

THEME 2: PEDAGOGICAL PRACTICES IN TEACHING SL1

SUB-THEME 2.3: USE OF TEACHING AND LEARNING RESOURCES

PARTICIPANT	EXTRACT	CATEGORY	SCT CONSTRUCT
SEA2	"I make use of the chalkboard a lot when teaching writing. I write on the board, demonstrating how I expect them to write. The learners also do plenty of writing on the chalkboard. I ask them to write their answers on the chalkboard, and in that way, they also practice writing".	USE OF CHALK AND CHALKBOARD	MEDIATION
SEB4	"Two resources that are always available for my use are chalk and the chalkboard. I demonstrate to learners how they should write on the chalkboard. I cannot teach without the chalkboard because it is through the chalkboard that I can model writing for all learners to see."		
SEB5	"We use chalk and chalkboard in all our teaching. All other resources might be in short supply, but these two are always there. There is no day I don't use the chalk and chalkboard. Even when teaching listening, you will still need to write the date and the topic. The chalkboard helps us to demonstrate to learners how they should write. On the chalkboard, we write notes and learners' answers, both right and wrong. With the answers on the chalkboard, I show learners how this answer is wrong or correct. I also ask the learners to give their answers		

	in writing on the chalkboard. They enjoy it. They like using chalk and imitating the teacher”.		
SEA1	“The government provides us with textbooks and workbooks for the learners. I also bring my material depending on the nature of the lesson. They also provide us with picture charts and reading charts which I display on the classroom walls. For instance, after I have finished teaching a particular sound, I ask learners to open their workbooks, where they do practice work”.	USE OF TEXTBOOKS	MEDIATION
SEA3	“We have the learner’s textbook, reader, workbook and teacher’s guide. The government also provides charts. The teacher’s guide my teaching. For example, it directs me on what skill to teach, how to teach it and what exercises learners should do. I also use any relevant teaching aid I find, ranging from home appliances to what I see in class or outside class”.		
SEB4	“There are several books that the government provides for the learners. We use them for teaching. We also have the teacher’s guide which is helpful in guiding us”.		
SEB1	“The school provides us with books. These resources are relevant, even though they are not enough. We have SiSwati textbooks. I use a storybook, a collection of short stories created by one teacher before I joined the school. These are helpful. The NCC also provides textbooks		

	that we use. I don't like using one book, so I usually look for books used long ago and look for some material that is still relevant".		
SEB2	"I use the teacher's guide and learners' textbooks, which are accompanied by a workbook. They read the books and write in the workbooks. The head teacher provides us with charts with pictures, but I also bring my teaching aids. Things that learners can touch and feel because learners learn by touching and seeing. I pin the charts on the classroom walls, but I also make my charts where I write the vocabulary I want the learner to learn. I encourage the learners to use the charts which are on display. I display them for future reference".		
SEB5	"The government provides learners' textbooks and the teacher's guide, which direct us on how to teach. The teacher's guide tells me what I am supposed to do today and the next day, and I follow it".		
SEA1	"We have teaching and learning resources but they are not adequate. Learners need many books to read but there no extra SL1 books for learners".	INADEQUACY OF THE TEACHING AND LEARNING RESOURCES	MEDIATION
SEA4	"I use the resources provided by the government. I wish there were many resources to support the teaching and learning of SiSwati. Learners struggle to find basic reading books".		
SEB1	"The teaching and learning resources provided by the government are inadequate, as there is only one reading book for the learners.		

SEB2	The nature of the resources available to me influences my teaching methods. For example, we are not allowed to give learners books to take home, so I give learners homework that will not require their books. But, this is not effective. In class, I use the lecture, class discussion and question and answer methods because they allow me to cover a lot in the syllabus. I don't give learners research work".		
SEB3	"We don't have many resources for teaching. I use the teacher's guide, learner's textbook and the storybook when teaching. These books are to be used only at school and as a teacher, I use methods of teaching that will allow me to cover the syllabus, and I don't give learners a lot of homework. Even if I want to give them homework, I find it hard because they are not supposed to take the books home".		
SEB4	"We also have a shortage of resources. The only way to improve vocabulary is by reading, but there are no reading books. Reading only occurs in class, as learners are not allowed to take the prescribed books home".		