through which the government ultimately seeks to create a highly skilled workforce capable of maintaining a high-tech economy. Furthermore, it states that skills and human capital are the new forms of wealth and security in which people can share. Also social inclusion focuses on educational outcomes and particularly on the re-engagement of marginalised groups with barriers to learning whether or not that engagement takes place in the

context of the common classroom, school or curriculum. Its focus is on removing alienation and exclusion. It must also ensure that everyone has minimum level of skills and resources to enable them to survive in a competitive environment.

2.18.3 Equal access to a single, Inclusive Education System

Appropriate and effective education must be organised in such a way that all learners have access within a single education system that is responsive to diversity. No learner should be prevented from participating in this system, regardless of their physical, intellectual, social, emotional, language, or other differences.

2.18.4 Access to the curriculum

All learners are entitled to participate in the common education curriculum. All aspects of the curriculum including what is taught and how it is taught and assessed, teaching and learning materials and the learning environment should therefore be accessible to all learners. Where necessary, learners must be provided with the necessary support to enable them to access the curriculum effectively (NCSNET and NCESS, 1997: 11).

The rationale was to find strategies to redress the apartheid legacy in education and training. During the apartheid era “special schools” were for the few and privileged and the majority of blacks with disabilities were denied access to such schools and to social welfare, except for a few schools that were run by missionaries although many of them were under-resourced. It is within this context that education for learners with special educational needs epitomises the size of the challenge lying ahead particularly with regard to questions of access, equity and redress (Monyooe, 2005: 4).

It is important that international strategies which include the physical environment of the school, which either can make it possible for entry and engagement in the education process or act as a barrier, be identified and pursued. This is to address prejudices that exist particularly in a country that has been historically characterised by separate development. Therefore, mutual respect and cooperative teaching and learning must be fostered. It should be noted that challenges of fostering social integration are relevant to all levels of education, including specialised programmes or the learning context in inclusive settings.

2.18.5 The theory of integration and inclusion

This study is underpinned by the theory of integration, inclusion and mainstreaming as well as transformative education, which are the aims of Curriculum and Policy Statement (CAPS: 2011) with its proactive outcomes-based focus and it is to prepare all learners for participation in a democratic society where people realise their potential for a successful achievement of all desirable goals.

The classroom teacher has to ensure that all learners in the classroom learn successfully and can cope with the various assessment strategies. In the inclusive classroom, the demands are that learners with barriers to learning should be integrated with average and above average learners.

Educational literature has evidence of cases of gifted learners who, when mixed with learners of below average intelligence, get bored and restless. There is no rationale to expect a different scenario from giftedness in the implementation of the SIAS strategy. It is expected that teachers during implementation of the SIAS strategy will have the expertise to deal with learners of different academic abilities (Kirk, Gallagher & Anastasiow, 2003: 117).

Lomofsky and Lazarus (2010: 306) maintain that integration, inclusion and mainstreaming are used interchangeably and have differences in values and practices. Inclusion indicates more than just mainstreaming because it is regarded as a moral issue of human rights and values as embodied in the Salamanca Statement, which sees inclusion as a part of the creation of an inclusive society. From the lens of inclusive education, “special needs” are perceived to be derived from barriers encountered by the individual in interacting with his or her environment and it is the system, which is required to adapt in order to accommodate the individual.

In this study, screening, identification, assessment and support play an important role precisely for those learners who are excluded. Dyson (2001: 26) views successful inclusion as the development of technologies, which respond to differences. This emphasises how to maintain learners facing considerable difficulties in mainstream classrooms, how to develop flexible teaching styles and materials, how to deploy resources in support of those learners, how to organise and manage schools so that teachers can support each other. A distinct position is added to these technologies, one that is concerned with the rights of excluded learners with barriers to learning, with building a

particular sort of inclusive society and with conceptualising difference as a given in the schooling of all learners.

2.19 SUMMARY

This chapter examined the literature on the theoretical framework regarding support for learners with language barriers to learning. This review focused on the convictions that it is economically, politically, socially and philosophically damaging to exclude any segment of society from education and learning.

Lastly, screening, identification, assessment and support were evaluated for the pivotal concepts of bringing about access and participation, which demand an array of support that dismantles barriers to participation. SIAS envisions a change from disability to ability, from learner isolation to learner inclusion in communities, from barricaded learner to barrier-free learner and from exclusion to inclusion. On the whole the excluded learner transforms into a valued learner.

The next chapter deals with the research design, research methods and processing of data.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the methodology design that was used in this study and presents the appropriateness of qualitative research approach. The chapter explains the research design, methods of data collection and analysis. The chapter ends with an examination on issues of credibility and dependability. The research addresses the problem statement that suggested that there are language barriers to learning in mainstream primary schools.

3.2 RESEARCH PARADIGM

Nieuwenhuis (2007: 47) defines a paradigm as a set of assumptions or beliefs about fundamental aspects of reality that gives rise to a particular worldview. In this study, paradigm means a set of shared assumptions, concepts, values and practices having a constellation of commitments, questions, methods and procedures to give direction to a research process (Creswell, 2009: 6). Lincoln, Lynham and Guba (2011: 97) define a paradigm as a net that contains the researcher's ontological, epistemological and methodological premises. Punch (2009: 358) provides a definition of paradigm, which shows how research can be influenced and directed, by a particular paradigm by asserting that a paradigm is a theoretical orientation that informs the choice of the research objectives, research design, the instruments for collecting data, data analysis and reporting of the research findings.

Furthermore, a paradigm is a set of assumptions or beliefs about fundamental aspects of reality, which gives rise to a particular worldview. It addresses fundamental assumptions taken on faith, such as beliefs about the nature of reality (ontology), the relationship between knower and unknown (epistemology) and assumptions about methodologies. These beliefs shape how the qualitative research sees the world and acts on it (Maree, 2007: 47).

In this study, the researcher used an interpretive paradigm and made sense out of participants' experiences by interacting with them and listening carefully to what they say. In essence, the

researcher captured the realities of participants' beliefs, thoughts and perceptions, which were described and analysed to improve educational practices (Henning, van Rensburg & Smit, 2004: 19). This procedure is based on the view of McMillan and Schumacher (2006: 315) regarding that the researcher interprets phenomena in terms of the meaning that people assign to them.

3.3 RESEARCH APPROACH

In this study, the researcher used qualitative approach.

3.3.1 Qualitative research approach

Merriam (2009: 13) defines qualitative research approach as an umbrella covering an array of interpretive techniques that seek to describe, decode and translate meanings occurring in the social world. In this study, the researcher sought to understand the meanings that the research participants constructed about language barriers to learning in mainstream primary schools.

It has been posited that the qualitative research approach makes every effort to comprehend and explain human nature. It involves studying human behaviour within its own setting. It is described as multi-method in focus and that involves an integrative, naturalistic approach to its subject matter. In other words, the qualitative researcher studies phenomena in their natural settings by attempting to make sense of or interpret facts in terms of the meanings people bring to them (Teddlie & Tashakkori, 2011: 286). Data gathering in the qualitative research approach is achieved through interviews, participatory observation, case studies, diaries, pictures and documents. In this approach, knowledge is subjective and ideographic because what counts as truth in context depends on participants' experiences.

3.3.2 The advantages of qualitative research approach

Barbour (2014: 15) summarises the advantages of the qualitative research approach as follows:

- It allows researchers to access processes by focusing on the context of people's everyday lives.
- It helps researchers to understand illogical behaviours.
- It is particularly well suited to studying context.

- It excels at illuminating processes, whether organisational change or individual decision-making.
- It allows researchers to examine how changes affect daily procedures and interactions.
- It explains apparent discrepancies such as the low rate of formal reporting.
- It enables researchers to elicit rich, detailed data that allows participants' ideas to remain intact: theory providing the context for healthy behaviour.
- It yields sufficient details that enable the audience to understand idiosyncrasies.
- It attempts to depict the fullness of experience in a meaningful and comprehensive way.
- Data collection, analysis and interpretation are performed in flexible ways.
- It has been observed that the qualitative research approach detaches the researcher from the natural setting as well as elucidates the operational terms.

3.4 RESEARCH DESIGN

Research design is a general strategy or a plan that the researcher uses to conduct a research (Johnson & Christensen, 2008: 197). McMillan and Schumacher (2006: 22) assert that research design helps the researcher to plan and explain how one finds answers to their research questions and how that put one's strategy into action. For example, the researcher may have to decide on a period for the research, the target population, sampling procedures, the research methods, data collection methods, analysis strategies and techniques. The significance of drawing a research plan (design) is to take the initial research problem and decide how it will be resolved. Some of the aspects to be considered in the design are available time, financial resources, facilities, availability of data, possible methods of analysis and the researcher's own development in terms of research skills (William, 2005: 248). The research design is central in any investigation to be conducted because it determines how data is collected and analysed. Furthermore, the research design guarantees that evidence obtained enables the researcher to answer the research questions as unambiguously as possible.

In this study, a qualitative research approach was deemed suitable as it allowed the researcher to enter the participants' life world and study their life experiences (de Vos et al., 2011: 64). This was the case when teachers express their views regarding support for learners with language barriers to learning in mainstream primary schools. This research was keen to capture holistic aspects of

support for learners with language barriers to learning within the context of those who are experiencing it.

3.5 POPULATION AND SAMPLE

3.5.1 Population

McMillan and Schumacher (2006: 119) define population as a group of elements or cases, individuals, objects or events that conform to specific criteria. In this study, the population is drawn from 40 mainstream primary school teachers in Mafikeng Area Office, who teach Grade 4 learners, 20 learners with language barriers to learning in Grade 4, 4 District-Based Support Teams members, 4 Institutional-Level Support Teams members and 4 Special schools teachers.

3.5.2 Sample

eVos, Strydom, Fouche and Delpont (2011: 223) explain sampling as a small portion of the total set of objects, events or persons that together comprise the subject of study. Springer (2010:100) points out that sampling refers to strategies that enable one to use a subset of a population as a basis for making inferences about the large group. Creswell (2012: 141) states that sample includes only those who provide data on which the findings and conclusions are based. In this study, a sample was drawn from special education needs teachers in mainstream primary schools.

The researcher used purposive sampling criteria for the selection of learners with special education needs, (LSEN) teachers teaching in Grade 4 and learners with language barriers to learning. They are affected by the problem of barriers to learning and were therefore considered best suitable to provide relevant information. Also, District Education Specialists and Special school teachers were purposively selected. The researcher locates individuals with interest (Johnson & Chritenson, 2008: 598). Staff from Institutional-Level Support Teams and staff from District-Based Support Teams were selected. Babbie and Mouton (2007: 184) state that purposive sampling is a type of non-probability sampling in which units to be observed are selected on the basis of the researcher's judgment about which ones will be the most representative. The participants were selected as part of the sample because they were the ones directly responsible for ensuring that all learners access educational provisions.

One primary school per cluster was selected and included cluster A, B, C, D and E circuits. The primary schools were school A, B, C, D, and E. The sample that the researcher chose to study comprised 10 special education needs (LSEN) teachers, teaching Grade 4, 10 learners with language barriers to learning who have been exposed to the problem of language barriers to learning in primary schools, 2 District Education Specialists and 2 Special school teachers, 2 staff members from Institutional-Level Support Teams and 2 staff from District-Based Support Teams.

3.6 DATA COLLECTION

McMillan and Schumacher (2006: 9) define research methods as ways by which the researcher collects data. In this study, triangulation of tools such as interviews, observations, document analysis, field notes and reflective journals were employed. Triangulation of methods was used as a strategy to arrive at conclusions that are reliable. In other words, items were repeated with other techniques to confirm consistency of the results. Triangulation is used in social science to convey the idea that in establishing facts, more than one approach to eliciting information from source is needed. Multiple sources led to fuller understanding of the phenomenon that the researcher is studying so that strengths of one source compensate for the weakness in another (Bogdan & Biklen, 2003:107). In this study, the following sources of information were used:

3.6.1 Interviews

Merriam (2009:87) defines interviews as a process in which a researcher and participants engage in a conversation focused on questions related to a research study. In this study, questions were based on support for learners with language barriers to learning in the aspects of reading, writing, spelling and mathematical calculations.

Interviews are necessary particularly when the researcher cannot observe behaviour, feelings and how people interpret the world around them. It is necessary to interview respondents when a researcher is interested in events that are impossible to replicate. Interviewing is used to collect data from a large number of people representing a broad range of ideas. Therefore, interviewing is the preferred method of data collection (Merriam, 2009: 88).

Interviews are categorised into three divisions, namely, standardised interviews, semi-structured interviews and unstructured interviews. In high structured interviews, questions and the order in which they are asked are determined ahead of time; in the semi-structured interviews, questions are between structured and unstructured interviews. In this type of interview, questions are more flexibly worded. Usually, specific information is elicited from all the respondents. Unstructured interviews are useful when the researcher does not know enough about a phenomenon to ask relevant questions. Therefore, unstructured interviews are essentially exploratory (Merriam, 2009: 90-91).

According to Drew, Hardman and Hosp (2008: 189), interview is one of the most commonly used methods for gathering qualitative data. Johnson and Christensen (2008: 207) maintain that interviews provide qualitative data. They are called in-depth interviews because they can be used to obtain in-depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivations and feelings about the research topic. Furthermore, Maree (2007: 87) maintains that an interview is a two-way conversation in which the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs, opinions and behaviours of participants. The purpose of interviews was to see the world through the eyes of the participants.

Interviews allow a researcher to enter into the inner world of another person and to gain an understanding of that person's perspective (Mertler, 2009: 111). In this study, the researcher used interviews to gather information about mainstream primary school teachers with regard to learners with language barriers to learning.

Interviews remain the most prominent data collection tool used in qualitative research. They are an effective good way of accessing people's perceptions, meanings and definitions of situations and constructions of reality. Cohen, Manion and Morrison (2011: 411) maintain that the purpose of an interview is to evaluate or assess a person in some respect; to effect therapeutic change as in the psychiatric interviews; to test and develop a hypothesis; to gather data and to sample a respondent's opinion as in a doorstep interview. In this study, semi-structured interviews, open-ended interviews, observations checklists, document analysis field notes and reflective journals were used for data collection.

The standardised open-ended interviews were used because they are broad enough in their nature to gather information from individuals (Mertler, 2009: 110). Interviews were used to access and gather information from learners with special education needs (LSEN) teachers on support for learners with language barriers to learning in the Mafikeng Area Office of the North West Province. There is a need for mainstream primary school teachers to access the learner portfolio. This thesis aimed at getting an overall picture of who the child is what their family and home circumstances are and what strengths, weaknesses and interests the learner exhibits. The researcher also asked whether the learner experienced challenges in the learning process and whether there was an initial identification of learner needs based on accumulated evidence from the curriculum assessment process. The process included observations, documentation of learner's test marks and homework books from learner portfolio, workbooks, consolidated and written information from other teachers (DOE, 2008: 12-13).

According to Cohen, Manion and Morrison, (2011: 409), there are three conceptions of the interviews: they are a potential means of pure information transfer and collection; they are transactions which inevitably have bias which is to be recognised, controlled and serve as an encounter which necessitates sharing many of the features of everyday life. Furthermore, selecting interviewees in the sampled schools was done by using records from learners' portfolios. Interviewees were selected on reputation, such as the best or expert or master teacher (McMillan & Schumacher, 2006: 344).

3.6.2 Semi-structured interview questions

According to de Vos (2011: 351), the popularly used interview technique in qualitative research is the semi-structured interview, where a schedule is prepared but is sufficiently open-ended enough to enable contents be re-ordered, digressions and expansions made, new avenues included and further probing undertaken. Semi-structured interview questions, therefore, have no choices from which the respondents select an answer; rather, questions are phrased to allow individual responses (McMillan & Schumacher, 2006:204).

In this study, semi-structured interview questions were used to probe the Mafikeng Area District Education Specialists on how they supported mainstream primary school teachers in teaching

learners with language barriers to learning. During the interviews, the researcher explored some matters arising from his observations. The researcher sought to know whether learners with language barriers to learning were screened, their learning problems identified, the depth of their learning problems assessed, and lastly, if their learning problems had been identified and their needs met.

The interviews the researcher conducted probed whether the Mafikeng Area Officials scrutinised files of mainstream primary school teachers in terms of skills and expert knowledge to provide appropriate teaching and learning experiences for all learners. Information was obtained on whether the Mafikeng Area Officials provided training for mainstream primary school teachers on in-service training programmes on support for language barriers to learning so that they are prepared to teach more efficiently and effectively (Mukhopadhyay et al., 2009: 51).

3.6.3 Open-ended interview questions

According to Creswell (2012: 220), open-ended interview questions are defined as ‘those that supply a frame of reference for participants’ answers.’ They do not require a selection from a given range of responses, but participants answer the question in their own words. Open-ended interview questions have a number of advantages: they are flexible; they allow the interviewer to probe to clear up any misunderstanding; they enable the interviewer to test the limits of the participants’ knowledge; they encourage cooperation, and help to establish rapport and they allow the interviewer to make a truer assessment of what the respondent really believes (Mertler, 2014: 132).

In this study, open-ended interview questions were used to gather facts, access beliefs about facts, identify feelings and motives from staff members in special schools (resource centres) on support for learners with language barriers to learning by mainstream primary school teachers (Creswell, 2012: 220). Furthermore, open-ended interview questions enable participants to project their own ways of defining the world. They permit flexibility rather than a fixed sequence of discussions and they also enable participants to raise and pursue issues and matters that might not have been included in a pre-devised schedule.

During interviews, the researcher gathered views on support for learners with language barriers to learning by mainstream primary school teachers. Sharing specialist skills and knowledge would

provide high quality education and care for learners with language barriers to learning (Zelaieta, 2004: 34-39).

3.6.4 Advantages of interviews

Drew, Hardman and Hosp (2008: 190) explain the advantages of interviews as follows:

- They are flexible and more detailed to accommodate information needed.
- Direct contact during interviews allows for easy checking of accuracy and relevance (validity).
- They have high response rate because of flexibility in the scheduling.
- Personal perspective of the respondent is provided, that is, meanings and feelings are detailed.
- They produce particularly in-depth of information.
- Valuable insights can be gained based on the in-depth information generated.
- Dialogue to clarify questions and responses is possible and generally encouraged. This includes follow-up questions.

3.6.5 Limitations of interviews

Limitations of interviews are:

- They are expensive, that is, they require a lot of travel as well as hours of training for assistants and development of interview protocol.
- They are time consuming; often require travel or one-to-one format. They also require time to transcribe and interpret.
- They require great skill and expertise of interviewer, intense concentration, the ability to listen, write and anticipate questions, strong interpersonal interaction skills, note taking, maintaining neutrality while encouraging cooperation (Drew, Hardman & Hosp, 2008: 190).

3.6.6 Observation

Observation is the best technique to use when an active event is observed and also for watching behavioural patterns of learners with language barriers to learning (Johnson & Christensen, 2008: 211). McMillan and Schumacher (2006: 207) maintain that the inherent advantages of observation of participants are: observation studies are superior to experiments and surveys when data is being collected about non-verbal behaviour; in observation studies, researchers are able to make appropriate notes about their salient features; because case study observations take place over an extended period of time, researchers develop more intimate and informed relationships with those they are observing, generally in more natural environments than those in which experiments and surveys are conducted and case study observations are less reactive than other types of data gathering methods.

Furthermore, observation involves observing relevant phenomenon and this researcher took extensive field notes, the actual observation showing preliminary interpretations without specifying in advance exactly what was observed. In this study, observation on reading, spelling, writing and mathematical calculations was used for exploratory purposes, which involved the use of observation for completing checklists on reading, spelling, writing and mathematical calculations. This assisted in identifying learners with language barriers to learning in mainstream primary schools.

In this study, the researcher used observation checklists for learners with language barriers to learning and that afforded the researcher an opportunity to gather data from live situations, to see that which might otherwise be unconsciously missed and to access and discuss personal knowledge. The researcher observed learners' performance against a backdrop of pre-designed checklists on reading, spelling, writing and mathematical calculations, in order to screen, identify, assess and support their language barriers to learning. The researcher was also able to observe how mainstream primary school teachers supported learners who experienced difficulty with verbal instructions, limited vocabulary and limited language skills. The researcher was also able to assess how learners with language barriers to learning read, memorise information, understand, read sound-symbol association, remember sight-words and read longer words.

3.6.7 Document analysis

According to McMillan and Schumacher (2006: 426), document analysis involves looking at a record of past events. Mertler (2009: 35) states that a study of existing documents is often less time consuming since the data have already been collected. It is the job of the researcher to make some sense of what is already there. A few examples of data collected include, lesson plans, seating charts and learners' portfolios.

An analysis of official documents offered critical information regarding assessment practices by teachers and learner responses to assessment tasks or activities. Learner portfolios and teacher assessment portfolios were important documents that gave information relevant to language assessment. The following specific information was analysed in both the teacher assessment portfolio and learner portfolios:

Teacher assessment portfolio: The National Policy on Assessment and Qualifications for Schools requires teachers to develop learning programmes, work schedules and lesson plans (The National Policy on Assessment and Qualifications, 2007: 7). Accordingly, assessment should be integrated within levels of planning (DOE, 2007: 7). It is against this background that the teacher's assessment portfolios were analysed to establish the implications for dealing with language barriers to learning. To achieve this, the assessment tasks (e.g. class work and tests) and assessment tools (e.g. memorandum) developed by teachers were analysed to verify their relevance to the content in the Assessment Standards, application to real life contexts and the coverage of different forms of assessment. The learner's worksheets were also analysed with the sole purpose of determining the baseline performance of learners with respect to assessment tasks developed by teachers for their classes.

Learner portfolios: Some of the assessment items that form part of the learner portfolios are written tests and class work. The learner portfolios were analysed in conjunction with the teacher portfolios to establish evidence of written feedback to the learner's responses with language barriers to learning by the teacher. The researcher needed to know whether learner's incorrect responses were noted and guidance given for redress and evidence of the use of learners' own strategies of problem-solving other than those mentioned in the assessment tools.

Participant language-data collected during interviews was written verbatim to avoid falsification of information. However, corrections were effected in instances where grammatical errors were identified from teachers' responses. Furthermore, participants were requested to review the researcher's synthesis of the data.

Mechanically recorded data-using scanning device was used to capture transcripts of the teachers' written questions as well as learners' written responses from their portfolios. In particular, the scanned clips of the teachers' and learners' portfolios enabled the researcher to present the actual written work in order to validate his analysis.

Mukhopadhyay et al., (2009: 52) maintain that given the complex nature of a classroom and the increasing demands on teachers especially those who often have little or no specialised training in working with learners with language barriers to learning, structures such as District-Based Support Teams, Institutional-Level Support Teams, and Full-Service schools should be set up. These structures could provide the necessary support and guidance with language barriers to learning to enable teachers to make changes in their instruction, to provide efficient and effective teaching and learning for all learners, because, teachers now need to develop a different set of skills and knowledge from those traditionally required.

3.6.8 Field notes

According to McMillan and Schumacher (2006: 348), data is recorded as field notes of what occurs while the researcher is in the field. Mertler (2009: 35) maintains that field notes are typically used to describe in detail what is seen and heard, therefore it is a good idea to record as much as possible of what is observed.

In this study, the researcher observed whether Institutional-Level Support Team (ILST) members collectively identified schools which needed support. A record of learning sites compiled by (ILST) was maintained, particularly for learners with language barriers to learning. It also included the type of support offered by mainstream primary school teachers, the curriculum and instructional levels that support teaching and learning. The researcher also noted whether or not there were collectively developed strategies and programmes to address language barriers to learning. The

main focus was on support for learners with language barriers to learning by mainstream primary school teachers.

3.6.9 Reflective journals

Reflective journals are continuous records of decisions made during the emergent design rationale (McMillan & Schumacher, 2006: 329). Mertler (2009: 35) maintains that reflective journals are used to describe in detail what is seen and heard. These are journals in which reflective notes are written.

In this study, the researcher used records of development and on-going support of local Institutional-Level Support Teams (ILST) members in schools and other educational structures offered by District-Based Support Team (DBST). These structures support school management and Institutional-Level Support Teams (ILST) to build the capacity of teachers with a particular focus on curriculum and institutional development. The researcher also wanted to establish whether or not the District-Based Support Teams (DBST) helped Institutional-Level Support Teams (ILST) to identify barriers to learning and the learning needs in their sites and to develop appropriate support programmes to address challenges faced by mainstream primary school teachers.

Other information required was whether or not District-Based Support Team (DBST) members helped Institutional-Level Support Teams (ILST) to link with formal and informal support systems in the surrounding community. The researcher sought to know whether or not the District-Based Support Team (DBST) enabled Institutional-Level Support Team (ILST) members to establish contact with district or local representatives of the various departments involved with children. The departments in this case were Health, Welfare, Child Protection Units, Social Services, Public Works, Safety and Security, Local Government and Unions.

Information was requested on whether or not District-Based Support Team members (DBST) visited mainstream primary schools regularly and attended meetings with Institutional-Level Support Teams (ILST), whether or not District-Based Support Teams (DBST) assisted those learning sites (schools) where there are no Institutional-Level Support Teams (ILST) to form clusters with neighbouring mainstream primary schools in order to provide peer support and develop a good working relationship (Department of Education, 2009: 23).

3.7 DATA ANALYSIS

Johnson and Christensen (2008: 531) define data analysis as creating meanings from raw data. Furthermore, Johnson and Christensen (2008: 531) state that data analysis begins early in a qualitative research study and during a single research study. Qualitative researchers alternate between data collection (e.g. interviews, observations, focus groups, documents, physical artifacts and field notes) and data analysis (creating meanings from raw data). It means that data analysis in qualitative research is done concurrently with data collection through an interpretive, recursive and dynamic process (Ary, Jacobs, Razareih & Sorensen, and 2006: 490).

This view is supported by Bogdan and Biklen (2007: 159) who maintain that data analysis means a process of systematically searching and arranging the interview transcripts, field notes and other materials that the researcher has accumulated to present findings. Data analysis involves working with data, organising data, breaking data into manageable units, coding data and searching for patterns. In short, it is making sense of data in terms of the participants' definition of the situation, by noting patterns, categories, themes and regularities. In this study, the phenomenon of interest is to gather knowledge on support for learners with language barriers to learning by mainstream primary school teachers in the North West Province (South Africa).

Data obtained from tapes, transcripts, field notes, document analysis and observations were analysed with emphasis on meaning as constructed by the following groups of participants: two mainstream LSEN teachers; one District Education Specialists; ten learners with barriers to learning; one staff member from special schools; one staff member from Institutional-Level Support Teams (ILST); one staff member from District-Based Support Teams (DBST) and one official from Mafikeng Area Office.

The researcher used a narrative process of organising data into categories and patterns. Furthermore, analysing data was managed by breaking down data into three stages, namely, familiarisation and organisation, coding and summarising data as suggested by Ary, Jacobs, Razarein and Sorensen (2006: 490).

3.7.1 The meaning of data analysis and method used for data analysis

According to Nieuwenhuis (2007: 99), data analysis is usually based on an interpretative philosophy that is aimed at examining meaningful and symbolic content of qualitative data. It tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon. Methods are the ways in which the researcher collects, analyses, and interprets data (McMillan & Schumacher, 2006: 9). In this study, the researcher used qualitative narrative analysis techniques in order to create an understanding of support for learners with language barriers to learning by mainstream primary school teachers.

3.7.2 Data analysis techniques

According to Nieuwenhuis (2007: 101-102), there are five data analysis strategies in qualitative research, namely hermeneutics analysis, content analysis, conversation analysis, discourse analysis and narrative analysis. In this study, narrative analysis strategy was used in order to create an understanding of how learners with language barriers to learning are supported by mainstream primary school teachers. Narrative analysis strategy is a type of discourse composition that draws together diverse events, happenings and actions of human lives into thematic patterns and by so doing exhibiting human activity as purposeful engagement in the world (Nieuwenhuis, 2007: 103).

Nieuwenhuis (2007), furthermore, privileges narrative modes of thought in analysing data. In this study, the distinction was used to identify two types of narrative inquiry as follows:

1. Analysis of narratives in which the researcher generated stories as data and analysed them to produce categories (See table 3.1).
2. Analysis of narratives in which the researcher generated descriptions of events and happenings generated synthesised or configured them by means of a plot into a story.

Therefore, in this study, the researcher tried to search narrative themes (main emerging themes) from the generated data and organised these into categories summarised (See Figure 3.1).

All the answers for the questions listed in Table 3.1 were listed down and then the whole list of answers was carefully read and answers which belonged together were grouped into categories 1, 2, 3 and 4 in Table 3.1 in accordance with the meanings constructed by the selected participants.

In this study, all data generated by means of interviews, questionnaires, observations, document analysis and types were compiled and captured. All answers that belonged to the same thematic pattern were grouped together. In other words, answers or items that were related were organised into themes or categories.

3.7.3 Steps followed when analysing qualitative data

A qualitative data analysis can be seen as moving from the general to the specific (Creswell, 2009: 184). Creswell (2009: 185) uses the steps shown in Figure 3.1 below to illustrate the different steps in qualitative analysis, but also states that although it is presented in a linear and hierarchical fashion, the stages are interrelated and not always done in the order presented.

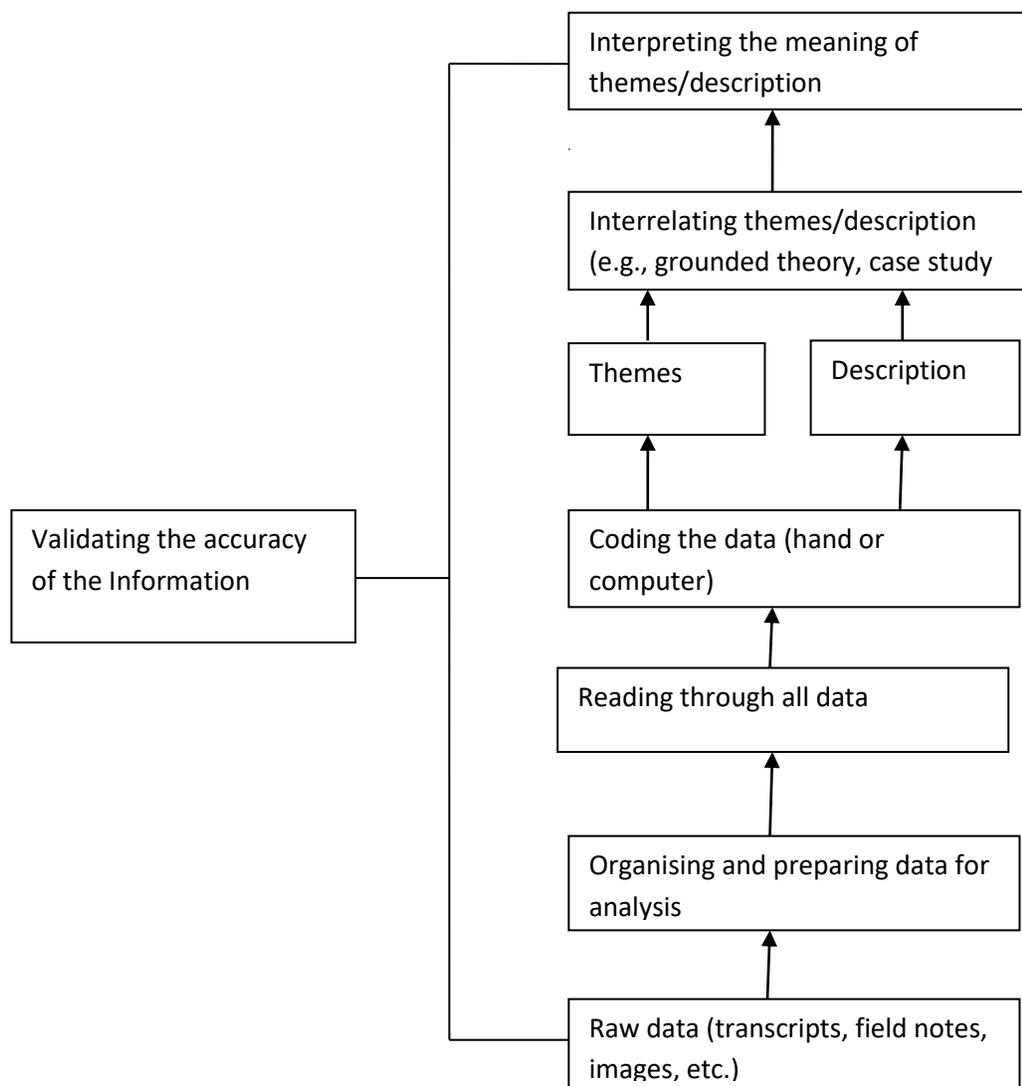


Figure 3.1: Flow chart of steps followed when analysing qualitative data as derived from Creswell, 2009:185

According to Figure 3.1, the first step is to organise and prepare data for analysis (Creswell, 2009:185). The second step is to read through the data to get a general sense of what was said by those interviewed and the responses from mainstream primary school teachers in the interview questionnaires. In step 3, a detailed analysis is done through the coding of the data.

In this study, the researcher transcribed the six interviews conducted verbatim and read through these notes as well as the answers supplied in the open-ended questionnaires and upward feedback forms. After reading through the mentioned texts, codes were assigned to identify the themes that form the basis for the study, namely, support for learners with language barriers to learning by

mainstream primary school teachers, the skills and abilities associated with support for learners with language barriers to learning, the challenges experienced in implementing the SIAS strategy policy and the training needs that mainstream primary school teachers should be trained to teach learners with language barriers to learning more effectively.

The themes identified were in line with the aims and research questions that guided the study described in Step 4 in Figure 3.1. Thus a priority coding approach was adopted whereby a list of themes was determined beforehand. Thereafter, the researcher made use of open coding methods and identified sub-categories that emerged from the texts under each theme and coded these accordingly. An analysis was done of how often certain categories were repeated in the texts to determine the frequency of these categories in the responses of the participants and in the document. The findings of data analysis are presented by first presenting the data collected through interviews with special education needs (LSEN) teachers in Grade 4 and then the findings from open-ended questions are presented. This is followed by the data analysis and presentation from the document analysis. In terms of qualitative studies, as presented in the study, the data is provided in a narrative form where extensive quotations from the participants are included to accurately represent the experiences of mainstream primary school teachers and their staff members on teaching learners with language barriers to learning (The National Strategy on Screening, Identification, Assessment & Support, 2008: 2).

3.7.4 Data categories

Once the researcher had sorted data into categories, the researcher examined all entries with the same code and then merged these categories into patterns by finding links among them.

In this study, the researcher investigated support for learners with language barriers to learning by mainstream primary school teachers. The researcher coded the data into categories one to four according to the research questions as illustrated in Figure 3.2 below:

Category 1	How do mainstream primary school teachers support learners with language barriers to learning?
Category 2	Which structures are needed to support learners with language barriers to learning in mainstream primary schools?
Category 3	How are learners with language barriers to learning screened, identified, assessed and supported by mainstream primary school teachers?
Category 4	Which model would improve the support for learners with language barriers to learning?

Figure 3.2: Data categories according to the main questions posed in this study

3.8 MEASURES TO ENSURE TRUSTWORTHINESS

The Guba model of trustworthiness in qualitative research

Guba quoted in Schwandt (2001: 258), defines trustworthiness as the quality of investigation (and its findings) that makes it noteworthy to audiences. In order to ensure trustworthiness, the researcher used triangulation (Mertler, 2009: 11). According to McMillan and Schumacher (2006: 374), researchers use triangulation which is the cross-validation among data sources, data collection strategies, time periods and theoretical schemes. To find convergence in the data, the researcher compared different sources, situations and methods to see whether the same pattern recurred. In this study, the researcher used research methods, research tools and strategies for data analysis in order to eliminate unforeseen weaknesses and biases.

According to Lincoln and Guba (2001: 258), trustworthiness refers to a set of criteria that have been provided for judging qualitative investigation. Naturalistic inquiry also examines the criteria and associated epistemic procedures that are more relevant than traditional epistemic, for example, internal and external validity. In this study, trustworthiness depends on the utilisation of multiple ways of collecting data by means of triangulation.

3.8.1 True value: Transferability

The researcher ensured confidence in the process of the research through the inclusion of the use of triangulation. Transferability is parallel to external validity which deals with the issue of generalisation in terms of case-to-case transfer (Babbie & Mouton, 2007: 313). It refers to how well an idea about reality fits with actual reality. The absence of validity occurs if there is poor fit between the constructs a researcher uses to describe, theorise or analyse the social world and what actually occurs in the social world. It is the responsibility of the researcher to provide readers with sufficient information to establish a link between the study and the findings.

3.8.2 Neutrality: Conformability

Neutrality is explained by means of conformable faithfulness. It functions only with the informants and the condition of the study, but not with other biases, motivations and perceptions. Confirmation ensures freedom from bias in the research procedures (parallel to objectivity) and is concerned with establishing that the data and interpretations of an inquiry are not figments of the inquirer's imagination. It links assertions, findings and interpretations to data in a readily discernible way. According to McMillan and Schumacher (2006: 9), objectivity is one of the characteristics common to many types of research conducted in education. Objectivity refers to the quality of the data produced by the procedures for collecting and analysing data and not the researcher's personal characteristic, but an exact description of procedures to allow other researchers to replicate the study. In this research, the procedures were concerned with establishing the fact that data and interpretations of an inquiry are not figments of the inquirer's imagination.

3.8.3 Consistency: Dependability

Consistency is explained in terms of dependability where findings are expected to be proportional in order to provide a sense of the investigation of the problem. It suggests that the same thing is repeated or recurs under the identical condition. It is parallel to reliability, it focuses on both the process of inquiry and the inquirer's responsibility for ensuring that logical processes are traceable and have been documented (Neuman,2007: 115).

3.8.4 Validity

Validity is defined as the extent to which an account accurately represents the social phenomena to which it refers. Fraenkel & Wallen, (2008: 162) use it to imply the degree to which the researcher can produce observations that are reliable. The validity of qualitative data can be external. External validity refers to the degree to which the findings can be generalised to the population from which the participants were drawn. It also encompasses the degree to which the sample is a representative of the population from which it was drawn. This is called population validity (Cohen et al., 2011: 179). Neuman (2007: 185) defines validity as truthfulness. They, however, quickly add that qualitative researchers are more interested in authenticity than validity. Authenticity means giving a fair, honest and balanced account of social life from the viewpoint of someone who lives it every day.

Therefore, one way of establishing validity in a study is to refer back to the subjects being studied to verify the interpretation. This is called respondents validation. In this study, findings were taken back to the participants of the participating schools for them to verify if what was captured was actually what they said. The same applied in the case of using observation as criteria for collecting data, the researcher used the number checking strategy to validate the findings. Maree (2007: 86) refers to members checking as situation where the researcher verify his understanding of what has been observed with those observed. All of the respondents had to confirm whether the data was captured accurately. The findings were also validated by reviewing many literature sources on the subjects.

Truthfulness, fairness and honesty in this study were established through validation of data by participants themselves and by asking the same question to different sets of participants and getting similar answers provided some validation.

3.8.5 Reliability

Fraenkel and Wallen (2008: 162) maintain that a test is reliable to the extent that its measures whatever it is measuring consistently. Cohen et al., (2011: 199) explain further that reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer in different occasions. Categories of the frequently occurring

data were identified in this study and checked for reliability. Neuman (2007: 115) adds to his definition of reliability the issue of dependability of data. This is established by capturing all interviews on a tape recorder and transcribed in writing. During the transcription exercise, the researcher eliminates only those parts of the respondent's responses that were not commensurate with the research topic or had no significance to the research. Attempts were made to reproduce the interview scripts as accurately as possible. Following the transcription, the researcher listens again to the tapes while reading the transcript. Furthermore, the interviews were unbiased and care was taken not to ask leading questions or to be over-impressionistic in observation.

3.8.6 Triangulation

According to Conrad and Serlin (2006: 415), the aim of triangulation is to strengthen the study's usefulness for other settings. On the other hand, Mertler (2009:11) maintains that to combine data is to provide a better understanding of a research problem. For this reason, McMillan and Schumacher (2006:374) indicate that to find regularities in the data, the researcher compares different sources, situations and methods to see whether the same pattern keeps on recurring. Triangulation was a strategy for increasing the validity of evaluation and research findings. Through triangulation, various data sources and methods led to a single proposition about the phenomenon being studied. To ensure trustworthiness, the data involved an awareness of the researcher's assumptions, predispositions and influence

Therefore, in this study, triangulation of variety of data tools such as interviews, observations, departmental documents and reflective journals were used to establish trustworthiness of the study. This approach is supported by de Vos (2002: 365) who states that employing an assortment of data collection techniques (enhanced by using combined research approaches) increases the reliability and authenticity of the results. The researcher established validity by triangulation of data sources for data collection in order to establish quality and accuracy. Qualitative data are narratives, in other words, the data themselves are words. These may appear in them of interview transcripts, observational notes, journal entries and existing documents records (Mertler, 2012: 120).

Furthermore, Ary et al., (2002:434) recommend the use of multiple sources of data and multiple methods of data collection respectively, called triangulation and methods triangulation.

Triangulation within the qualitative research method assisted the researcher to gain more insight. In this case, support for learners with language barriers to learning in the Mafikeng Area Office of the North West Province from different viewpoints would enhance the credibility of findings. Therefore, interviews, observations, field notes and document analysis were used to gather qualitative data.

3.9 THE ROLE OF THE RESEARCHER

The main duties of the researcher were to take responsibility and accountability for his work by doing the following:

- Establishing who were to be interviewed, where and what would the participants be interviewed on or observed for. Creswell (2011: 9) posits that it is important to identify the mapping of the data collection, taking in consideration the following parameters:
- The setting (where is the study to take place);
- The actors (who will be observed or interviewed);
- The events (what will the actors be interviewed for);
- The ways (how are events carried out by actors within the setting).
- Participating actively in the group selected and observing without providing any input.
- Taking note of sensitive ethical issues such as sustaining confidentiality of data.
- Classifying the guidelines for the data collection (Henning et al, 2004: 81).

3.10 COMPLIANCE WITH ETHICAL STANDARDS

The researcher complied with the ethical standards outlined by the guidelines of the Ethical Committee of the Faculty of Education and Training at the North-West University and such ethical standards are as follows: before the commencement of this study, the researcher requested permission from the Mafikeng Area Office Manager of the North-West Department of Education to conduct research in his districts and mainstream primary schools falling within his jurisdiction. The researcher also obtained permission from the principals of selected mainstream primary schools of the Mafikeng Area Office where the research was conducted. The researcher has not violated the rights of participants by imposing any unpleasant situation on those involved. The participants were

allowed the right to withdraw from the study at any stage of the research without any detrimental consequences to them. Again, any intrusion was avoided and anonymity of participants and confidentiality of information assured, in other words, no real names of the participants were used in this study. The results of this study would not be published without permission of all those who participated and contributed to the success of the project. The researcher ensured that there is no exploitation for personal gain and everyone who substantive contribution to the generation of knowledge was acknowledged regardless of status or gender. The researcher ensured that there was no harm caused to participants during the period of the research activities took place at a time and place that was convenient to the participants. Unless otherwise agreed, recording such as electronic media in form of tape recording and video recordings was only done with prior knowledge and written consent by the participants and all possible means of protecting privacy applied. The researcher's responsibility in this regard was to ensure voluntary participation and he obtained informed consent from the participants before the research project began. The researcher explained the research purpose and activities in which they would be engaged.

According to Pine (2009: 86), the possible benefits of the study should be described to the participants. The above procedures are supported by McMillan and Schumacher (2006: 333), who agree that qualitative research is more prone to personal intrusion than quantitative research and that credibility of research is enhanced by adherence to research ethics. Additional research ethics adhered to in this study include, among others, the following:

3.10.1 Informed consent

The consent of the Mafikeng Area Office Manager was sought after the purpose and process was fully explained to him. A detailed explanation of the research enabled the Mafikeng Area Office Manager to make an informed decision to allow his teachers and principals and learners to take part in the study. According to Neuman (2007: 54), a fundamental ethical principle of social research isto never coerces anyone into participating. Participation was voluntary at all times. Permission alone is not enough. People need to know what they are asked to participate in so that they can make an informed decision. deVos (2005: 25) states that obtaining informed consent means that all information on the aim of investigation, the procedures, advantages, disadvantages and dangers will

be rendered to their legal representatives. Informed consent is based on the principle arising from the participants, rights to freedom and self-determination.

The participants had the right to refuse to participate and could withdraw from the research altogether. Cohen et al. (2011: 77) state the informed consent is the procedure in which individuals choose whether or not to participate in an investigation after being informed of the facts. The researcher's responsibilities to enhance confidence of the consent included the following:

- Clarification of the aim of the research and procedures to be followed.
- Offer an account of any probable risk and discomforts to the participant.
- Give a description of any benefits that may be expected.
- Clarify any procedure that might be advantageous to the participants.
- Offer to answer questions concerning the procedures to be followed.

3.10.2 Harm to participants

Social research can harm participants in several ways: physical, psychological and legal harm as well as harm to a person's career, reputation or income. It is the researcher's responsibility to be aware of potential harm and take specific actions to minimise the risk to participants. There should not be any form of physical or psychological discomfort (Neuman, 2007: 51).

Emotional harm to participants is not easy to detect. The researcher informed the participants as early as possible about the possible impact of the study. This allowed the subjects to withdraw from the investigation if they so wished. The researcher sought prior permission for entry into the sites which were schools, in this study. Social researchers must consider their responsibility to their profession to seek knowledge and truth but they must also rely on the subjects for the progress of their work, they must maintain their dignity as human beings and prevent harm that may arise from their involvement. Thus, in this study, anonymity was assured and maintained to ensure responses that accurately reflected reality.

3.10.3 Confidentiality and anonymity

Before teachers and learners could take part in the interviews and observation checklists respectively; they were assured of the confidential nature of the research that the questions were meant to be used strictly for research purposes and will not be disclosed even to other teachers. For this purpose teachers and learners did not use their names.

3.10.4 Debriefing

When data is collected, ethical practices suggest that the researcher advises participants about the topic and clarify questions that may arise (de Vos, 2011: 122).

3.10.5 Violation of confidentiality and privacy

Privacy refers to components of personal privacy while confidentiality relates to treating data in a confidential manner. In this study, the researcher had to respect the participants' right to decide when, to whom and to what extent their feelings, beliefs, attitudes and behaviour towards the topic of the study could be disclosed. Each participant was asked about how confidentially they wish their personal information on teachers' attitudes towards factors contributing to marginalisation to learners with barriers to learning be handled. Participants were assured that no names would be used to guarantee confidentiality, even if information has to be made public. Though the school is a public setting, it has its right to privacy and this could not be violated (de Vos, 2011: 119). The dignity and rights of participants will not be ignored. In this study, the researcher created a relationship of trust to enable participants to be free and give the best information they had.

3.10.6 Caring

The research did not have the potential to inflict physical pain on teachers and learners. However, it had the potential to cause emotional pain as it focuses on barriers to learning which are primarily internal and sometimes external. In order to avert the potential for emotional pain, teachers and learners were made aware of the emotional benefits the study had i.e., addressing barriers to learning which an emotional relief in itself is. The trust between the researcher, teachers and

learners was also maintained in order to enhance openness among teachers and learners (Denzin & Lincoln, 2011: 49).

In this study, the researcher did not threaten or force participants to take part to ensure that there was voluntary participation. Participants had freedom to withdraw from the exercise without any victimisation. Meetings with participants prior to questioning were arranged to build cognitive or emotional rapport. Participants were given the autonomy to act according to their principles. Participants were assured of the anonymity and confidentiality. With permission sought from the North-West Department of Education and schools Principals/Side managers in the Mafikeng Area Office, the structures and accessibility to participants were guaranteed.

3.10.7 Feedback

The outcomes of the research would be made available to the schools that took part in the study as well as the Mafikeng Area Office, as they had requested.

3.11 SUMMARY

The methods of investigation used in the research were fully described and special attention was given to the description of the research strategy, design and methodology. A detailed description of interview schedule as instruments used to gather data and the justification of their use in the study have been provided. The chapter also highlighted the need to follow procedures in order to protect respondents' interest as well as other issues relating to ethical considerations. These procedures were strictly adhered to during the data collection phase of the research. As far as the analysis of results of the empirical investigation, a description of the techniques for the analysis of qualitative data was presented.

This next chapter deals with data analysis and interpretation

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this study was to investigate support for learners with language barriers to learning and establish if there are structures in place that facilitate their support. It also sought to establish whether such learners are exposed to screening, identification, assessment and support. Doing all these enabled the researcher to propose a model in order to provide support for such learners. Based on the findings of the study, the researcher proposes a support model for mainstream primary schools of the Mafikeng Area Office. This chapter presents and interprets the major findings and conclusions drawn from the study.

4.2 PRESENTATION AND DISCUSSION OF DATA

In this study, the researcher categorised all the questions and responses obtained from participants. Participants in this study consisted of mainstream primary school teachers, District Education Specialists, Teachers at Special schools, Learners with language barriers to learning, Staff at Institutional-Level Support Teams and District-Based Support Teams.

4.3 RESEARCH FINDINGS

The findings of the study are classified into categories, sub-categories and themes to reflect the experiences of participants in terms of screening, identification, assessment and support. The responses obtained from LSEN teachers (transcribed tape recordings) were grouped together and analysed. Responses of other participants were treated in the same manner.

4.3.1 Responses from LSEN teachers in mainstream primary schools

- **Question 1: What do you understand by the concept language barriers to learning?**

Below are the views of participants with regard to language barriers to learning:

Participant A: The concept language barriers to learning is the teaching of a language and problems related with it.

Participant B: A language barrier to learning is the understanding of a language and its challenges.

Participant C: Language barriers to learning deals with learners reading problems.

Participant D: Language barriers to learning is taking learners through the process of language issues, including speaking.

Participant E: The concept language barriers to learning, is the teaching of writing.

Participant F: Language barriers to learning is the learning problems learners encountered in a language.

Participant G: Language barriers to learning are how learners should be taught to learn a language.

Participant H: Language barriers to learning are the understanding of language learning problems.

Participant I: Language barriers to learning are factors which address barriers in language learning.

Participant J: Language barriers to learning are factors which prevent a learner to learn a language.

The results revealed that mainstream primary school teachers understand the concept ‘language barriers to learning’.

▪ **Question 2: Do you screen learners with language barriers to learning at your school?**

Below are excerpts from participants:

Participant A: I do not screen learners with language barriers to learning because I am not trained to screen such learners.

Participant B: I do not screen learners with language barriers to learning.

Participant C: Ssscreening... I do not understand screening.

Participant D: No, I only teach learners I find in my classroom, irrespective of their barriers.

Participant E: I am told to screen them, but I do not know how.

Participant F: Yes, I screen my learners with language barriers to learning in class.

Participant G: I screen them in reading only.

Participant H: I screen them for reading and spelling.

Participant I: I screen them for reading, spelling and writing.

Participant J: In my class, the major challenge is in mathematical calculations more than in writing, spelling and reading.

The results revealed that in some mainstream primary schools, learners are screened for language barriers to learning whereas, in other mainstreams schools, teachers do not know how to go about with the screening process.

- **Question 3: If they are screened and their learning problems identified, how are they assessed?**

Below are some of the views advanced by participants on how learners with language barriers to learning are assessed.

Participant A: They are assessed with other learners.

Participant B: I do assessment in the school as requested by the Department of Education.

Participant C: Learners are assessed weekly and given feedback.

Participant D: Learners are assessed in reading and feedback provided.

Participant E: Learners are assessed in mathematical calculations, and are shown how to calculate.

Participant F: I do not assess specific learners based on their learning problems, I just assess and support all learners equally.

Participant G: I give homework and class work to assess learners' participation. If some learners are not achieving, they are referred to the remedial unit.

Participant H: I pay more attention to individual differences in learning.

Participant I: I provide an opportunity for learners to listen to recordings of reading books while reading.

Participant J: When I give learners work to do, I assess the assignment or project by using reading aloud or using larger answer sheet to accommodate their differences.

The results revealed that mainstream primary school teachers address learners' learning problems by using different methods and techniques in teaching. Participant G indicated that if a learner does not cope with the amount of work given, he or she is referred to the remedial unit in the school for further intervention. Furthermore, participant G maintained that if such learners do not cope with the amount of work given, such learners are given activities that are of a lower standard and simple task to accomplish. If the learning problem persists, learners are referred to the remedial unit again. An effort was made towards presenting possible strategies and teaching techniques on how learners with language barriers to learning can be assisted in order to improve their academic performance (Winkler, Modise & Dawber, 2004).

▪ **Question 4: Do you receive necessary support from District Education Specialists?**

Below is a summary of the transcript:

Participant A: District Education Specialists do not support me.

Participant B: I am only instructed to bring learners with language barriers to learning to the District.

Participant C: I am told to write a report about learners with language barriers to learning.

Participant D: I am told to come with learners with language barriers to learning to the District Office.

Participant E: I sometimes get disillusioned when I arrive with learners with language barriers to learning at the District Office because I will be told to take those learners back to my school.

Participant F: I sometimes do not know what to do with learners with language barriers to learning when I cannot get assistance from the District Office.

Participant G: I always help myself because District Education Specialists do not support me.

Participant H: District Education Specialists do not support me.

Participant I: District Education Specialists do not talk to me about learners with language barriers to learning.

Participant J: I do not know what to do with learners with language barriers to learning.

The results revealed that District Education Specialists (DES) do not support mainstream primary school teachers. Participant B maintained that when she reports cases of learners with language barriers to learning, she is requested to bring such learners to the District Office. When she takes them to the District Office, she is requested to go back to her school and write a report about the learner. The participant maintained that this leads to disillusionment, as she would not know what to do with such learner.

One of the key roles of District Education Specialists (DES) is to implement the curriculum and evaluate programmes in order to determine their effectiveness and suggest modifications. However, mainstream primary school teachers are not supported in these tasks. They are, therefore, unable to enhance the learning and teaching of learners with language barriers to learning (DOE, 2001: 47).

- **Question 5: Is English as a medium of instruction in Grade 4 beneficial to learners with language barriers to learning?**

Below are some the excerpts from participants:

Participant A: No!

Participant B: No, if they could have started with it in Foundation Phase.

Participant C: English is a barrier to them.

Participant D: Instead, it adds to language barriers to learning.

Participant E: English is not benefiting any learner but makes it difficult for learners to learn.

Participant F: English is not the learners' mother tongue.

Participant G: English is a difficult language because it is not spoken at home.

Participant H: Learners do not use English on a daily basis.

Participant I: Learners are afraid to speak English in class.

Participant J: Learners do not benefit from the use of English because it is their second language.

These responses reveal that learners with barriers to learners do not benefit anything by using English as medium of instruction in Grade 4. Rather, it is perceived as a language barrier because learners are used to being taught in their mother tongue at Foundation Phase. In addition, learners at Foundation Phase are exposed to three learning areas while in Intermediate Phase learners are exposed to eight learning areas. The increase in the number of learning areas, in addition to the transition from mother tongue instruction to instruction in English apparently complicates matters for learners (DOE; 2002: 3).

- **Question 6: Which is the most outstanding factor that hampers the teaching of learners with language barriers to learning in your class?**

Below is a summary of excerpts from participants:

Participant A: Untrained teachers cannot teach learners with language barriers to learning.

Participant B: Teachers show anxiety when teaching learners with language barriers to learning.

Participant C: Some teachers are unsure of their teaching.

Participant D: Teachers lack commitment in teaching learners with language barriers to learning.

Participant E: There is lack of qualified teachers in special education.

Participant F: Lack of qualified teachers in remedial education.

Participant G: Lack of teacher's skills in teaching learners with language barriers to learning.

Participant H: Lack of expertise in handling learners with language barriers to learning.

Participant I: Lack of continuous in-service training in remedial education.

Participant J: Lack of support in teaching learners with language barriers to learning.

From the excerpts above, it could be concluded that lack of trained teachers to teach learners with language barriers to learning in mainstream primary schools constitute a major challenge. Lack of suitably qualified and experienced mainstream primary school teachers is a critical issue in education because mainstream classes are demanding and challenging and require committed and dedicated teachers who have the necessary skills and expert knowledge to provide appropriate teaching and learning experiences to all learners (Mukhopadhyay et al., 2009: 52).

▪ **Question 7: How do you support learners with language barriers to learning?**

Below are some of the excerpts from participants:

Participant A: I use a variety of teaching methods.

Participant B: I apply different techniques in teaching.

Participant C: I use different strategies in teaching.

Participant D: I support learners in many ways by giving them more activities.

Participant E: I provide learners with more activities.

Participant F: I use different intervention strategies in teaching learners with language barriers to learning.

Participant: G: I support learners in developing writing skills.

Participant H: I design and present smaller units of work to learners at a time.

Participant I: I do cooperative teaching for learners with language barriers to learning.

Participant J: I support them in reading and oral presentation.

The results reveal that teachers use different intervention strategies, methods and techniques to support learners with language barriers to learning. This is done through the number of activities given out to learners.

- **Question 8: In your experience, what challenges do learners with language barriers to learning face?**

Below are excerpts obtained from participants:

Participant A: Most learners with language barriers to learning cannot work independently.

Participant B: Learners with language barriers to learning are unable to work as a group.

Participant C: Lack of suitable teaching materials like overhead projectors.

Participant D: Materials are not designed for teaching learners with language barriers to learning.

Participant E: School administrators do not make teaching materials accessible to teachers.

Participant F: Some strategies are not suitable for teaching learners with language barriers to learning.

Participant G: Knowledge drawn from materials does not support me on how to teach learners with language barriers to learning.

Participant H: The materials are more on how I should improve their skills.

Participant I: Relevant materials to teach learners with language barriers to learning are not provided.

Participant J: Issues of reaching such learners are more about the teaching materials for learners with language barriers to learning.

The results reveal that strategies such as scaffolding are not suitable for teaching learners with language barriers to learning. Although many teachers provide the same programmes in different ways to teach learners with language barriers to learning, some of the materials used are not always

accessible to teachers. School administrators do not see the need to support teachers with such materials.

The focus of knowledge and skills training programmes is often on how teachers should improve their skills and knowledge and not on how to teach learners with language barriers to learning.

- **Question 9: How can you improve on your teaching methods with respect to teaching learners with language barriers to learning?**

Participants provided the following responses:

Participant A: Individual attention should be encouraged.

Participant B: The curriculum should be responsive to the needs of learners.

Participant C: Teachers should accommodate diversity in their teaching methods.

Participant D: Curriculum should be transformed to accommodate all learners.

Participant E: Various aspects of the curriculum should be provided to encourage access and participation of all learners.

Participant: F: Curriculum should be accessible to all learners.

Participant G: Mainstream primary school teachers should accommodate diversity.

Participant H: Teacher capacity should be encouraged.

Participant I: Remedial units should be established.

Participant J: Pull-out services should be established.

The results suggest that individual attention should be encouraged. The curriculum should be accessible and responsive to the needs of learners in order to empower mainstream primary school teachers in Mafikeng Office Area.

Various aspects of the curriculum such as learning programmes, teaching practice, capacity of teachers, assessment of learning outcomes, equipment, medium of teaching and learning, the nature of support in terms of expertise in teaching learners with language barriers to learning should be provided. This would enhance access to and participation in learning programmes. These are possible strategies on how learners with language barriers to learning could be assisted in order to improve their academic performance (Winkler, et al., 2004: 112).

Furthermore, the results reveal that remedial units in mainstream primary schools need to be established. Such structures provide the necessary assistance and guidance to teachers to make changes in their instruction. Teachers need to develop a different set of skills and knowledge rather than those traditionally acquired from tertiary training institutions. Structures such as pull-out services are necessary. Learners with language barriers to learning are pulled out of regular classes to attend one that provides special programmes. The nature of these classes depends on the specific academic challenges and needs of learners (Donald, Lazarus & Lolwana, 2007: 265).

There is also the need for on-site technical assistance. This implies the immediate provision of a range of professional services on-site. This could be done on a full-time or part-time basis. Such professional services would include, for example, school psychologists and speech therapists. These professionals are compelled to work hand in hand with teachers to ensure that the needs of all learners are met (Mukhopadhyay, Molosiwa & Moswela, 2009).

▪ **Question 10: Are you provided with any professional development programmes?**

Participants provided the following responses:

Participant A: There are no professional development programmes that capacitate me in teaching learners with language barriers to learning.

Participant B: There are no workshops provided for me.

Participant C: There has been no capacity development for me.

Participant D: Lack of professional development leads to my low morale.

Participant E: There are no professional development programmes offered to me towards learners with language barriers to learning.

Participant F: No professional development programmes are organised for me.

Participant G: There is no professional development for language of teaching and learning for me.

Participant H: There is no professional development for assessment of learners with barriers to learning for me.

Participant I: There is no professional development for curriculum modification for me in teaching learners with language barriers to learning.

Participant J: Teachers' competencies and capabilities are not developed.

The results indicate that there are no professional development programmes for teachers who teach learners with language barriers to learning. Professional development programmes for teachers lead to overall curriculum transformation. This includes a review of various aspects of the curriculum. In particular, it is advisable to review the learning environment, learning programmes, teaching practices, capacity of teachers, assessment of learning outcomes, equipment, medium of teaching and learning, materials and the nature of support provided to enable access to and participation in learning programmes. For such professional development to function properly, teachers' morale and attitudes need to be enhanced for better delivery of the curriculum. Teachers' empowerment, competencies and capabilities must be enhanced to avoid job dissatisfaction and stress caused by inefficient curriculum delivery (Engelbrecht et al., 1999).

- **Question 11: What is your attitude towards teaching learners with language barriers to learning?**

Participants provided the following responses:

Participant A: My attitude towards learners with language barriers to learning is negative because I am not trained to teach such learners.

Participant B: I am hesitant to change because I have never taught such learners.

Participant C: I am reluctant to take what I see as an additional role.

Participant D: I do not support learners with language barriers to learning.

Participant E: I often ignore learners with language barriers to learning.

Participant F: I often claim that learners with language barriers to learning cannot learn.

Participant G: I often say that learners with language barriers to learning are not for me because I do not understand them.

Participant H: I call learners with language barriers to learning 'slow learners'.

Participant I: I am impatient to teach learners with language barriers to learning.

Participant J: I see learners with language barriers to learning as a waste of time.

The results suggest that mainstream primary school teachers have a negative attitude towards learners with language barriers to learning. Teachers are often resistant and hesitant to change. They are also reluctant to take up additional functions in schools. Teachers are usually not sure of the benefits because most of them lack critical skills. Hence, they tend to ignore learners with language barriers to learning in most classrooms when they teach. They often say that these learners cannot learn and that they cannot cope with the amount of academic work given.

- **Question 12: Do you have sufficient equipment that offers effective teaching to learners with language barriers to learning?**

Participants provided the following responses:

Participant A: There is a high shortage of materials.

Participant B: There inadequate infrastructure.

Participant C: There are no support materials to aid learners.

Participant D: There are no interventions to address the diverse needs of learners.

Participant E: There is lack of teaching facilities.

Participant F: Teachers cannot pay individual attention to learners because they are overcrowded in class.

Participant G: Shortage of books poses a problem.

Participant H: Individual attention cannot be exercised.

Participant I: Lack of remedial unit at school level is a problem.

Participant J: There is no range of professional services on site such as school psychologist and speech therapist to ensure that the needs of all learners are met.

The results reveal that mainstream primary school teachers do not have the necessary facilities, infrastructure and learning support materials to support learners with language barriers to learning.

- **Question 13: How do you identify learners with language barriers to learning with regard to:**
 - Reading
 - Spelling
 - Writing and
 - Mathematical calculations?

Participants provided the following responses:

Participant A: I am unable to identify learners with reading problems.

Participant B: I am unable to identify learners with spelling problems.

Participant C: I am unable to identify learners with writing problems.

Participant D: I am unable to identify learners with mathematical calculation problems.

Participant E: I am unable to identify learners with reading, spelling, writing, mathematical and calculation problems.

Participant F: I do not provide support for learners with learning problems.

Participant G: I only focus on the able learners.

Participant H: I do not know learners with language barriers to learning.

Participant I: I do not know how to identify learners with learning problems.

Participant J: I cannot identify learners with learning problems.

Reading

Results from the checklist for learners who are unable to read revealed that mainstream primary school teachers are unable to identify learners with language barriers to learning. Adequate support has never been provided to improve reading memory, overcoming problems of understanding, encouragement in reading, improving sound-symbol association, remembering sight-words and reading longer words (See appendix H).

Spelling

Results from the checklist for learners with spelling problems revealed that mainstream primary school teachers are unable to identify learners with language barriers to learning. Adequate support in terms of spelling is not provided. Learners fail to become confident writers as they are not sure of the sounds of the language, the spelling of new words and are unable to identify interesting words in their writing (See appendix G).

Writing

Results from the checklist for learners who are unable to write revealed that mainstream primary school teachers are unable to identify learners with language barriers to learning. Adequate support is not provided to such learners (See appendix I).

Mathematical calculations

Results from the checklist for learners with mathematical calculation problems revealed that mainstream primary school teachers are unable to identify learners with language barriers to learning. Adequate support is not provided. Adequate understanding of the language use in mathematical calculations is not provided. Learners have difficulties in isolating numbers. Hence, they cannot solve mathematical problems. They also have difficulties with concepts in mathematical calculations (See appendix J).

- **Question 14: Have you attended a workshop or seminar on Sisonke and Screening, Identification, Assessment and Support (SIAS) on how to provide support to learners with barriers to learning?**

Participants provided the following responses:

Participant A: No!

Participant B: I have never attended any of the projects.

Participant C: I have only read about those projects, but never attended any.

Participant D: I have not attended any projects.

Participant E: I have never attended any Screening, Identification, Assessment, Support projects.

Participant F: I have never attended any Sisonke projects.

Participant G: I have never attended any Screening, Identification, Assessment and Support seminar.

Participant H: I have never attended any seminar on Sisonke.

Participant I: I have never attended any seminar.

Participant J: I have never attended any project so far.

The results reveal that mainstream primary school teachers never attended any workshop or seminar on the Sisonke project or the Screening, Identification, Assessment and Support to learners with barriers to learning. The purpose of the “SIAS” strategy (DOE, SIAS, 2008) is to provide interventions to all learners requiring additional support in order to enhance their participation in class.

Furthermore, the SIAS strategy (DOE, SIAS, 2008) is intended to ensure a more rigorous and consistent process of screening, identification, assessment and support of learners across the system. This ensures a more equitable practice in terms of support. The concepts of screening, identification assessment and support were clearly spelt out in the strategy that should enable mainstream primary school teachers assist learners to access and participate in all areas of the curriculum.

- **Question 15: Have you attended professional development workshops arranged by staff from special schools as resource centres?**

Participants provided the following responses:

Participant A: I have never attended any workshop organised by special school teachers.

Participant B: I have never attended even one workshop.

Participant C: I have never attended even one.

Participant D: No workshop organised by special school teachers.

Participant E: I have never attended any workshop organised by special school teachers.

Participant F: I have never attended even one workshop.

Participant G: I have never attended even one.

Participant H: I have never attended even one workshop.

Participant I: I have never attended any workshop organised by special school teachers.

Participant J: I have never attended even one workshop.

The results reveal that there are no workshops arranged on support for mainstream primary school teachers by staff from special schools. Special schools should be outward looking resource centres with excellent expertise. Teachers should work in collaboration with mainstream primary school

teachers to support the development of the Screening, Identification, Assessment and Support (SIAS) strategy (DOE, SIAS, 2008). There should be a process of change in mainstream schools in terms of leadership, teaching, learning, funding and structuring.

Mutual support and partnership of special schools, with mainstream primary schools, should be developed as many mainstream primary school teachers are experiencing anxieties, difficulties and concerns in embedding inclusive values in their day-to-day practices. Through sharing specialist skills and knowledge, all mainstream primary schools can provide high quality education and care for learners with barriers to learning.

- **Question 16: How does an Institutional-Level Support Team (ILST) staff support your teaching of learners with language barriers to learning?**

Participants provided the following responses:

Participant A: They support me in screening learners with language barriers to learning.

Participant B: They do not show me how to screen learners with language barriers to learning.

Participant C: They support me in identifying learners with language barriers to learning.

Participant D: They support me in assessing learners with language barriers to learning.

Participant E: They do not show me how to identify learners with language barriers to learning.

Participant F: They support me by showing me how to support learners with language barriers to learning.

Participant G: They do not show me how to assess learners with language barriers to learning.

Participant H: They do not show me how to provide support for learners with language barriers to learning.

Participant I: They do not provide support for our school.

Participant J: Their execution of duty enhances my teaching for all learners.

The results show that there are Institutional Level Support Teams established in the Mafikeng Area Office. However, some participants indicated that there are no ILSTs while others maintained that there are ILSTs established in the Mafikeng Area Office. This could be due to poor distribution and execution of duties by District Education Specialists who are the overseers of mainstream primary schools.

ILSTs play a central role in identifying “at risk” learners and addressing barriers to learning. One participant maintained that ILSTs are useful when taking a decision about a learner who needs serious intervention. They also help in identifying learners with barriers to learning as early as possible in the learner’s life so that support programmes can be developed. ILSTs need to work closely with a class teacher. A learner profile can be developed to contain information about certain knowledge, skills, attitudes, values and the socio-economic environment of a learner. This information can at times, be obtained from parents, caregivers, various departments, other teachers and school records (DOE, Education White Paper 6, 2001).

- **Question 17: Have you attended a seminar or workshop of any local Catholic Institute for Education (CIE) on how to provide support for learners with language barriers to learning?**

Participants provided the following responses:

Participant A: I have never attended any seminar or workshop.

Participant B: I have never attended any of the local Catholic Institute for Education.

Participant C: I have never attended any seminar.

Participant D: I have never attended any workshop.

Participant E: I have never attended any of the local Catholic Institute for Education.

Participant F: I have never attended any seminar or workshop.

Participant G: I have never attended any workshop.

Participant H: I have never attended any of the local Catholic Institute for Education.

Participant I: I have never attended any workshop.

Participant J: I have never attended any workshop.

The results reveal that mainstream primary school teachers who participated in the study had never attended any workshop or seminar organised by any of the local Catholic Institutes for Education (CIE). The inspiration provided by CIE is to assist teachers in teaching learners with language barriers to learning. CIE focuses on classroom experiences of teachers in the project. Its aim is to share insights more broadly with teachers all over South Africa (Winkler et al., 2004).

- **Question 18: Do you have any other comment to make regarding learners with language barriers to learning?**

Participants provided the following responses to this item:

Participant A: I think there should be no lesson plans developed for learners with language barriers to learning.

Participant B: I think learners' pace should be emphasised.

Participant C: I recommend the use of activities.

Participant D: I think learners' learning problems should be thoroughly scrutinised.

Participant E: Teachers need to pay attention to a problem a learner is experiencing.

Participant F: Remedial units should be established for learners to receive interventions.

Participant G: In a remedial unit, learners are individually supported.

Participant H: Without a remedial unit, learners cannot be supported.

Participant I: At a remedial unit, only few learners who are experiencing learning problems are accommodated.

Participant J: The mainstream primary schools in which remedial units are established, provide support for learners with language barriers to learning.

The responses from participants confirmed the suggestion that no lesson plans be developed for learners with language barriers to learning because learner pace is emphasised by CAPS (DOE, CAPS, 2011). Therefore, the use of activities was recommended. This is to assist learners with language barriers to learning to be thoroughly scrutinised. Teachers need to pay attention to any learning problem a learner is experiencing (See appendix D).

4.3.2 Responses from District Education Specialists (DES)

- **Question 1: Are you aware of the vision of the North West Department of Education?**

Participants provided the following responses:

Participant A: The vision of the North West Department of Education is to ensure that all learners receive basic quality education.

Participant B: The vision of the North West Department of Education is built around quality education.

The results indicate that District Education Specialists are aware of the vision of the North West Department of Education, which is to ensure that all learners receive basic quality education.

- **Question 2: Can you explain what the operational plan of the North West Department of Education is?**

Participants provided the following responses:

Participant A: It is about supporting learners with language barriers to learning.

Participant B: It is about providing support for learners with language barriers to learning.

The results reveal that the District Education Specialists know what the operational plan entails. The priorities of the operational plan are to support learners with language barriers to learning with everything that enables learners to learn such as supporting learning sites (schools) to provide learning environments and teachers to minimise language barriers to learning). Furthermore, support would mean strategies used to support schools.

The priorities of special schools would be to provide intensive support to learners with language barriers to learning. Staff at special schools should be empowered through staff training in order for them to provide support to both full-service schools and mainstream primary schools. The primary role of special schools would be to provide specialised professional support in curriculum, assessment and instruction to Institutional-Level Support Teams and teachers in mainstream primary schools. Furthermore, Institutional-Level Support Teams can call on staff from special schools to assist them adapt their classroom activities to accommodate barriers to learning.

It is important to support out-of-school learners who are marginalised or who were never given access when their parents tried to enrol them. Their needs were only catered for in institutions that are too distant from their homes.

- **Question 3: Are the priorities of the North West Department of Education considered when planning?**

Participants provided the following responses:

Participant A: Priorities are considered.

Participant B: Because of the budget, priorities are considered.

The results reveal that the priorities of the North West Department of Education are considered when planning. Participants indicated that there is sufficient budget to support learners with language barriers to learning, thus regular visits to mainstream primary schools are not a problem. Participants maintained that human and material resources are insufficient.

▪ **Question 4: Is the operational plan monitored to achieve the vision of the North West Department of Education and the priorities of the government?**

Participants provided the following responses:

Participant A: Monitoring is done through sub-sections of Inclusive Education.

Participant B: Monitoring is done through specialists stationed at special schools.

The results indicate that the operational plan is monitored in order to achieve the vision of the North West Department of Education and priorities of the Provincial Government.

▪ **Question 5: Are the programmes in the operational plan achieved?**

Participants provided the following responses:

Participant A: Programmes are not achieved due to lack of resources.

Participant B: Programmes are not achieved because teachers lack skills.

The results obtained confirm the fact that programmes in the operational plan are not achieved. There is no transport for officials to visit various mainstream primary schools. Therefore, no monitoring takes place in mainstream primary schools. Training in specialised education for mainstream primary school teachers is inadequate to support learners with language barriers to learning.

- **Question 6: Are your roles clearly defined?**

The following responses were obtained:

Participant A: My roles are not clearly defined.

Participant B: My roles are not clearly defined because I am dealing with placement of learners.

The roles of District Education Specialists are not clearly defined. The primary function of District Education Specialists is the development of on-going support to local ILST. They provide a full range of education support services such as professional development in curriculum and assessment to ILST. They support, monitor and evaluate inclusion in various learning sites (schools) and help link these learning sites (schools) with formal and informal support systems in surrounding communities. They control the admission of learners in special schools and ensure that no learner who can receive support in a local learning site (school) is removed unnecessarily.

- **Question 7: Are teachers aware of your programmes to be achieved?**

The following responses were provided by participants: Participant A: Teachers do not know Inclusive Education.

Participant B: Teachers believe in placement model.

The results confirm the fact that teachers are not aware of programmes to be achieved. Teachers with no training or experience in special education and support education find it difficult to cater for learners with language barriers to learning.

- **Question 8: Do teachers implement the planned programmes and initiatives of the North West Department of Education?**

Participants provided the following responses:

Participant A: Teachers do not have clear guidelines.

Participant B: There is no proper monitoring.

From the results, mainstream primary school teachers do not implement planned programmes and initiatives of District Education Specialists.

- **Question 9: Do you understand the concept of professional capacity in curriculum development and assessment?**

The following responses were obtained:

Participant A: I do not understand the concept of professional capacity in curriculum development.

Participant B: I do not know professional capacity development in curriculum and assessment.

The results obtained reveal that teachers understand the concept of professional capacity in curriculum development and assessment. District Education Specialists, as part of District-Based Support Teams (DBST) and Institutional-Level Support Teams (ILST), are required to provide curriculum development, assessment and instructional support in the form of illustrative learning programmes, learner support materials and equipment, assessment instruments and professional support for teachers in special schools, full service schools and other educational institutions.

- **Question 10: Is the work of teachers monitored and feedback given?**

Participants provided the following responses:

Participant A: Teachers are not monitored in the implementation of Inclusive Education.

Participant B: Teachers lack knowledge on Inclusive Education.

From the results obtained, teachers are not monitored in the implementation of Inclusive Education. They lack knowledge on Inclusive Education (See appendix E).

4.3.3 Responses obtained from teachers in special school

- **Question 1: Do you provide support to mainstream primary school teachers?**

Participants provided the following responses:

Participant A: I do not provide support to mainstream primary school teachers.

Participant B: I am only responsible to provide support for special school teachers.

The results reveal that teachers in special schools do not provide support to mainstream primary school teachers. Teachers employed in special schools have specialised skills and have developed learning materials to assist all learners. This is an indication that teachers in mainstream primary schools lack essential skills in executing their duties.

One of the duties of professional staff members in special schools is to run workshops for other teachers on how to provide support in the classroom. The views of mainstream primary school teachers with regard to learners with language barriers to learning are that they lack specialist skills and knowledge which are seen as highly advanced and intensive experiences. These skills and knowledge could be transferred from special school staff (DOE, Education White Paper 6, 2001).

- **Question 2: Do you network with the departments of Health and Social Services in enhancing the teaching of learners with language barriers to learning?**

Participants provided the following responses:

Participant A: I do not develop network with the departments of Health and Social Services.

Participant B: I do not network with any of the departments of Health and Social Services.

The results confirm that there is no development of network support with the Department of Health or Social Services. This is an indication that there are no mechanisms to ensure access to the curriculum. Inter-sectorial, collaborative resourcing such as that of the Department of Health in supplying physiotherapists, speech therapists and voice-activated computers, are of vital importance

in accessing the curriculum. The assistance of social workers from the Department of Social Services, who would look more closely into the internal barriers of learners, is also of vital importance. Such collaboration would enhance the teaching and learning of learners with language barriers to learning (See appendix F).

4.3.4 Responses from observation of the checklist for learners who are unable to spell in

Grade 4

▪ Questions 1-4: Spelling

Participants were observed as a group and it was confirmed that they were unable to choose the correct spelling from the given words.

Participant A: Spell a word as follows: *“reiet”*.

Participant B: Spell a word as follows: *“brief”*.

Participant C: Spell a word as follows: *“preist” which were ungrammatically wrong*

(See appendix G).

The results revealed that learners were unable to choose the correct spelling from given words where the emphasis was on sound, especially vowels with inconsistent letters. As a result, learners remained with inadequate spelling techniques.

Learners tend to write unknown words they seldom use in written work and ignore spelling rules. Learners end up using wrong words and tend to repeat high-frequency words in erroneous idiosyncratic ways in their written language.

Participant A: Spell a word as follows *“beens”*.

Participant B: Spell a word as follows: *“seads”*.

Participant C: Spell a word as follows: “*streat*” which were ungrammatically wrong

(See appendix G).

▪ **Question 5-10: Spelling**

Participant A: Spell a word as follows “*brief*”.

Participant B: Spell a word as follows: “*preist*” which were ungrammatically wrong

(See appendix G).

In the above instances, the ‘e’ rule has not been mastered properly. It appears that from the teachers’ submissions that such rules had to be taught explicitly for learners to strive to store and apply them conscientiously through memory retention skills that could be developed through drills and repetition as a reinforcement strategy. Learners were unable to replace words even when given alternatives. They were also unable to pronounce words and, therefore, could also not spell them correctly. They could not articulate words properly in order to come up with the correct spelling. They tended to leave out interesting words in their writing because they did not know how to spell them.

Spelling is a skill that assists learners to form words. Learners, who learn spelling by rote, do not always end up being able to spell other words. When learners learn to spell words, they should think of the sounds that make up the word. Furthermore, they should remember the letters that represent the sounds. Lastly, they should put the letters together to form the word.

Learners, who struggle with spelling in Grade 4 in mainstream primary schools of the Mafikeng Area Office, are usually identified as displaying learning problems. This is an extension of marginalising practices in schools where learners with language barriers to learning are excluded from mainstream primary schools (See appendix G).

4.3.5 Responses from the observation checklist for learners who are unable to read in

Grade 4

▪ Questions (a)-(h): Reading

Participants were observed as a group and they demonstrated that they were unable to notice how characters and plot are constructed in order to represent a particular view of the world.

Participants A: Reads a sentence as follows: *“The bologobolokegoka Lesotho mama a PetlakaLegogo”*.

Participant B: Reads a sentence as follows: *“Pibala, Thabo ‘n matlha, Pologo e ja le bata, Thabo noieibamato, oetlhabe le katipa”*.

Participant C: Reads a sentence as follows: *“Thabo u di a bolayabotobabebatsha, kabouei”* which were wrongly spelt *“See appendix H”*.

From the results, it could be concluded that learners are unable to notice how characters and plot are constructed to represent a particular view of the world. Learners could also not respond questions arising from the passage.

Learners prefer to answer questions using their mother-tongue (code switching) and are unable to translate correctly:

- They were unable to respond correctly to questions;
- They were unable to read and hence unable to follow a route to locate characters in the passage;
- They were unable to identify characters deployed and developed in the passage or even a place where the story took place;
- They failed to recount events that happened first and which happened last;

- They were unable to interact in their additional language; hence they switched from one language (second additional language) to another (mother-tongue);
- They were unable to recall and describe sequences of actions in the passage using connecting words;
- They were unable to describe characters; and
- They failed to express their opinions about the passage in writing.

Language is a necessity in everybody's life. People communicate and understand the world through language. Language thus shapes peoples' identities and knowledge. Language serves a variety of purposes: personal, communicative, educational, aesthetic, cultural, political and critical. Learners, who are unable to read in mainstream primary schools of the Mafikeng Area Office, are usually identified as having learning problems. This is attributed to lack of support (See appendix H).

4.3.6 Responses from the observation checklist for learners who are unable to write in

Grade 4

- **Questions 1-5 on plurals and 1-5 on opposites: Writing**

Participants were observed as a group and they demonstrated that they were unable to correctly spell words.

Observation of activities in classrooms revealed that participants spell in the following manner:

Plural

Participant A: Write a word as follows: "*Pmas*".

Participant B: Write a word as follows: "*Perekis*".

Participant C: Write words as follows: "*Dikegaki, Gaabo, Basidi*".

"Omos, Oprks, Dkerk, Dank, Dwmn." all words were wrongly spelt (See appendix I).

Opposite words

Participant A: Write a word as follows: “*Mongne*”.

Participant B: Write a word as follows: “*Basidi*”.

Participant C: Write the following: “*Utetang, Mongne, Namanne*” which were wrongly spelt (See appendix I).

“*Omoe, Opose, Dane, Man, Osen.*”

“*Gig, She He Goat, Grandmother, Matherer Came.*”

The results confirm the fact that learners are unable to correctly spell words that sound the same. They are also unable to use the sounds, words and grammar of the language to create and interpret texts. Learners are unable to develop vocabulary; hence they are unable to identify words which sound the same. They are also unable to write the plural form of words with double vowels, identify words with opposite meaning; hence, they failed to develop knowledge of language structure in spelling familiar words correctly.

Language is acquired gradually, and attention is given to vocabulary and grammar, accurate use of words and developing structures. The focus is more on noticing words and grammatical structures that learners are familiar with from the previous grade. They explore the way their additional language works and take some conscious control of it. They use the developing knowledge to check their use of language, especially when writing, a dual process of noticing and editing. Learners who are unable to write in Grade 4 in mainstream primary schools of the Mafikeng Area Office are usually identified with learning problems (See appendix I).

4.3.7 Responses from the observation checklist for learners who are unable to do Mathematics in Grade 4

Question 1(a)-(d)

Participant A: Cannot distinguish shapes.

Participant B: Cannot distinguish symbols.

Participant C: Cannot distinguish signs.

Participants were observed as a group and they showed that they were unable to demonstrate geometrical patterns.

Participants cannot distinguish shapes, symbols and signs used in the teaching of Mathematics.

From the results, it could be deduced that learners are unable to conceptualise geometrical patterns, look for relationships or rules, including patterns presented in physical or diagrammatic forms. They could not recognise, visualise or name two-dimensional shapes and three-dimensional objects in the environment, including a triangle, square, circle or rectangle. They could not describe, sort or compare two-dimensional shapes from the environment according to geometrical properties, including the shape of faces, number of sides and straight sides. They were also unable to investigate and compare two-dimensional shapes studied in Grade 4 according to the properties listed above, by drawing shapes on grid papers. In addition, they were unable to describe changes in the view of objects held in different positions.

▪ **Question 2: Symbols**

Participants were observed as a group and they demonstrated that they were unable to describe different symbols used in Mathematics.

Participant A: Cannot describe different symbols.

Participant B: Cannot recognise different symbols.

Participant C: Cannot draw different symbols in the teaching of Mathematics (See appendix J).

The results indicate that learners are unable to describe different symbols used in Mathematics (in terms of how symbols are shaped). Learners were also unable to recognise and draw different symbols, including phrases such as greater than, less than, equal to, add to and take away from.

- **Question 3: Addition and subtraction**

Participant A: Was unable to perform algebraic calculations.

Participant B: Was unable to do multiplication of whole numbers.

Participant C: Was unable to do basic manipulations involving 2 digits by 2 digits in Mathematics

(See appendix J).

The results show that learners are unable to perform calculations involving addition and subtraction. They are unable to do multiplication of whole number basic manipulations involving 2 digits by 2 digits.

- **Question 4: Unable to write number sentences**

Participants were observed as a group and they demonstrated that they were unable to use a range of strategies to check solutions and judge procedures involved.

Participant A: Was unable to write number sentences.

Participant B: Was unable to use a range of strategies to check mathematical solutions.

Participant C: Was unable to judge the reasonableness of solutions in Mathematics

(See appendix J).

The results point to the fact that learners are unable to use a range of strategies to check mathematical solutions and judge the reasonableness of their solutions. Learners are unable to write number sentences to describe a problem situation, including problems within a context that may be used to build awareness of economic issues. Also, they are unable to determine, through discussion and comparisons, the equivalence of different descriptions of the same relationship or rule represented by number sentences.

Although the curriculum (CAPS) seeks to create a lifelong learner who is confident and independent, literate, multi-skilled, compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen, being mathematically literate would enable a person to contribute to and participate with confidence, in accessing Mathematics which could be viewed as a human right itself. Learners who have difficulties with Mathematics in Grade 4 in mainstream primary schools of the Mafikeng Area Office are usually identified as having learning problems (DOE, CAPS, 2011), (See appendix J).

4.3.8 Responses from staff of Institutional-Level Support Teams (ILST)

- **Question 1: Can you provide a list of learning sites (schools) that need your support?**

Participants provided the following responses:

Participant A: I was provided with a list of learning sites.

Participant B: I visited some schools.

The results reveal that staff of Institutional-Level Support Teams (ILST)) provided a list of mainstream school primary schools in the Mafikeng Area Office which they have visited in order to offer support (according to their core function). This function entails coordinating all learners, teachers, curriculum and institution development support. This has been done in an effort to link other school-based management structures and processes in order to facilitate the coordination of activities and avoid duplication.

- **Question 2: Can you provide a list of learners with language barriers to learning in each learning site (school) you provided with support?**

Participants provided the following responses:

Participant A: I was provided with a list of learners with language barriers to learning.

Participant B: I supported some learners with language barriers to learning.

Institutional-Level Support Teams (ILST) were able to provide a list of learners with language barriers to learning in each mainstream primary school they visited as part of their on-going support. One of the core functions of ILST is to collectively identify learning sites (schools), the needs of teachers, curriculum and institutions at learning sites.

▪ **Question 3: How do you support teachers who report learners who cannot read?**

Participants provided the following responses:

Participant A: I support them by telling them that learners differ according to their abilities.

Participant B: They must teach according to the learner's pace.

Participant C: I develop strategies and programmes to address the needs of learners and identify language barriers to learning.

Institutional Support Teams (ILST) support teachers who identify learners who cannot read. ILSTs assist by informing such teachers that learners differ according to their abilities. Teachers should teach learners according to the learner's pace. Another core function of Institutional Support Teams (ILST) is to collectively develop strategies and programmes to address the needs of learners and identify language barriers to learning. A major focus should be on teachers' development and parental consultation and support. Parents should be informed about all support decisions made about their children. Class teachers should be assisted to develop support programmes for learners in their classrooms.

▪ **Question 4: How do you provide support to teachers who report learners struggling in doing mathematical calculations?**

Participants provided the following responses:

Participant A: I teach them about how to teach learners with language barriers to learning.

Participant B: I have taught them that they must teach learners from the known to the unknown.

Suggestions have been made on how to teach learners with language barriers to learning such as teachers must teach learners from the known to the unknown. Mainstream primary school teachers should be supported to enable them to draw in resources needed from within and outside the learning sites (school) to address the needs and overcome language barriers to learning.

- **Question 5: How do you conduct workshops for teachers who report learners who are unable to spell?**

Participants provided the following responses:

Participant A: I give them support on ways of teaching spelling.

Participant B: I give them support on ways of teaching, reading and writing.

Suggestions on the different ways of teaching spelling have been given. The core function of Institutional Support Teams (ILST) should be able to work closely with District-Based Support Teams (DBST). This would support ILSTsto evaluate programmes, diagnose their effectiveness and suggest modifications. Supporting teaching, learning and management will build the capacity of mainstream primary school teachers. Also these teachers should work closely with staff from special schools that would help develop their expertise and support, especially by giving them professional support in curriculum, assessment and instruction. Also, staff from special schools could provide comprehensive programmes that provide life-skills training and programmes-to-work. Furthermore, staff from special schools should support primary schools to provide appropriate and quality education for learners with language barriers to learning. Staff from special schools could run workshops on how to provide additional support in classrooms.

- **Question 6: As a collaborative effort, how do you engage speech therapists and social workers in coordinating learner and teacher support?**

The following responses were obtained from participants: Participant A: I write an intervention report requesting assistance.

Participant B: I encourage them to use inter-sectorial collaboration that benefits learners.

Institutional-Level Support Teams (ILST) write an intervention report requesting assistance from speech therapists and social workers in coordinating learner and teacher support. This cooperation is necessary to improve language barriers to learning. As a result of working together, inter-sectorial collaboration benefits both learning sites (schools) and learners.

- **Question 7: As part of the on-going support, how often do you engage the Department of Health and Social Services as inter-sectorial collaboration in supporting learners and teachers?**

Participants provided the following responses:

Participant A: I do not get support from the Departments.

Participant B: Because there are some issues that learners with language barriers to learning experience, which are not related to education.

Participants maintained that the Departments of Health and Social Services are not assisting in supporting learners with language barriers to learning. There are learning problems that learners with language barriers to learning experience. Such problems are not strictly related to education, which is an indication that teachers need to work with Social Services and Health Departments. Some learners are orphans, others are taken care of by sick parents, while others stay with parents who are not employed and cannot provide basic needs. These facts prove that problems and developmental challenges are more complex and require different approaches in order to arrive at a workable solution that addresses the mitigating factors in educating learners with barriers to learning.

- **Question 8: When visiting schools as a team, are there suitable materials that enhance the learning of learners?**

Participants provided the following responses:

Participant A: There are no suitable materials.

Participant B: I only request files for these learners.

The results confirm the fact that Institutional-Level Support Teams (ILST) do not search for suitable materials that enhance learning; they only request for the files of learners with language barriers to learning. One of the duties of an Institutional Level Support Team (ILST) is to identify other institutional support necessary.

▪ **Question 9: Does the support given by ILST staff ensure access to the curriculum?**

Participants provided the following responses:

Participant A: The support given by ILST did not ensure access to the curriculum.

Participant B: The duties of ILST are to coordinate support programmes.

The results suggest that Institutional Level Support Teams (ILST) do not ensure access to the curriculum. One of the core functions of Institutional Level Support Teams (ILST) is to put in place properly coordinated learner and teacher support programmes which support the learning and teaching process by identifying and addressing learner, teacher and institutional needs.

▪ **Question 10: How are Institutional-Level Support Teams supporting learners and teachers in learning content to ensure easy assimilation and the use of concrete materials in learning?**

Participants provided the following responses:

Participant A: ILSTs do not support teachers with content assimilation and the use of concrete materials in learning.

Participant B: Teaching in the mother tongue is a problem.

These observations and revelations suggest that Institutional Level Support Teams (ILST) do not support teachers in terms of content assimilation and the use of concrete materials in learning. This

is an indication that teaching in the mother tongue at the Foundation Phase seems to cause problems when learners enter the Foundation Phase and switch to English. One of the core functions of Institutional Level Support Teams (ILST) is to collectively develop strategies and programmes to address the needs of learners. A major focus should be on teacher development and parental consultation and support. It should also focus on assisting class teachers to develop support programmes for learners in classrooms (See appendix K).

4.3.9 Responses from staff in District-Based Support Teams

- **Question 1: Are you aware of the vision of the North West Department of Education?**

Participants provided the following responses:

Participant A: I am aware of the vision of the North West Department of Education.

Participant B: The vision is to portray excellence.

The results reveal that the District-Based Support Teams (DBST) are aware of the vision of the North West Department of Education (NWDE) which is to portray excellence.

- **Question 2: Do you know what operational planning is?**

Participants provided the following responses:

Participant A: I know what operational planning is.

Participant B: Operational planning is a systematic process of achieving desired goals.

The results indicate that District-Based Support Teams (DBST) know what operational plan entails. It is a systematic process of achieving desired goals.

- **Question 3: Are the priorities of the North West Department of Education considered when planning?**

Below are some of the excerpts provided by participants:

Participant A: The priorities are considered when planning.

Participant B: They usually use the objectives derived from the strategic plan.

The results reveal that when District-Based Support Teams (DBST) plan, they know the priorities of the North West Department of Education (NWDE). They usually use the objectives derived from the strategic plan.

- **Question 4: Are the operational plans monitored to achieve the vision of the North West Department of Education and the priorities of the Provincial Government?**

Participants provided the following responses:

Participant A: The operational plans are monitored.

Participant B: Reports are requested if operational plans are not achieved.

The results reveal that the operational plan is monitored in order to achieve the vision of the North West Department of Education (NWDE) and the priorities of the Provincial Government. Through the internal auditing process (if this is achieved or not), one has to account to the auditor general. Non-compliance leads the Department to request reports concerning failure.

- **Question 5: Are the programmes in the operational plans achieved?**

Participants provided the following responses:

Participant A: The programmes in the operational plans are achieved.

Participant B: Different directorates manage what appears in the operational plans.

The results suggest that programmes in the operational plans are achieved when a plan is in place with actual outputs to be achieved and targets per quarter are followed. In other words, different directorates manage what appears in the operational plan and sometimes, plans are not completed, as there is no control over other directorates.

▪ **Question 6: Are your roles clearly defined?**

Participants provided the following responses:

Participant A: My roles are clearly defined.

Participant B: On-going support is provided.

The results indicate that the roles of District-Based Support Teams (DBST) are clearly defined to be the development and on-going support of local Institutional-Level Support Team (ILST) in schools and other educational institutions. District-based Support Team (DBST) members need to support the capacity building of teachers, school management and Institutional-Level Support Teams (ILST) with particular focus on curriculum and institutional development.

▪ **Question 7: Are teachers aware of your programmes?**

Participants provided the following responses:

Participant A: Teachers are aware of my programmes.

Participant B: Teachers are aware of my programmes through the involvement of districts under District Education Specialists (DES).

The results indicate that through the involvement of districts under District Education Specialists (DES), teachers are aware of the programmes since members of District-Based Support Teams (DBST) do not deal directly with schools. The primary functions of District-Based Teams (DBST) is to assist Institutional Level Support Teams (ILST) to identify language barriers to learning and learning needs at learning sites (schools) and develop appropriate support programmes which

address these challenges. In addition, District-Based Support Teams (DBST) have to assist Institutional-Level Support Teams (ILST) to link with formal and informal support systems in surrounding communities. This link could be with staff in other Departments, such as the local clinic sister and Non-Governmental Organisations (NGOs).

▪ **Question 8: Do teachers implement planned programmes and initiatives of the North West Department of Education?**

The following responses were obtained from participants: Participant A: Planned programmes and indicatives of the North West Department of Education are implemented.

Participant B: District Education Specialists are supported by the DBST.

The results indicate that teachers implement planned programmes and initiatives of the North West Department of Education (NWDE). They implement programmes through District Education Specialists who in turn, are supported by District-Based Support Teams (DBST).

▪ **Question 9: Do you understand the concept professional capacity in curriculum development and assessment?**

Participants provided the following responses:

Participant A: I understand the concept professional capacity.

Participant B: ILST and the DBST are responsible for support in curriculum development.

The results indicate that District-Based Support Teams (DBST) understand the concept professional capacity in curriculum development and assessment. District-Based Support Teams (DBST) and Institutional-Level Support Teams (ILST) are required to provide curriculum, assessment and instructional support in the form of illustrated learning programmes, learner support materials and equipment, assessment instruments and professional support for teachers at resource centres, full-service schools and other educational institutions such as mainstream primary schools.

- **Question 10: Do you have developmental programmes of professional capacity of all teachers in curriculum development and assessment?**

Participants provided the following responses:

Participant A: I have developmental programmes.

Participant B: I have developmental programmes in the curriculum and assessment.

The results suggest that District-Based Support Teams (DBST) have developmental programmes to increase professional capacity of all teachers in curriculum and assessment. District-Based Support Teams (DBST) evaluates programmes, diagnose their effectiveness and suggest modification. Through teaching, learning and management, they build the capacity of mainstream primary school teachers to recognise and address language barriers to learning to accommodate a range of learning needs.

- **Question 11: Is the development given to you, beneficial to professional growth of teachers?**

Participants provided the following responses:

Participant A: Yes, the development given to me benefits the professional growth of teachers.

Participant B: It benefits them in learning support.

The results indicate that the development given to District-Based Support Teams (DBST) is beneficial for the professional growth of teachers in learning support, management, coordination support and curriculum.

- **Question 12: Is the work of teachers monitored and feedback given?**

Participants provided the following responses:

Participant A: The work of teachers is monitored.

Participant B: Feedback is given through officials.

The results indicate that the work of teachers is monitored and feedback given through cooperate officials.

- **Question 13: If monitored and feedback given, how often?**

Participants provided the following responses:

Participant A: Feedback is given on a monthly basis.

Participant B: Feedback is also given during quarterly support forum meetings.

The results suggest that feedback is given on a monthly basis and during quarterly support forum meetings.

- **Question 14: Is the time allocated for in-service training sufficient for your own development?**

Below are some of the excerpts provided by participants:

Participant A: The time allocated for in-service training is sufficient.

Participant B: The time allocated is sufficient for personal development of officials.

The results indicate that the time allocated for in-service training is sufficient for the personal development of officials (See appendix L).

4.3.10 Responses from the computer-aided data analysis information about learners with special education needs (LSEN) teachers

The researcher deduced from the computer-aided data analysis that the screening instrumentation where a list of activities used, are written and displayed as evidence. Though mainstream primary school teachers did their best to support learners with language barriers to learning, it was evident from the decoded message (computer-aided) that DES does not support mainstream primary school teachers.

From the computer-aided data analysis, it is obvious that DES does not empower mainstream primary school teachers on new understanding about their work. Mainstream primary school teachers are also not empowered through workshops organized by DES in order for them to meet many learning challenges presented by learners with language barriers to learning in classrooms. It is also apparent from the tape-recorded messages that English (as medium of instruction at the Intermediate Phase), is not beneficial for Grade 4 learners, as they are used to being taught in the mother tongue at the Foundation Phase.

Furthermore, the computer-aided data analysis proved that mainstream primary school teachers lack support from Special School teachers. Participants suggested that there should be no lesson plans developed for teaching, but rather, activities should be used so that concentration from learners can be attained in terms of learner problems. Teachers should use the SIAS strategy for learners to achieve educational goals. The researcher found that mainstream primary school teachers need to be supported in their daily teaching in order to support learners with language barriers to learning.

4.3.10.1 Responses from document analysis concerning ILST

The researcher went through the list of mainstream primary schools visited in order to provide on-going support. ILSTs provided a list of names of learners with barriers to learning in each mainstream primary school visited in order to provide support.

From the list of the names of learners with language barriers to learning, the researcher also discovered that on-going support is adequately provided. The researcher also found that learners

with language barriers to learning are screened, their learning problems identified and assessed in order to provide support.

ILSTs made teachers aware of the fact that learners differ according to their abilities. Teachers should, therefore, teach learners according to their pace. It was evident that learners with language barriers to learning are supported. The researcher also found that ILSTs are committed to their on-going support towards learners with language barriers to learning.

4.3.10.2 Responses from reflective notes regarding (DBST)

The researcher took down notes from operational plans where the desired set of goals was outlined. Notes were also made in connection with priorities of the North West Department of Education where the objectives of the strategic plan are spelt out. An operational plan is used to achieve the objectives of the vision of the North West Department of Education (NWDE). The researcher discovered that DBSTs operate on what is written in their job descriptions as per the operational plan.

4.4 Summary

It was established in the study that there are factors that impede support for learners with language barriers to learning in selected mainstream primary schools of the Mafikeng Area Office. These factors include, among others, support for learners with language barriers to learning, untrained school teachers, lack of screening, identification, assessment and support. The findings also revealed that there are inadequate structures to facilitate support for learners with language barriers to learning in selected mainstream primary schools. The dynamic model for the implementation of screening, identification, assessment and support (SIAS) strategy is proposed in the study for adoption in selected mainstream primary schools in the Mafikeng Area Office of the North West Province.

Figure: 4.2.1 Interview transcript of learners with special education needs (LSEN) teachers

Figure 4.2.1 presents the qualitative responses obtained from participants. The responses are summarised in table form according to similar responses, logically organised into meaningful

thematic conclusions and according to the frequency of occurrences of a given category of qualitative reasoning (see Figure 3.1, page 85). These unquantifiable assertions and suggestions were used to construct new meanings within the context of the study.

Category	Theme	Response	Code
Category 1	Support for learners with language barriers to learning	Eh... generally the National Strategy on Screening, Identification, Assessment and Support (SIAS) aimed at responding to the needs of all learners. Eh..., it was mainly trying to address educational needs of vulnerable learners and those who are likely to be excluded in that it seeks to support all learners.	SIAS strategy aimed at responding to the needs of all learners.
Category 2	Which structures are needed to support learners with language barriers to learning in mainstream primary schools?	Hmm... I think District-Based Support Teams, Institutional-Level Support Teams, Special schools and Full service schools	These support structures collaborate in addressing language barriers to learning.
Category 3	How are learners with language barriers to learning screened,	Eh... learners with barriers to learning are	Learners with language learning

	identified, assessed and supported?	not supported in 4 main learning aspects of their core learning areas such as reading, spelling, writing and mathematical calculation, this is attributed to the fact that learners' learning problems are not screened, identified, assessed and supported when entering school, hence lack of support for learners with language barriers to learning.	problems should be screened, identified, assessed and supported. This is a strategy for showing access and inclusivity in educational provision in order to alleviate learning problems.
Category 4	Which model would improve support for learners with language barriers to learning?	Hi... the dynamic model for the implementation of "SIAS" strategy aimed at alleviating problems of lack of support for learners with language barriers to learning as well as to investigate the problems of lack of access and inclusivity. Eh..., it was mainly trying to address problems of lack of	A dynamic model for the implementation of SIAS strategy associated with systems that promote access, inclusivity, materials and creation of learning opportunities.

		support and access due to its inter-sectoral collaboration in teaching and learning which is more holistic and coherent in approach.	
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Figure: 4.2.1 Interview transcript of learners with special education needs (LSEN) teachers

CHAPTER FIVE

DESCRIPTION OF THE PROPOSED MODEL FOR SIAS STRATEGY IN THE NORTHWEST DEPARTMENT OF EDUCATION

5.1 INTRODUCTION

The present chapter focuses on the proposed model for SIAS strategy for learners with language barriers to learning in the North-West Province. More attention is focused on the explanation of the proposed model, essential characteristics and benefits of the model as well as its assumptions, not excluding its adequacy in addressing the needs of learners and how it should be implemented in practice.

5.2 CURRENT POSITION IN THE NORTHWEST DEPARTMENT OF EDUCATION

5.2.1 Shortcomings of the current practice

The findings in chapter four identified gaps and challenges of implementing the SIAS strategy in mainstream primary schools. Some of the challenges include lack of Full-Service schools, which are not functional to provide with physical infrastructure, material resources, human resources and professional development of teachers to enhance the teaching and learning of learners with language barriers to learning.

It was found that special school teachers have specialised skills and know how to develop teaching materials but do not assist mainstream primary school teachers in this regard. They are there also not organising workshops for primary school teachers. Therefore, mainstream primary school teachers lack essential skills to support learners with language barriers to learning. The duty of special school teachers is to run workshops and provide support in the classroom. Mainstream primary school teachers lack specialised skills and knowledge which are seen as highly advanced and intensive experiences.

The Departments of Health and Social Services do not provide sufficient networking support. There is no indication that there are mechanisms in place to ensure access to the curriculum which are not

educational. There is no supply of occupational therapists, physiotherapists, speech therapists and activated computers to assist in teaching learners with barriers to learning. Also, there is no assistance of social workers who would look more closely into the internal barriers to learning. Due to the shortcomings identified in the current practice, it is recommended that the suggested model for SIAS strategy be implemented in the NorthWest Department of Education (NWDE).

5.2.2 The suitability of the suggested model to eliminate the shortcomings

The suggested model proposed here is intended to alleviate problems of lack support for learners with language barriers to learning as well as to investigate the problem of lack to access. The suggested model is in line with Clause 29 (1) of the Constitution of the Republic of South Africa, Act 108 Of 1996, which states that everyone has a right to basic education and which the state must take measures that it is available and accessible. Since it promotes access and inclusivity, it is in line with the National Education Policy, Act 27 of 1996, which clearly outlines the significance of inclusivity in school education and in school curricula. The name of the suggested model is “A dynamic model for the implementation of SIAS strategy” because it is associated with systems that promote access, materials and creation of learning opportunities.

5.2.3 Diagnostic procedures of the suggested SIAS model to improve the current practice

It was only in February 2011 that 6 mainstream primary schools which are not yet functional were selected and converted into Full-Service schools in the Mafikeng Area Office. It is hoped that when these Full-Service schools become fully fledged, they will be equipped with relevant resources to address a full range of language barriers to learning. Teachers will be trained to handle learners with different needs. These Full-Service schools will be provided with funds for assistive devices and for infrastructure to make them accessible to all learners with different disabilities. The Full-Service schools will have fully fledged therapists, libraries, therapeutic rooms, computer laboratories, paraplegic toilets and many other resources. In view of the proceeding discussion, there is a need for implementing a viable model that would assist to address the highlighted problems. To resolve this impasse, the researcher proposed a model for SIAS strategy which is discussed in paragraph 5.3 below.

5.3 EXPLANATION OF THE PROPOSED MODEL

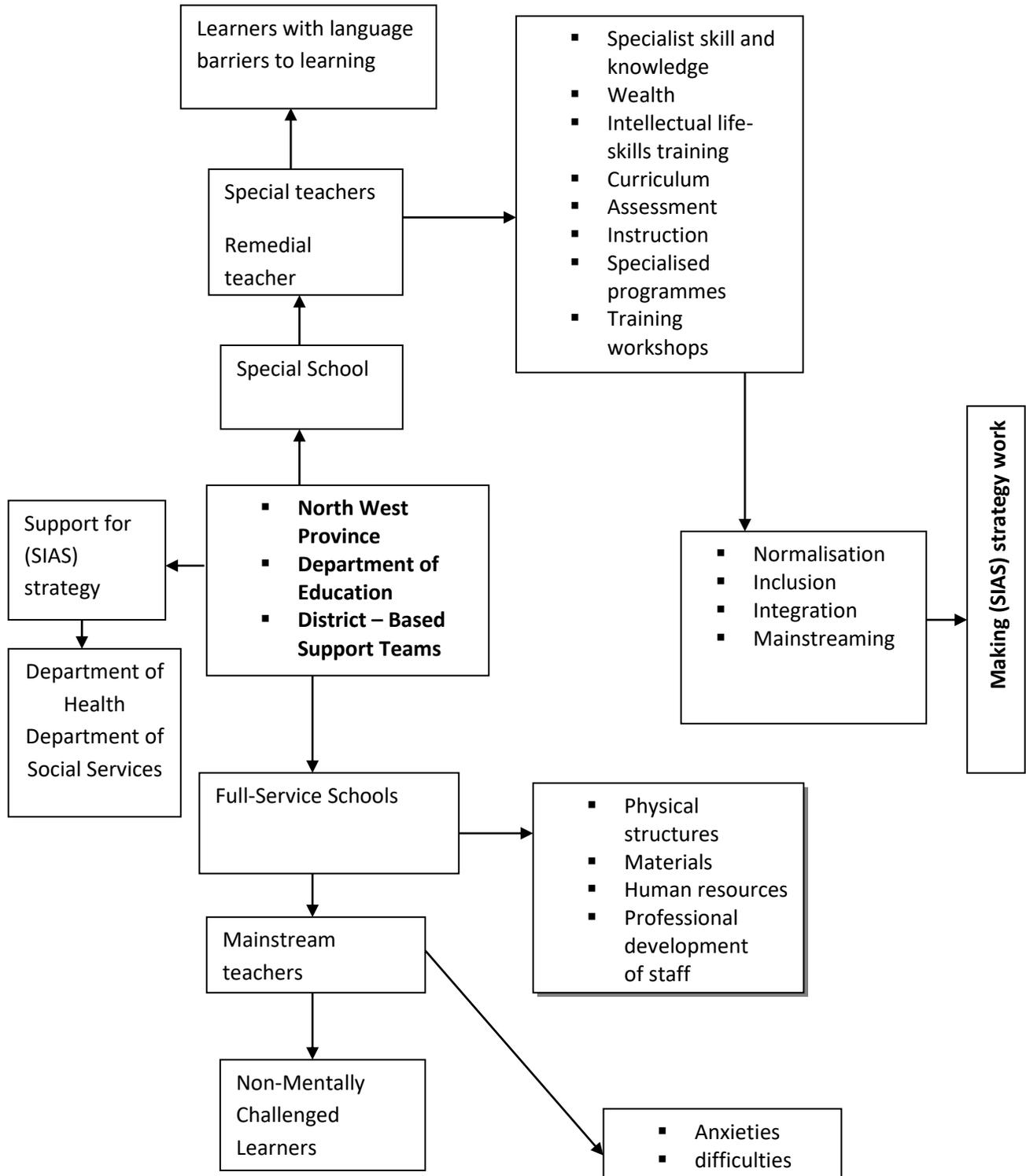


Figure 5.1: A model proposed for SIAS strategy in the NWDE. Source: Mampe (2012) model based on Education White Paper 6 (2001)

5.3.1 Definition of the concept model

Van de Walle, Karp and Bay-William (2010: 27) define a model as “any object, picture, or drawing that represents the concept which the relationship for that concept can be imposed.” It is anything developed in order to clarify or simplify a concept. Therefore, a model is a testing ground for emerging ideas and guides action. In other words, a model is a schematic drawing representing reality or a diagrammatic representation of a concept. In this study, figure 5.1 on page 143 is a diagrammatic representation of the SIAS strategy in the North West Department of Education.

According to Anakoka (2008: 152), the following requirements depict what qualities a suitable model should have: a suitable model should have order and relate systems to each other so as to organise things. A suitable model should help in explaining key points for guidance to other parties such as researchers and students. A suitable model should help in predicting outcomes of training events and a suitable model should explain phenomena.

5.3.2 Assumptions of the suggested model

The researcher’s final analysis reveals that the main model for SIAS strategy is derived from the holistic approach and is based on the following assumptions: the greater the degree of collaboration in the model, the more efficient the model and the greater the degree of collaboration, the more efficient the operation system. Its assumptions are highlighted in paragraph 5.3.3 below.

5.3.3 Features and characteristics of the suggested model

In collaborating special schools which comprised special and support teachers with mainstream schools, the purpose is to diversify and share specialist skills and knowledge which are seen as highly advanced and intensive expertise with mainstream colleagues. The suggested model, according to Bornman and Ross (2010: 7) is suitable because it encourages the use of collaborative teams such as mainstream primary school teachers, therapists, psychologists and curriculum specialists to create inclusive schools that are suitable to include learners with language barriers to learning in their daily teaching. Keeping in mind that they possess a wealth of knowledge, learners with language barriers to learning will be supported. These teachers can also modify the curriculum to benefit learners with language barriers to learning and also come up with different strategies in

assessment and instruction for learners with language barriers to learning. With specialised programmes, they will intensively organise training workshops for mainstream primary school teachers. In that way, learners with language barriers to learning will achieve. In this approach, the SIAS strategy which serves as a tool for early intervention is enshrined to help teachers to assess language barriers to learning at early stage (The National Strategy on Screening, Identification, Assessment and Support, 2008: 91). In view of these characteristics, it is recommended that:

In collaborating Full-Service schools with mainstream schools, Full-Service schools act as models in developing flexibility in teaching practices and training teachers in mainstream schools. In that way, capacity building will be enhanced in teaching learners with language barriers to learning. Full-Service schools will be provided with necessary physical, material and human resources and even professional development of mainstream school teachers. This implies that the diversity of learners with language barriers to learning will be accommodated by all teachers in mainstream classes with regard to assessment and support. Therefore, in collaborating Full-Service schools with mainstream colleagues, Full-Service schools will be required that all curriculum development, assessment and instructional development programmes make a special effort to address the learning and teaching requirements of the diverse range of learning needs which address barriers to learning.

In collaborating with the Departments of Health and Social Services mutual support and partnerships will be established as many mainstream school teachers experience anxieties and difficulties in teaching learners with language barriers to learning and concerns in embedding inclusive values in their day to day practices. In this way, the Departments of Health and Social Services will provide support beyond the classroom to address barriers to learning. As a result, language barriers to learning will be minimised (Jacobs, Vakalisa & Gawe, 2011: 344).

The purpose will be to normalise which means physical and social integration of learners with language barriers to learning into mainstream community. In this context, to include would mean gain access or to integrate by transforming the human values of integration into immediate rights of the excluded learners. Mainstreaming refers to inclusion and integration of excluded learners with language barriers to learning with the non-mentally challenged learners, thus, in the suggested model, the SIAS strategy works properly. Kruger and Adams (1998: 234) maintain that

normalisation, inclusion, integration and mainstreaming are often used interchangeably, but in fact they represent quite distinct concepts.

5.3.4 Adequacy of the suggested model

The purpose of the suggested model is to address the needs of excluded learners with language barriers to learning. Its effectiveness is that it is more comprehensive, multi-dimensional and multi-faceted as it provides mainstream schools with support that enables effective teaching and learning to take place. It includes enables learners to learn and it minimises barriers to learning as suggested by Jacobs et al. (2011: 344). Moreover, advocates of inclusion argue that learners with language barriers to learning improve their academic performance, scholastic enhancement and social interaction in an inclusive environment (Voyce, 1994: 15). On the other hand, Lazarus et al. (1999: 47) explain the principle of social integration in the school as implying the facilitation of opportunities for learners and other members of the learning community to learn and work in a cooperative environment to address the prejudices where necessary and view difference as a rich resource to benefit all and to nurture respect for learners and others.

Social integration aims at building a cohesive society. It means equipping potentially excluded groups of learners with a capacity to become active citizens and crucially with skills they will need to survive in an increasing competitive and skill-hungry job market. The South African Government seeks to create a highly skilled workforce capable of maintaining a high technology economy. Skills and capital are the new forms of wealth and security in which people can share.

Therefore, within the context of the suggested model, social integration focuses is on educational outcomes, particularly on the re-engagement of excluded groups with learning whether or not that engagement takes place in the context of the common classroom, school and curriculum.

Cooperative environment would mean adequate opportunities for social interaction, appropriate stimulation and good nutrition. Learners who are exposed to enriched environment, experiences and consistencies out-perform their impoverished counterparts on tasks of learning and memory. The provision of opportunities to enhance learning by repetition and concrete applications may result in improved classroom performance (Lazarus et al., 1999: 47). Figure 5.1 on page 143 below

illustrates how the various components are integrated in the suggested dynamic model for the implementation of SIAS strategy.

5.4 HOW INTER-SECTORAL COLLABORATION FUNCTIONS IN PRACTICE

Inter-sectoral collaboration is when the Department of Education develops a holistic, collaborative and coherent approach to working with different departments and sectors as a team to benefit schools and learners. Working in this way becomes fulfilling and effective in the reduction of barriers to learning. In the following section, the different identifiable sectors in the proposed model for the implementation of SIAS strategy are discussed.

5.4.1 Mainstream primary schools

A number of features regarding the development of the inclusive classroom using co-operative teaching, which brings about different approaches in teaching in the school, will be mentioned in this discussion. These include learning support, co-operative learning which is effective in cognitive aspects where learners benefit from learning together and effective teaching where the emphasis is on the curriculum. These issues have been discussed in 14 European countries including Sweden, Switzerland, Spain, United Kingdom, Australia and Netherlands. The goals were to provide key people with knowledge about possible strategies for handling differences in the classroom and the school, and to inform them about the conditions necessary for the successful implementation of the strategies for “Inclusive Education and Classroom Practice” (Meijer, 2005:8-11).

5.4.2 Special schools

One of the factors that are effective in classroom practice when teaching learners with language barriers to learning is co-operative teaching. Mainstream primary school teachers need support from teachers in special schools so that they are able to co-operate with a range of colleagues within the school as well as professionals, namely District Education Specialists from outside the school to bring about the heterogeneous grouping and more differentiated approach to education (Meijer, 2005:6). This might bring about effective teaching that is based on assessment, evaluation and high expectations. All learners, including learners with language barriers to learning, demonstrate an

improvement in their learning with systematic monitoring, assessment planning and evaluation in their work. The curriculum can be geared for individual needs and additional support can be introduced adequately through the Individual Education Plan (IEP). This IEP should fit within the normal curriculum (Meijer, 2005: 6).

5.4.3 Full-Service schools

Full-Service schools are equipped to address a full range of barriers to learning. They cater for learners who require moderate or high levels of support and learners with ordinary support needs. Capacity building of teachers is a priority in mainstream schools so that they can confidently address all barriers that learners encounter. A Full-Service school offers a safe and supportive environment where teachers are motivated and supported in their work and where all learners are learning and feel a sense of belonging. Caregivers and parents will be involved in the lives of their children and of the school community. Full-Service schools will have powerful, working School Governing Bodies (SGB) (Institutional Level Support Team Manual, 2009: 8).

5.4.4 Department of Health

Inter-sectoral collaboration is when different departments, namely, Departments of Health and Social Services work together with the Department of Education as a team in a holistic way to benefit learners with language barriers to learning. This joint effort is necessary as learners with language barriers to learning experience external factors that do not always fit neatly in the way the Department of Education's jurisdiction has been organised at district level.

The importance of an integrated model of service delivery for learners with language barriers to learning has indicated positive benefits. For example, in Spain learners displaying fine motor difficulties as well as their ability to fully participate in common classroom activities, such as cutting pictures from newspapers for development of phonics and even colouring may be hindered. Occupational therapists from the Department of Health are often called to assess the severity of the difficulties and implement strategies outside of school, but actual implementation be left up to classroom teachers to implement strategies in the school. Therefore, collaborating with Occupational therapists help classroom teachers use intervention strategies and increase teachers'

awareness about learners needs within the school settings and enhance the teacher's independence in the implementation of occupational therapy strategies (Meijer, 2005: 9).

5.4.5 Department of Social Services

Recognising the need for collaboration acknowledges that all problems facing learners and developmental challenges impact severely on learners. These are complex in nature and require different perspectives to come to a solution.

Various social interventions are needed to address particular problems such as socio-economic deprivation and poverty. Poverty circulate around all schools, therefore, a programme like the National Schools Nutrition Programme (NSNP) need to be implemented in all schools and not only in schools within quintile 3 as more schools in the North-West Province are situated in rural areas. NSNP alleviates starvation problems at school level and promote better attendance of learners at school because learners are fed with nutritious food at school as compared to food provided at home, therefore, it addresses the problem of absenteeism at school.

Schools collaborating with the Department of Social Services will bring about better understanding of learners, particularly those with language barriers to learning. Involvement of social workers is to network with learners. Social workers, who are sometimes referred to as counsellors, are there to attempt to reduce potential risks in learners' life. Social workers operate as links among the schools, learners, their families and the community's social services. They interact with learners at home and the school. They also reduce the number of school dropouts and they develop strategies to prevent school violence.

5.5 SUMMARY

In view of the foregoing discussion, the suggested model has the potential value to set out the procedures of establishing the comprehensive, multi-dimensional and multi-faceted SIAS strategy, and the roles and functions of inter-sectoral collaboration. If properly used, the model can assist to build a strong SIAS strategy for the North West Department of Education that will help to reduce barriers to learning and exclusion of learners who has been excluded before.

The suggested model for the implementation of SIAS strategy is an important structure in mainstream schools. If properly used, it will have a major impact on building inclusive learning institutions. Its adequacy will add to the efficiency of the inclusive education system as a whole. As a result, mainstream schools will experience the reduction of barriers to learning and will be truly building an inclusive education system. Therefore, investing time, money and energy in building a strong SIAS strategy is worthwhile effort.

The next chapter focuses attention on the summary, discussion of findings, recommendations and conclusion.

CHAPTER SIX

SUMMARY, DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter gives the summary of the whole study and the implications of the findings from literature survey and the empirical research are further analysed and discussed. This is followed by recommendations and conclusion.

6.2 SUMMARY

Chapter One provided a general overview of the study. This chapter also provided a general outline of the method followed in this study. The literature review in Chapter Two featured relevant literature on support for learners with language barriers to learning by mainstream primary school teachers. It examined existing policies on support for learners with language barriers to learning. Out of the literature reviewed, the conceptual framework that guided this study was interrogated. The implementation of research design and methodology was discussed in Chapter Three. The population, sample, interviews, document analysis and observation were covered in Chapter Three. These research steps were taken in order to obtain relevant information. In Chapter Four, presentation and recording of data from the study was dealt with. Chapter Five presented the description of the proposed model for the SIAS strategy to be implemented in the NorthWest Department of Education (NWDE). Finally, Chapter Six contains the summary, discussion of findings, recommendations and conclusion.

6.3 RESEARCH FINDINGS

6.3.1 Empirical findings

Findings based on aim of the study: Support for learners with language barriers to learning by mainstream primary school teachers

Reading

The empirical study revealed that mainstream primary school teachers in four (4) main learning aspects of their core learning areas do not support learners with language barriers to learning. The areas are reading, spelling, writing and mathematical calculations. Participants in this study revealed that this is because of the increase in the number of learning areas to 8 in the Intermediate Phase (including Grade 4 learners) as compared with 3 in the Foundation Phase. In addition, the medium of instruction in Intermediate Phase is English in contrast to the mother tongue in the Foundation Phase. This might have influenced mainstream primary school teachers in not being able to support learners with language barriers to learning. This answers the main research question of the study in Chapter One. The reason behind this negative report is that learners with language barriers to learning are not supported appropriately. Mainstream primary school teachers were identified as the source of the problem because they do not receive enough support in terms of further education and training.

One other factor, which participants mentioned, was that there is no training or workshops run by District Education Specialists (DES) for mainstream primary school teachers.

Finally the participants drew attention to the critical issue that mainstream primary school teachers are not trained to teach learners with language barriers to learning.

Findings based on objective bullet one: Determine the support needed by learners with language barriers to learning

The findings revealed that one critical issue affecting learners with language barriers to learning was that of being excluded. The mainstream primary school teachers were of the opinion that they have not been trained to teach learners with language barriers to learning.

It was revealed that there are no professional development programmes for teachers who teach learners with language barriers to learning. Professional development programmes bring about overall curriculum transformation. The Institutional Level Support Teams (ILST) tried to support learners with language barriers to learning. They identified and provided a list of learners with

language barriers to learning in each mainstream primary school they have visited as part of their on-going support.

On the contrary, mainstream primary school teachers do not support learners with language barriers to learning. Responses from participants in most mainstream primary schools revealed that mainstream primary school teachers excluded learners with language barriers to learning. The study revealed that more effort in terms of support structures, for example, District-Based Support Teams, Special Schools and Full-Service schools have not been appointed to ensure that learners with language barriers to learning are well supported, especially in the mainstream primary schools where learners with language barriers to learning are not supported.

Findings based on objective bullet two: Determine structures needed to support learners with language barriers to learning

It was established in the study that there are factors that impede support for learners with language barriers to learning in the selected mainstream primary schools of the Mafikeng Area Office. These factors include among others, support for learners with language barriers to learning and lack of screening, identification, assessment and support. Furthermore, the findings revealed that there are inadequate structures to facilitate support for learners with language barriers to learning.

Findings based on objective bullet three: Determine screening, identification, assessment and support for learners with language barriers to learning

The findings revealed that learners with language barriers to learning are unable to read, spell, write and do mathematical calculations. The findings revealed that learners were unable to choose the correct spelling from the given words where emphasis was on sound relations, especially vowels with inconsistent letters. As a result, learners revealed inadequate spelling techniques.

Learners tend to write unknown words they seldom use in written work phonetically and ignore spelling rules. As a result, learners end up using the wrong words and tend to repeat high-frequency words in written language. If learners with language barriers to learning do not know how to read, spell, write and do mathematical calculations, the extrapolated implication is that their needs were not supported by the system.

Furthermore, the findings revealed that mainstream primary school teachers support learners with language barriers to learning. This seems to be a contradiction when looking at observation checklists developed on reading, spelling, writing and mathematical calculations for learners with language barriers to learning. Furthermore, the findings revealed that mainstream primary school teachers provided learners with language barriers to learning with more activities for them to achieve. This was also a contradiction as the observation checklists on reading, spelling, writing and mathematical calculations developed for learners with language barriers to learning have not shown any sense of achievement in the activities provided in the observation checklists.

Furthermore, the findings revealed that mainstream primary school teachers responsible for learners with language barriers to learning used different intervention strategies, methods and techniques. This was also a contradiction as observation checklists on reading, spelling, writing and mathematical calculations developed for learners with language barriers to learning clearly indicated that there are no intervention strategies provided in order to support the learning of learners with language barriers to learning. Possible reasons for this contradiction could be that learners with language barriers to learning problems were not screened, identified, assessed and even lacked support.

Findings based on objective bullet four: Formulating a model that can be used to support learners with language barriers to learning

The findings revealed that mainstream primary school teachers cannot offer effective teaching support for learners with language barriers to learning due to lack of sufficient tools, equipment and resources. This brings about establishment of remedial units in mainstream primary schools and learning support materials designed to support learners with language barriers to learning.

The findings revealed that there should be no special lesson plans developed for learners with language barriers to learning because learner participation is emphasised in Curriculum and Assessment Policy Statement (CAPS). Participants emphasised the use of activities so that the learners' problems are thoroughly scrutinised in order to see whether the learner is achieving. Furthermore, participants in this study suggested establishment of remedial units in primary schools so that learners with language barriers to learning can be supported.

6.3.2 Findings from literature review

Findings based on aim of the study: Support for learners with language barriers to learning

The literature review revealed that learners with language barriers to learning are not supported by mainstream primary school teachers in four (4) main learning aspects of their core learning areas, which are reading, spelling, writing and mathematical calculations.

Furthermore, findings from literature review, for example (Winkler et al., 2004: 83), indicated that mainstream primary school teachers should help learners who are unable to read, spell, write and do mathematical calculations. They need to offer adequate support for reading memory, understanding reading, helping learners who hate reading, assisting learners who have trouble with sound symbol-association. They ought also to assist learners who cannot remember sight-words, aid learners who have perception problems, assist learners who suffer from muscular tone and aid learners who have spelling and writing problems. In addition, they ought to be of assistance to those learners who avoid writing, assist learners who have problems with writing conventions, help learners who cannot construct their written work well, aid learners who have problems with mathematical calculations, concepts and comprehension and problem-solving abilities. This might have influenced mainstream primary school teachers not to support learners with language barriers to learning.

Mainstream primary school teachers were supposed to be supported by Special School teachers. Special School teachers have specialised skills and knowledge, which are highly advanced to enhance the teaching of mainstream primary school teachers. Full-Service schools, which address a range of barriers to learning, were not functional in the North West Education Department. The other factor is that the District Education Specialists (DES) do not offer neither support nor mentor or monitor their activities at school level in order for mainstream primary school teachers to teach learners with barriers to learning effectively.

Therefore, findings from empirical studies are supported by findings from the literature review regarding how mainstream primary school teachers in the Mafikeng Area Office of the North West Department of Education (South Africa) are not supporting learners with language barriers to learning.

Spelling

The findings revealed that mainstream primary school teachers are unable to identify learners with barriers to learning who have a challenge in aspects of spelling. They do not offer adequate support on spelling. Therefore, learners cannot identify sounds of the language, nor spell new words because they are unsure of unknown words. This results in learners failing to become confident writers.

Writing

The findings revealed that mainstream primary school teachers are unable to identify learners with language barriers to learning who are unable to write. They do not offer adequate support to such learners with language barriers to learning who avoid writing. Also, are unable to support learners with language barriers to learning who have problems with writing conversions and failed to provide structure on how to write well.

Mathematical calculations

The findings revealed that mainstream primary school teachers are unable to identify learners with language barriers to learning who have a challenge in the aspects of mathematical calculations. They do not offer adequate support on the use of mathematical calculations. Learners with language barriers to learning have problems in understanding the language used in mathematical calculations. They were unable to know how numbers work in mathematics. They forgot time tables and found it difficult to work with word and number problems. They also failed solving mathematical problems. They are unable to use mathematical concepts, such as, greater than, less than and take away from.

Findings based on objective bullet two: Determinesupport needed by learners with language barriers to learning

The literature review revealed that mainstream classes are far more demanding and challenging and they require committed teachers who have the necessary skills and expert knowledge to provide appropriate teaching and learning experiences for all learners. Teachers with no training or

experience in special education and support education (previously called remedial education) find it difficult to cater for learners with language barriers to learning.

Furthermore, many teachers do not have adequate capacity to address the diverse needs of learners. In South Africa, teachers were trained differently in the past. Most black teachers had no exposure to any of the areas of special education. They were virtually excluded from special education, unless they went to teach at a private institution. They had no cause or opportunity to seek further training.

Many South African teachers have participated in different programmes with regard to the implementation of inclusive education such as Sisonke and Screening, Identification, Assessment and Support (SIAS). However, SIAS'S project's materials are not always accessible to teachers, as some school administrations do not see the need for furnishing teachers with these materials. The focus of these knowledge and skills training programmes is often on how teachers should improve their skills and knowledge about inclusion and apply these within the classroom context.

Findings based on objective bullet three: Determine screening, identification, assessment and support for learners with language barriers to learning

The literature revealed that learners with language barriers to learning have to be screened, that is getting basic information that informs teachers of an overall picture of the learner. What are his or her strengths, weaknesses and interests? This would facilitate a better understanding of a learner with language barriers to learning. Their learning problems need to be identified so that additional support should be provided. Assessment plays a vital role in gathering and interpreting information on learners' achievement and progress and set the direction for on-going teaching and learning. Support refers to different strategies used to assist schools and other educational institutions to enable effective teaching and learning to take place.

Findings based on objective bullet four: Formulate a model that can be used to support learners with language barriers to learning

The literature review revealed that mainstream classes are far more demanding and they require committed teachers who have the necessary skills and expert knowledge to provide appropriate

teaching and learning experiences for all learners. Teachers with no training or experience in special education and support education (previously known as remedial education) find it difficult to cater for learners with language barriers to learning. In order to provide effective support for all learners, teachers need to develop a different set of skills and knowledge than those traditionally required by the position.

Therefore, training of all teachers, managers, and NorthWest Provincial Education Department and District Officials in the use of the strategy is of importance. Extended consultation with other Governmental departments, especially the Departments of Health and Social Development to align services and procedures at all levels is also emphasised.

In order to provide support for learners with language barriers to learning, teachers need support from District-Based Support Teams, Institutional-Level Support Teams, Full-Service schools and Special Schools as resource centres.

The literature findings revealed that the primary function of the Institutional-Level Support Team (ILST) would be to put in place to properly co-ordinate learner and teacher support programmes. This will reduce barriers to learning in schools. Where appropriate, institutions should strengthen these teams with expertise from the local community, district support teams and higher education institutions. District Support Teams will provide the full range of education support services, such as professional development in curriculum and assessment to these Institutional-level Support Teams.

Furthermore, Institutional-level Support Teams play a central role in identifying at-risk learners and addressing language barriers to learning. In mainstream primary schools, it is crucial that language barriers to learning need to be identified as early as possible in the child's life so that teachers and Institutional Support Teams can develop support programmes. Assessment, identification and intervention are very important in the early phases of life. During the pre-school years, a variety of screening and testing programmes should reveal early organic impairments that are barriers to learning.

Team members need to work closely with class teachers, especially in the first 6 months of each year so that detailed assessments can take place where necessary. The class teacher observes

learners, identify strengths and barriers. Observations in reading, spelling, writing and mathematical calculations need to be regular and on-going. Through these observations, a learner profile develops. Knowledge, skills attitudes, values and the socio-economic environment of the learner will be recorded in the portfolio. Information can be obtained from parents, caregivers, various departments, other teachers and school records.

Inter-sectoral collaboration occurs when different departments and sectors work together as a team in a holistic way to benefit schools and learners. This collaboration of Departments of Health and Social Services, Full-Service schools, Special schools and mainstream schools is necessary as barriers to learning learners experience do not fit neatly into the way departments have been organised at districts, regions and local level. For example, learners who are not attending school may be doing so because they have nothing to eat or their caregiver is sick or dying. These are not strictly education issues and teachers need to work with Departments of Health and Social Services. Recognising the need for inter-sectoral collaboration acknowledges the fact that all learning problems and developmental challenges are complex in nature and require different perspective to come to a solution.

6.4 DISCUSSIONS AND RECOMMENDATIONS

It seemed that teachers, particularly staff from special schools, lack the knowledge of policy compliance. It should be clearly indicated to teachers that it is law that teachers need to comply with policy. Teachers need to be taken through the curriculum policy in order to implement the Curriculum Assessment Policy Statement (CAPS) curriculum. The District Education Specialists (DES) need to guide mainstream school teachers on how to comply with policies. Both levels should be checked to ensure that all procedures and processes in policies are followed. This would improve project coherence and alignment.

The role of the District Education Specialist should be clearly defined to teachers. The study revealed that the majority of teachers are concerned that District Educational Specialist (DES) do not visit their mainstream schools. Many teachers view District Education Specialists as specialists who are meant to work only in offices and whose sole concern is to request for written reports from

mainstream schools, be submitted to them. Teachers should appreciate that the role of the DES is to monitor and support the work of teachers in the implementation of policies.

The study also found that the majority of teachers complain about lack of workshops to empower them. They stated that they do not receive such empowerment in their teaching. It is important that the issue of workshops be taken into account. It is the role of the DES to manage workshops effectively in order for teachers to participate in them. The majority of teachers recommend that specific days for workshops regarding curriculum development should be established instead of once-off events.

It is important that during support and monitoring, the DES should encourage teachers to participate fully. Those who still criticise the work of teachers need to adapt to the approach of the new era which is development. They should praise rather than criticise the work of teachers. Feedback should be positive rather than negative. Negative feedback will discourage teachers who are otherwise willing to learn. It is important that the District Education Specialists (DES) be given powers to summon those responsible for not implementing policies. If DES posts could be graded to the same level as principals of schools, DES would be able to discipline teachers who disregard their duty of accountability.

The study recommends that learners would benefit if all District Educational Specialists and staff from special schools could meet to discuss their specific challenging activities before utilising mainstream primary schools. Such a discussion forum could enable teachers to have a common understanding of policies rather than receiving confusing messages from the perspectives of different specialists. The District Education Specialists should agree on particular activities so that they speak with one voice. It is also important for both office and school-based teachers to commit themselves to change. They need to consider each other as colleagues in education and must know that they need to work together as professionals. One level of teachers should not look down upon the other as this will result in resistance by teachers unions.

The study recommends that in order for learners with language barriers to learning to be effectively supported by mainstream primary school teachers, there is a dire need for teachers to properly screen, identify, assess and support all learners. Getting to know learners adequately, identifying

their individual needs and gathering and interpreting information about all learners, provide and equip teachers with different strategies to assist schools and improve the competencies of support in spelling, reading, writing and mathematical calculations. This would promote effective teaching and learning in mainstream primary schools.

6.5 SHORTCOMINGS OF THE STUDY

The study focused only on Mafikeng Area Office in the Ngaka Modiri Molema District of the North West Province. It left Dr Kenneth Kaunda, Dr Ruth Mompati and Bojanala districts of the North West Province. The shortcoming of this study is attributed to limited financial resources. In addition, limited time for the research and wider in-depth coverage nationwide posed a problem.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher recommends that there is a need for effective management and governance of schools, and therefore it is important that the role of institutional development and support officers should also be looked at. This would facilitate the implementation of school policies as there will be systems in place.

In mainstream primary schools, there is a need to develop a portfolio for each learner from the day they enter Grade R. The profile must be structured in such a way that it ensures that teachers and schools understand the support needs of all learners so that the delivery of the Curriculum and Assessment Policy Statement (CAPS) curriculum is enhanced. In this way, learners' participation gets maximised in the classroom situation. Screening, identification, assessment and support would help practitioners find ways to develop learners for maximum participation in classrooms, hence its primary focus is to facilitate school access for learners, especially those learners who are not supported or totally excluded and for it to become reality, appropriate support must be available.

With increasing diversity among children in today's classrooms, teacher preparation programmes should expose teachers to skills required for responding completely to the challenges of inclusive classrooms. Furthermore, a major part of responding to the diversity found inside the classroom is through effective and efficient teacher preparation. Regular and special education teachers often

feel that they are inadequately prepared to address the needs of learners with varying categories of needs. A change in the national teacher preparation programme is needed to prepare these teachers.

The Provincial Department of Education in the NorthWest Province should provide quality support of professional staff as part of the District-Based Support services. The professional staff should be part of the teams that manage the strategy on screening, identification, assessment and support for learners with language barriers to learning. They should support schools in the implementation of the strategy that enables all learners to learn effectively and provide a network of support to mainstream primary schools in collaboration with other community-based support structures to enhance the teaching and learning for learners with language barriers to learning.

Such professional staff should provide curriculum support, including assessment, in respect of specialised teaching methodologies and use of specialised equipment to teachers in mainstream primary schools, which meet the needs of learners with language barriers to learning. The professional staff needs to provide therapeutic support to learners with language barriers to learning in mainstream primary schools. The professional staff needs to work collaboratively with other sectors including departments of Health and Social Development Welfare, Labour, Justice, Correctional Services, Transport, and Safety and Security to develop a network of support for mainstream primary schools.

Full Service schools which are not functional in the North West Department of Education are also recommended to address a full range of barriers to learning. Collaboration of mainstream schools and special schools is important to promote the implementation of Screening, Identification, Assessment and Support (SIAS) strategy in mainstream primary schools. There is a need to equip the skills, knowledge, attitudes and values of mainstream primary school teachers. Therefore, special school teachers can diversify and share specialist skills and knowledge among mainstream colleagues.

6.7 CONCLUSION

The purpose of this research was to explore how mainstream primary schools teachers in Mafikeng Area Office support learners with language barriers to learning. The role and limitation of District Educational Specialists (DES) and staff from special schools in supporting mainstreams primary

school teachers in the implementation of policies (Education White paper 6, 2001) and (DoE, 2008) was a concern. It was evident from the research that there were a number of challenges around mentoring, monitoring and support especially in the domain of reading, writing, spelling and mathematical calculations regarding how learners with language barriers to learning are supported. However, the success of schools depends on dedication and collaboration among stakeholders. Furthermore, all stakeholders should be prepared to create opportunities for all, which would make all learners educationally successful and responsible citizens of the country.

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LIST OF FIGURES	PAGES
Figure 2.1: Handwriting chart	25
Figure 2.2: A flow chart of the role of special schools teachers in supporting learners language barriers to learning	44
Figure 2.3: Full-Service schools in supporting learners with language barriers to learning	46
Figure 3.1 Flow chart of steps when analysing qualitative data	79
Figure 3.2 Data categories	81
Figure 4.2.1 Interview transcript of learners with special education needs (LSEN) teachers	140
Figure 5.1: A model proposed for SIAS strategy in the North West Department of Education (NWDE)	143

APPENDIX A

APPENDIX B

APPENDIX C

APPENDIX D

INTERVIEW QUESTIONS FOR (LSEN) TEACHERS IN MAINSTREAM PRIMARY SCHOOLS IN MAFIKENG AREA OFFICE

Support for learners with language barriers to learning by mainstream primary school teachers in the North-West Province

In this study, barriers to learning refers to those factors which lead to the inability of the system to accommodate diversity, which lead to learning breakdown or which prevent learners from accessing educational provision.

1. What do you understand by the concept language barriers to learning?

.....
.....
.....
.....

2. Do you screen learners with language barriers to learning at your school?

.....
.....
.....
.....

3. If they are screened and their learning problems are identified, how are they assessed?

.....
.....
.....

4. Do you receive necessary support from District Education specialists?

.....
.....
.....

5. Is English as medium of instruction in Grade 4 benefiting learners with language barriers to learning?

.....
.....
.....

6. Which is the most outstanding factor that hampers the teaching of learners with language barriers to learning in your class?

.....
.....
.....

7. How do you support learners with language barriers to learning?

.....
.....
.....

8. In your experience, what challenges do learners with language barriers to learning face?

.....
.....
.....

9. How can you improve your teaching methods to teach learners with language barriers to learning effectively?

.....
.....
.....

10. Are you provided with any professional development programmes for teachers teaching learners with language barriers to learning?

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.....
.....

11. What is your attitude in teaching learners with language barriers to learning?

.....
.....
.....

12. Do you have sufficient tools, equipment and resources in offering effective teaching to learners with barriers to leaning?

.....
.....
.....

13. How do you identify learners with language barriers to learning with regard to:

- Reading.....
- Spelling.....
- Writing.....
- Mathematical calculations.....

14. Have you attended a workshop or seminar on Sisonke and Screening, Identification, Assessment and Support SIAS projects on how to provide support to learners with language barriers to learning?

.....
.....
.....

15. Have you attended professional development arranged by staff from special schools as resource centres?

.....
.....
.....

16. How is Institutional Level-Support Teams (ILST)'s staff supporting you in your teaching of learners with language barriers to learning?

.....
.....
.....

17. Have you attended a seminar or workshop of any local Catholic Institution for Education (CIE) project on how to provide support to learners with language barriers to learning?

.....
.....
.....

18. Do you have any other comment to make regarding learners with language barriers to learning?

.....
.....
.....

APPENDIX E

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR DISTRICT EDUCATION SPECIALISTS

1. Are you aware of the vision of North-West Education Department?

.....
.....
.....

2. Explain what the operational plan of the North West Department of Education is?

.....
.....
.....

3. Are the priorities of the North West Department of Education considered when planning?

.....
.....

4. Are the operational plans monitored to achieve the vision of the North West Department of Education and the priorities of the Provincial Government?

.....
.....
.....

5. Are the programmes in the operational plan achieved?

.....
.....
.....

6. Are your roles clearly defined?

.....
.....
.....

7. Are teachers aware of your programmes to be achieved?

.....
.....

8. Do teachers implement your planned programmes and initiatives of North West Department of Education?

.....
.....
.....

9. Do you understand the concept of professional capacity in curriculum development and assessment?

.....
.....
.....

10. Is the work of teachers monitored and feedback given?

.....
.....

APPENDIX F

OPEN-ENDED INTERVIEW QUESTIONS FOR SPECIAL SCHOOL TEACHERS

1. Do you provide support to mainstream primary school teachers?

.....
.....
.....

2. Do you network support with the departments of Health and Social Services in enhancing the teaching of learners with language barriers to learning?

.....
.....
.....

APPENDIX G

OBSERVATION CHECKLIST FOR LEARNERS WHO STRUGGLE WITH SPELLING IN GRADE 4

Choose the words with correct spelling from the brackets:

1. We are growing (beens, beans) from (seeds, seads).
2. We (agreed, agreed) to (meet, meat) at the (street, streat).
3. We heard the bell (peeling, pealing) in the church.
4. Orange (peal, peel) tastes bitter, not (sweet, sweat).

Replace the ** with **ie** or **ei** in the following words:

5. Br**f
6. Pr**st
7. Dec**ve
8. P**ce
9. Rec**pt
10. Bel**ve

APPENDIX H

OBSERVATION CHECKLIST FOR LEARNERS WHO STRUGGLE WITH READING IN GRADE 4

Read the following passage and answer the following questions in full sentences:

Long, long ago, a terrible beast came to Lesotho. It ate up all the people except a woman who had hidden herself in a cave.

This woman had a son called Thabo. When he grew up he asked his mother where all people of the land were. ‘They have all been eaten by the beast,’ she replied. ‘It lives in a valley close by.’

The next morning Thabo took a knife and set out to fight the monster. It soon swallowed him up, but Thabo cut his way out through the beast. Then, as it lay dying, out came all the other people it had eaten. They were glad to be set free that they made Thabo their king.

(a) When did the beast come to Lesotho?

.....
.....
.....

(b) What did the beast do?

.....
.....
.....

(c) Who were saved?

.....
.....
.....

(d) What did Thabo find out from his mother when he grew up?

.....
.....
.....

(e) What happened to Thabo when he fought the beast?

.....
.....
.....

(f) How did Thabo get out again?

.....
.....
.....

(g) What happened when the beast lay dying?

.....
.....
.....

(h) How did the people show that they were thankful to him?

.....
.....
.....

APPENDIX I

OBSERVATION CHECKLIST FOR LEARNERS WHO STRUGGLE WITH WRITING IN GRADE 4

Write the plural of the following words:

1. Mouse
2. Peach
3. Church
4. Monkey
5. Woman

Write the opposite words of the following:

1. Boy
2. He-goat
3. Grandfather
4. Man
5. Cow

APPENDIX J

OBSERVATION CHECKLIST FOR LEARNERS WHO STRUGGLE WITH MATHEMATICS IN GRADE 4

1. Draw the following shapes:

a) Triangle

b) Square

c) Circle

d) Rectangle

2. Draw the following symbols:

a) More than

b) Less than

- c) The same
- d) Added to

e) Take away

f) Sharing

g) Multiply by

3. Write the correct sign and numbers in the following:

a) $14 \quad 14 \square = 0$

b) $15 \quad 17 \square = 32$

c) $\times \square = 36$

d) $6 \div \square = \square$

e) $7 + \square = 18$

f) $8 \quad 3 \square = 5$

g) $6 \times \square = 30$

4.

a) Jack has four sheep, John has nine sheep.

How many more sheep does John have as compared to Jack?

b) 8 is smaller than 15, but 9 is.....than 7.

APPENDIX K

INTERVIEW QUESTIONS FOR STAFF AT INSTITUTIONAL-LEVEL SUPPORTTEAMS

1. Can you provide with a list of learning sides (schools) that need your support?

.....
.....
.....

2. Can you provide with a list of learners with barriers to learning in each learning sides (schools) you provided support?

.....
.....
.....

3. How do you support teachers who reported learners who cannot read?

.....
.....
.....

4. How do you provide support to teachers who reported learners struggling in doing mathematical calculations?

.....
.....
.....

5. How do you workshop teachers who reported learners who struggle with spelling?

.....
.....
.....

6. As a collaborative effort, how do you engage speech therapists and social workers in co-ordinating learner and teacher support?

.....
.....
.....

7. As part of the on-going support, how often do you engage the Departments of Health and Social Services as inter-sectoral collaboration in supporting learners and teachers?

.....
.....
.....

8. When visiting schools as a team, are there suitable materials that enhance the learning of learners?

.....
.....
.....

9. Is the support given ensures access to the curriculum?

.....
.....

10. How is the Institutional-Level Support Teams supporting learners and teachers in learning content to ensure easy assimilation and the use of concrete materials in learning?

.....
.....
.....

APPENDIX L

**REFLECTIVE JOURNALS FOR STAFF AT DISTRICT-BASED SUPPORT TEAMS
(DBST)**

1. Are you aware of the vision of the NWED?

.....
.....
.....

2. Do you know what operational planning is?

.....
.....
.....

3. Are the priorities of the NWED considered when planning?

.....
.....
.....

4. Are the operational plans monitored to achieve the vision of the NWED and the priorities of the
Provincial Government?

.....
.....
.....

5. Are the programmes in the operational plans achieved? Why do you say so?

.....
.....
.....

6. Are your roles clearly defined? If not what do you think should be done?

.....
.....
.....

7. Are teachers aware of your programmes to be achieved?

.....
.....
.....

8. Do teachers implement your planned programmes and initiatives of the NWED?

.....
.....
.....

9. Do you understand the concept professional capacity in curriculum development and assessment?

.....
.....
.....

10. Do you have developmental programmes of professional capacity of all teachers in the curriculum development and assessment?

.....
.....
.....

11. Is the development given to you, beneficiary to professional growth of teachers?

.....
.....
.....

12. Is the work of teachers monitored and feedback given?

.....
.....
.....

13. If monitored and feedback given, how often?

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.....

14. Is the time allocated for in-service training sufficient for your own personal development?

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.....
.....

APPENDIX M

REFLECTIVE JOURNALS FOR STAFF AT DISTRICT-BASED SUPPORT TEAMS (DBST)

1. Are you aware of the vision of the NWDE?

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.....
.....

2. Do you know what operational planning is?

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.....
.....

3. Are the priorities of the NWED considered when planning?

.....
.....
.....

4. Are the operational plans monitored to achieve the vision of the NWED and the priorities of the Provincial Government?

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.....
.....

5. Are the programmes in the operational plans achieved? Why do you say so?

.....
.....
.....

6. Are your roles clearly defined? If not what do you think should be done?

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7. Are teachers aware of your programmes to be achieved?

.....
.....
.....

8. Do teachers implement your planned programmes and initiatives of the NWED?

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.....
.....

9. Do you understand the concept professional capacity in curriculum development and assessment?

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10. Do you have developmental programmes of professional capacity of all teachers in the curriculum development and assessment?

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11. Is the development given to you, beneficiary to professional growth of teachers?

.....
.....
.....

12. Is the work of teachers monitored and feedback given?

.....
.....
.....

13. If monitored and feedback given, how often?

.....
.....
.....

14. Is the time allocated for in-service training sufficient for your own personal development?

.....
.....

APPENDIX D2: RESPONSES BY (LSEN) TEACHERS TO INTERVIEW QUESTIONS IN APPENDIX D

1. Mainstream primary school teachers understand the language barriers to learning. However, they do not know which of the barriers impact on the understanding of the language.
2. Some mainstream primary school learners are screened for language barriers to learning whereas in some primary schools, teachers do not know how to screen these learners.
3. Possible strategies and teaching techniques are used on how learners with language barriers to learning can be helped in order to improve their academic performance .
4. District Education Specialists (DES) do not support mainstream primary school teachers.
5. English as medium of instruction in Grade 4 is not benefiting learners with language barriers to learning.
6. Critical issues that affect learners with language barriers to learning are mainstream primary schoolteachers who are not trained to teach such learners.
7. Teachers use different intervention strategies, methods and techniques to support learners with language barriers to learning.
8. Some strategies like scaffolding are not suitable for teaching learners with language barriers to learning.
9. Teachers need to develop a different set of skills and knowledge. Structures such as pullout services and on-site technical assistance are necessary.

10. There are no professional development programmes for teachers who teach learners with language barriers to learning.

11. The attitude of mainstream primary school teachers towards learners with language barriers to learning are negative.

12. Mainstream primary school teachers do not have sufficient resources to support learners with language barriers to learning.

13. Reading: Unable to differentiate between vowels and consonants.

Spelling: Unable to build or formulate words.

Writing: Cannot write.

Mathematical calculations: Unable to differentiate signs.

14. Mainstream primary school teachers never attended any workshop nor did they attend any seminar on the Sisonke or the Screening, Identification, Assessment and Support (SIAS) projects on support for learners with language barriers to learning.

15. There are no workshops arranged on support for mainstream primary school teachers by staff from special schools.

16. Institutional-Level Support Teams are established in some primary schools in Mafikeng Area Office.

17. Mainstream primary school teachers never attended any workshop or seminar organised by any of the local Catholic Institution for Education (CIE).

18. The use of activities was recommended so that learners with language barriers to learning are thoroughly scrutinised.

APPENDIX E2: RESPONSES BY DISTRICT EDUCATION SPECIALISTS TO SEMI-STRUCTURED INTERVIEW QUESTIONS IN APPENDIX E

1. The vision of NWED is to ensure that all learners receive basic quality education.
2. The operational plan is about supporting all learners with language barriers to learning, strengthening of special schools, mobilizing and supporting out of school learners.
3. The priorities are considered because there is enough budget allocated to support learners with language barriers to learning.
4. Monitoring is done through sub-section of Inclusive Education. It has four sub-section and specialists are stationed at special schools.
5. Programmes are not achieved due to lack of enough resources like transport for officials, monitoring is not given to schools and educators do not have proper skills to support learners.
6. My roles are not clearly defined as I am only dealing with placement of learners, I want to take part in career counselling and study methods.
7. Educators have no idea at Inclusive Education; they still believe in placement model.
8. Teachers do not have clear guidelines as there is no proper monitoring.
9. Officials should capacitate teachers on how to handle with learners with language barriers to learning.

10. Educators and stakeholders have been undergoing workshops on screening, identification, assessing and supporting and teaching strategies.
11. After I received workshop, I should conduct workshop for educators and monitored the implementation.
12. Teachers are monitored, but not enough because Inclusive Education is only in the district, no transport is allocated to officials.
13. Monitoring is done once in a quarter and feedback is collected immediately.
14. Not sufficient for personal development because in most cases is only three days and training start at two o'clock.

APPENDIX F2: RESPONSES BY SPECIAL SCHOOL TEACHERS TO OPEN-ENDED INTERVIEW QUESTIONS IN APPENDIX F

1. Teachers in special schools do not provide support to mainstream primary school teachers.
2. There is no development of network support with the Department of Health or the Department of Social Services.

APPENDICES G2 TO J2 OBSERVATION CHECKLISTS

The following checklists indicate what the researcher observed when learners with language barriers to learning responded to different items as indicated below:

APPENDIX G2: RESPONSES BY GRADE 4 LEARNERS WHO STRUGGLE WITH SPELLING IN APPENDIX G

- 1-4. Seeds, meat, streat, peal, sweat, reiet, believe, breif.

5-10. Preist, peeling, deceive.

APPENDIX H2: RESPONSES BY GRADE 4 LEARNERS WHO STRUGGLE WITH READING IN APPENDIX H

(a) – (h) The bologobolokegoka Lesotho mama a PetlakaLegogo. Pibala, Thabo ‘n matlha, pologo e ja le batla. Thabo noieibamato, oetlhabe le katipa, Thabo u di a bolayabotobabebatsha, kaboue

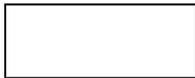
APPENDIX I2: RESPONSES BY GRADE 4 LEARNERS WHO STRUGGLE WITH WRITING IN APPENDIX I

1-5. pmas, perekis, dikegaki, gaabo, basidi, omos, oprks, dkerk, dank, dwmn.

1-5. Mongne, basidi, utetang, mongne, namanne, omoe, oppose, dane, man, osen, gig, she he goat, grandmother, matherer came.

APPENDIX J2: RESPONSES BY GRADE 4 LEARNERS WHO STRUGGLE WITH MATHEMATICAL CALCULATIONS IN GRADE 4 IN APPENDIX J

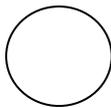
1 (a)



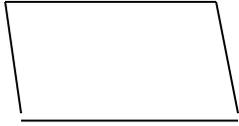
(b)



(c)



(d)



2. (a) x

(b) =

(c) : —

(d) —

(e) +

(f) : —

(g) —

3. (a) : —

(b) 14

(c) 26

(d) 35

(e) 38

(f) 13

(g) 9

4. (a) 9

(b) bak

APPENDIX K2: RESPONSES BY STAFF AT INSTITUTIONAL-LEVEL SUPPORT TEAMS (ILST) TO INTERVIEW QUESTIONS IN APPENDIX L

1. Melorane, Omega, Rankudu and Boikhutso.
2. KuneKeolebogile, KhumaloThulani, LetsileNketso, MenongKutlwano, MosiakoGalaletsang, MotlhatswiKamogelo and SealetsTshiamo.
3. Learners differ according to ability.
4. They must teach them from known to unknown.
5. They must first teach learners 5 vowels by showing them with fingers.
6. By writing an intervention report in order to assist to a certain problem.
7. In most cases Departments of Health and Social Services refuse to give support as they say they only attend where there is medical aid or sometimes local hospital.
8. What they want is their file which has policy; they even do not know learners with problems. They even cannot give any support, especially in rural areas.
9. No. They do not give any support that ensures access to the curriculum.
10. Support is from Foundation Phase, in Intermediate Phase there is a problem because of learning areas and language that is used.

APPENDIX L2: RESPONSES BY STAFF AT DISTRICT-BASED SUPPORT TEAMS (DBST) ON INTERVIEW QUESTIONS IN APPENDIX M

1. A portrait of excellence.
2. It is a systematic process of achieving desired outcomes.
3. Through the objectives derived from strategic planning.
4. Through internal auditing processes and if not achieved, one will have to account to the Auditor General. Non-compliance leads to the Department to get qualified reports or disclaimer.
5. Once there is a plan with actual outputs to be achieved and the targets perquarter are followed then the operational plan is achieved. In other cases what appears in one's operational plan is managed by at different directorate and at times plans are not completed as one does not have control over other directorates.
6. The roles are clearly defined.
7. Through involvement of the Districts as I am in a Provincial Office and do not deal directly with schools.
8. Through coordination of District Officials, this is monitored and supported by the Provincial Office.
9. I understand the concept professional capacity in curriculum development and assessment.
10. Teachers are trained on Inclusive Learning programmes, adapted curriculum and alternative methods of assessment.

11. The development given to me is beneficiary to professional growth of teachers.

12. Through the District-Based Support Teams and cooperate officials.

13. On monthly basis and during quarterly support forum meetings.

14. The time allocated for in-service training is sufficient for my personal development

APPENDIX D3: TAPE-RECORDED INFORMATION FROM MAINSTREAM PRIMARY SCHOOL TEACHERS

Mainstream LSEN teachers indicated that screening to discover learning problems was done. They also indicated that DES are not supporting them. DES does not empower them with new understanding about their work. They mentioned that they do not have sufficient training and support to meet many challenges presented by learners with language barriers to learning in their classrooms. They found English as medium of instruction in Intermediate Phase not benefiting Grade 4 learners as they are accustomed to being taught in mother tongue in Foundation Phase.

They therefore, lack support from Special School teachers. They suggest that they should be no lesson plans developed for learners with barriers to learning as learner pace is emphasised in CAPS. They recommended the use of activities so that concentration on learner problems is thoroughly carried out in order to see whether learners are achieving.

APPENDIX L3: TRANSCRIPTS FROM DOCUMENT ANALYSIS

INSTITUTIONAL-LEVEL SUPPORT TEAMS (ILST)

The ILST provided the list of the names of mainstream primary schools where they have offered support as their core function. They also provided with a list of the names of learners with language barriers to learning in each mainstream primary school they visited in order to provide on-going support.

APPENDIX M2: TRANSCRIPTS FROM REFLECTIVE NOTES

DISTRICT-BASED SUPPORT TEAMS (DBST)

The DBST provided with a record of the operational plan where the desired set of goals to be achieved are written. Also a record of priorities of the NWDE was provided where the objectives of the strategic plan were written. A record of monitoring of the operational plan was shown for the achievement of the vision of the NWDE which is a portrait of excellence.

APPENDIX D4

LSEN TEACHERS RESPONSES AND CODES

Themes	Interview questions	Participants responses	Codes
Support for learners with language barriers to learning	1. What do you understand by the concept language barriers to learning?	Hmm...., teaching of language and problems related to it. Teachers do not know the impact on barriers to learning.	-do not know the impact on barriers to learning.
Determine the structures that are needed to support learners with language barriers to learning in mainstream primary schools	1. What are critical issues affecting learners with barriers to learning?	Mmm...critical issues affecting learners with barriers to learning are untrained teachers in special and remedial education. Teaching in primary schools	- untrained teachers in special and remedial education.

	<p>2. What are the teaching issues regarding teaching strategies, methods and techniques that affect learners with barriers to learning?</p> <p>3. What do you think should be done to teach learners with barriers to learning?</p>	<p>Hey...teaching strategies, methods and techniques are not suitable for teaching learners with language barriers to learning in mainstream primary schools. Many times teaching materials are not accessible to teachers.</p> <p>Hmm...the curriculum should be accessible and supportive to the needs of learners in order to make teachers to accommodate diversity in the learner population.</p> <p>Curriculum must be transformed to be fit learners with barriers to learning. Various aspects of the curriculum should be provided to enable access and to encourage participation.</p>	<p>-teaching strategies, methods and techniques are not suitable</p> <p>-teaching materials are not accessible to teachers.</p> <p>-the curriculum should be accessible and supportive</p> <p>-curriculum must be transformed</p> <p>-various aspects of the curriculum should be provided</p>
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	<p>4. Are there any professional development programmes for teachers teaching learners with barriers to learning?</p> <p>5. What are your comments on teaching learners with barriers to learning?</p> <p>6. Have you attended workshops or seminars on Sisonke or SIAS strategy projects?</p> <p>7. Do you provide support to mainstream primary school</p>	<p>Ai... there are no professional development programmes for teachers teaching learners with language barriers to learning. Professional development programmes brings about the overall curriculum transformation, such as review of various aspects of the curriculum.</p> <p>Hey...learner pace in teaching must be emphasised as articulated in CAPS. Emphasise should be on learner learning problems.</p> <p>Hee... we have never attended workshops or seminars on Sisonke or SIAS strategy projects</p> <p>Hey....special school teachers do not provide support to teachers</p>	<p>-there are no professional development programmes</p> <p>-curriculum transformation</p> <p>-learner pace</p> <p>-learner learning problems</p> <p>-special school teachers do not provide support</p>
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	<p>teachers?</p> <p>8. How do you support teachers who reported learners who cannot read?</p>	<p>Ai....support do not ensure access to the curriculum.</p>	<p>-access to the curriculum</p>
<p>Determine support needed by learners with language barriers to learning from mainstream primary school teachers.</p>	<p>1. How are learners' learning problems assessed and supported?</p>	<p>Hey...learners' learning problems are addressed by using different methods and techniques in teaching. If a learner does not cope with the amount of work given, he is given activities that are of lower standard.If a learner does not cope with the amount of work given, then he is referred to remedial unit.</p>	<p>-by using different methods, and techniques in teaching.</p> <p>-he is given the activities that are of lower standard.</p> <p>- referred to remedial unit.</p>
<p>Determine the screening, identification, assessment and support for learners with language barriers to learning</p>	<p>1. Is English as medium of instruction benefiting learners?</p>	<p>Ay... learners are only taught in English after they have spent 3 years of schooling been taught in mother tongue, therefore, English is their another challenge.</p>	<p>- learners are only taught in English after they have spent 3 years of schooling.</p> <p>- English is their another challenge</p>

	2. What support do mainstream primary school teachers offer to learners with barriers to learning?	Hey... mainstream primary school teachers do not offer any support because they are restricted by the curriculum and policies , such as same question papers from Government for examination	-mainstream primary school teachers do not offer any support - they are restricted by the curriculum and policies
Formulate a model that can be used to support learners with language barriers to learning	1. Do you provide support to mainstream primary school teachers? 2.How often do mainstream primary school teachers attend workshop-s organised by Special School Teachers? 3. Do you network support with the Departments of	In Mafikeng primary schools, Full-Service schools are only established, but not functional There are no workshops organised by Special School Teachers to enhance the teaching of mainstream primary school teachers. There is no support offered by Special School Teachers to mainstream primary school teachers. Hmm.....there is no development of support with Departments of	- Full-Service schools are only established, but not functional -there are no workshops organised by Special School Teachers -there is no support offered by Special School Teachers -development of support

	Health and Social Services?	Health and Social Services	
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APPENDIX K4

ILST INTERVIEW RESPONSES AND CODES

Field notes	Patterns	Codes
On going support	<p>1. Can you provide a list of mainstream primary schools that need your support?</p> <p>Eeh...here is a list of mainstream primary schools we have visited in order to offer support.</p>	<p>- mainstream primary schools are visited.</p> <p>-support was offered.</p>
Collectively identify learners who need support	<p>2. Can you provide a list of the names of learners with barriers to learning in each school?</p> <p>Hmm...here is a list of the names of learners with barriers to learning of each school.</p>	<p>-a list of names of learners with barriers to learning.</p> <p>-each school was visited.</p>
Address learners' needs	<p>3. How do you support teachers who reported</p>	

	<p>learners who cannot read?</p> <p>Hmm...we tell teachers that learners differ in abilities. Learner pace must be encouraged. We collectively develop strategies and programmes to address learners and identify barriers to learning.</p>	<p>-learners differ in abilities.</p> <p>-learner pace.</p> <p>-development of strategies and programmes to address learners' needs</p> <p>-identify barriers to learning.</p>
Teach from known to the unknown	<p>4. How do you provide support to teachers who reported learners struggling in doing mathematical calculations?</p> <p>Ee...teachers must teach learners from known to the unknown. Mainstream primary school teachers must be supported to enable them to draw in resources needed from within and outside of the school to address needs and overcome barriers to learning.</p>	<p>-teach from known to the unknown.</p> <p>-resources needed must be drawn from within and outside the school.</p> <p>-such will be to overcome barriers to learning.</p>
Evaluate programmes	<p>5. How do you workshop teachers who support learners who struggle with spelling?</p>	<p>-ILST evaluates programmes.</p> <p>-ILST diagnose and suggests modifications of programmes.</p>

	<p>Ee..ILST work closely with DBST. ILST evaluate programmes, diagnose their effectiveness and suggest modifications. ILST support teaching, learning and management in order to build the capacity in teaching. ILST work closely with staff from special schools.</p>	<p>-ILST support teaching, learning and build capacity management for teachers.</p> <p>-ILST work closely with staff from special schools;</p>
Intervention reports	<p>6. As collaboration effort, how do you engage speech therapists and social workers in co-coordinating learner and teacher support</p> <p>Hmm...ILST writes intervention report requesting assistance from speech therapists and social workers in coordinating learner and teacher support.</p>	<p>-ILST writes intervention reports.</p> <p>-ILST request assistance from speech therapists and social workers.</p>
Lack of collaboration	<p>7. As part of ongoing support, how often do you engage the Departments of Social Services and Health as inter-sectoral collaboration in supporting learners and teachers?</p> <p>Hey... the Departments of</p>	<p>-lack of support</p>

	<p>Social Services and Health are not helping in supporting learners with barriers to learning. Learners with language barriers to learning are experiencing problems that are not strictly related to education. Problems of such nature are complex and require different perspectives to arrive at a solution.</p>	<p>-lack of knowledge of different problems</p>
<p>Lack of suitable materials</p>	<p>8. When visiting schools as a team, are there suitable materials that enhance the learning learners?</p> <p>Err ... ILST do not search for suitable materials that enhance learning, they only request the files of learners with language barriers to learning.</p>	<p>-ILST does not search for suitable material.</p> <p>-ILST request files only.</p>
<p>Lack of access to the curriculum</p>	<p>9. Is there support given by the ILST to ensure access to the curriculum?</p> <p>Ah ...ILST do not ensure access to the curriculum.</p>	<p>-ILST lack access to the curriculum.</p>
<p>Content assimilation</p>	<p>10. How are the ILST supporting learners and teachers in learning content more in particular to ensure</p>	

	<p>easy assimilation and the use of concrete materials in learning?</p> <p>Mmm ... ILST do not support teachers with content assimilation and the use of concrete material in learning.</p>	<p>-Lack of support in content assimilation.</p>
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APPENDIX L2

Observation checklist on reading

Themes	Transcripts
Reading	<p>When did the beast come to Lesotho?</p> <p>What did the beast do?</p> <p>Who were saved?</p> <p>What did Thabo find out from his mother when he grew up?</p> <p>What happen to Thabo when he fought the beast?</p> <p>How did Thabo get out?</p> <p>What happened when the beast lay dying?</p> <p>How did the people show that they were thankful to him?</p>

APPENDIX G2

Observation checklist on spelling

Themes	Transcripts
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Spelling	<p>beens, beans; seeds, seads; agread, agreed</p> <p>street,streat; peeling, pealing; peel, peal; sweet, sweat</p> <p>Replaces with ie or ei</p> <p>brief,breif; priest, preist; decieve, deceive; piece, peice</p> <p>reciept, receipt</p>
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APPENDIX 12

Observation checklist on writing

Themes	Transcripts
Writing	<p>Plurals</p> <p>mouse...pmas... omos</p> <p>peach...perekis..oprks</p> <p>church..dikegaki..dkerk</p> <p>monkey...gaabo...dank</p> <p>woman..basidi...dwmn</p> <p>Opposite</p> <p>boy...mongne...omoe...gig</p> <p>he-goat...basidi...oppose...she-goat</p> <p>grandfather...utetang...dane...grand-mother</p> <p>man...mongne...man...matherer</p> <p>cow...namane...osen...came</p>

APPENDIX J2

Observation checklist on mathematical calculations

Theme	Transcripts
Mathematics	Shapes symbols signs

APPENDIX N

APPENDIX O

