**THEME 2: PEDAGOGICAL PRACTICES IN TEACHING SL1**

**SUB-THEME 2.1: PEDAGOGICAL STRATEGIES USED IN TEACHING THE FOUR LANGUAGE SKILLS**

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| ORAL LANGUAGE | | | |
| PARTICIPANT | EXTRACT | CATEGORY | SCT CONSTRUCT |
| SEA1 | “I teach listening and speaking the same way. When I teach listening, I begin the lesson by asking the learners to put away their pencils and anything that might distract them. I then ask them to look me in the eyes, not to look sideways. They look at me and listen. I then read the story over and over again. The important thing to consider when teaching listening and speaking is that the learners should be attentive, look and respond only to a question. I usually tell stories about contemporary issues, for example, acceptable behaviour and abuse. Children talk because they like stories. I read and ask questions as I read to determine whether they are following or not”. | **LECTURE, QUESTION AND ANSWER** | MORE KNOWLEDGEABLE OTHER |
| **SEA3** | “The discussion and lecture. The learners are overcrowded here and these methods allow me to reach all the learners orally”. |
| **SEB1** | “I use the lecture method when teaching oral and written language. When I teach listening and speaking, I use the question-and-answer method a lot. I ask learners questions that they answer orally. This helps them to listen, speak and learn new words. These are the methods of teaching I know”. |
| **SEB2** | “We are not allowed to use English when teaching SiSwati, but I often use English to explain the lesson to non-native speakers of SiSwati. I use the lecture and the question and answer methods to teach listening and speaking. I read any story, ranging from fairy tales to fables. From there, I ask the learners questions based on the story and expect them to respond to the questions showing whether they understand or not. I want to see their concentration abilities. I will determine all these if I ask the learners and they answer me”. |
| **SEB3** | “Most of the learners start school knowing how to speak. I often use the question and answer method. I explain where they do not understand and then ask them questions based on the oral lesson of that day”. |
| **SEB5** | “When teaching speaking and listening, I want learners to master the skill of concentration. Most of the time I use the lecture method where they attentively listen to me. This is followed by questions which they respond to orally or by writing”. |
| **SEB6** | “I usually ask learners questions based on the news I have read for them, and they answer the questions verbally. I make use of the lecture method as it is convenient here where the learners are congested”. |
| SEA1 | “I teach listening and speaking through play, drama and singing. Foundation phase learners like singing and playing, so to support the growth of oral skills I encourage them to play and sing in and outside the classroom environment”. | SONGS AND PLAY | MORE KNOWLEDGEABLE OTHER |
| SEA2 | “For listening and speaking, I always tell them a story or play the recordings of folklore, then ask them to come retell it to the whole class. By retelling, their speaking skills improve. Sometimes after learning vocabulary like, hello, can I have and thank you (sawubona, ngiyacela, ngiyabonga), I ask them to role-play buying and selling. I allow learners who can’t speak SiSwati to say what they understood. If I see them struggling, I switch codes to English for their benefit. We are not allowed to use English, but if we don’t, the class becomes chaotic as learners are frustrated”. |
| SEA4 | “I believe that for learners to learn the language, I have to use learner-centred methods. That is why I teach SL1 skills through storytelling, drama and play”. |
| SEA1 | “I make use of code-switching to help learners follow the lesson. It helps a lot, you find that the non-native speakers also participate because you have explained in a language they understand”. | **CODE-SWITCHING** | **SOCIAL INTERACTION AND SCAFFOLDING** |
| SEA2 | “When teaching speaking and listening, I code-switch from SiSwati to English and back and forth so that the learners understand”. |
| SEA3 | “Some of the learners do not speak SiSwati and do not understand it at all. I can’t continue teaching in the first language as if they do not exist, so I often use English in my teaching of”. |
| SEB1 | “We don’t have to be rigid and stick to SiSwati because the learners won’t understand a word. We use code-switching because it relieves stress from the learners and they get an idea of what you are talking about”. |
| SEB2 | “The learners here are diverse, so I code-switch a lot. We are supposed to use SiSwati only but I can’t proceed if learners are not following the lesson”. |
| SEB3 | “I use code-switching to support learning. I want all learners to understand the communication in class, and this method helps me a lot” |
| SEB7 | “Teaching learners who speak different languages requires that I move between SiSwati and English when teaching, otherwise most learners will lag behind”. |
| **SEA2** | “I speak and they listen. The only way you can teach listening and speaking is by speaking and asking them to listen and speak after you. I also listen to them too”. | **MODELLING OF CORRECT ORAL LANGUAGE** | SCAFFOLDING |
| **SEA3** | “When teaching listening and speaking, I use the modelling teaching method. I want learners to copy the correct language from me”. |
| SEB2 | “I demonstrate good language usage by pronouncing words correctly. I read the story and ask learners questions based on the story. I then ask the learners to role-play and dramatise the story”. |
| SEB6 | “When teaching oral skills, I pretend to be a news anchor reading the news. I build listening skills in learners by asking them to listen attentively, as the news is only read once. I tell them to listen because if they miss something important, they are left out. I seat non-native speakers of SiSwati in front and help them with gestures. I usually model speaking because I want them to copy the way I pronounce the sounds”. |
| SEB2 | “When teaching oral skills, I ask the class to sit still and attentively listen as I tell a story based on a colourful picture I brought to class. I then display it on the wall. In groups, I ask them to describe what they see in the picture. I include all learners. Those who are still learning to speak the language also partake. They struggle but I don’t force them when they don’t have the right words. We wait on them until such time they can speak. It starts with one word, then two. Before you know it, they can produce meaningful sentences”. | **USE OF PICTURES TO SUPPORT LEARNING** | **SCAFFOLDING** |

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| READING | | | |
| PARTICIPANT | EXTRACT | CATEGORY | SCT CONSTRUCT |
| SEA1 | “Usually, when the learners start Grade One, they haven’t mastered a single word, so I use the phonic method to teach them reading. I teach the children spelling and then introduce them to the sounds in SiSwati. I start with the vowels and we go to the consonants, incorporating the vowels as we go along. For example, they will first learn /a, e, i, o, u/. Then, I slowly introduce the consonants; starting with /l/, then I add the vowel to the consonants like /lala, Lili, Lili ulele/. I read and demonstrate by a hand gesture that this means Lili is asleep. From here, the learner can read any words with the consonant /l/ and the vowels. I apply the same principle until they have mastered reading in SiSwati”. | **USE OF PHONICS INSTRUCTION AND MODELLING** | SCAFFOLDING |
| SEA2 | “When teaching reading, I also make learners read a short story in their reader books. I start by reading the story, demonstrating how they should read. Where there is a full stop, I stop. Where there is a comma, I pause momentarily. I then ask the whole class to read. Then, I group them, and the groups read in turns. Finally, I ask the learners to read individually. I begin by choosing the one I know to be the best reader. Then, I give the rest a chance to read. I ask the best readers to read first because I want them to model reading to their peers so they are inspired to read like them”. |
| SEB3 | “I usually demonstrate good reading by reading first. Learners should copy from the teacher how they are expected to read. I then ask them to read and give them work such as spelling. But here, there are learners who cannot read basic words, so in that case I use the phonics method to teach the basics of reading”. |
| SEA4 | “I found the phonic method effective when teaching grade one. In the grade I am currently teaching, I ask learners questions about what they learnt the previous day and I introduce the topic of the day. I read for them demonstrating how to read and they read after me. I then give them spelling of key terms to help them acquire vocabulary”. |
| SEB1 | “I use phonics and write the main sound that is to be learnt on that day. I write words that have that sound and ask learners to provide examples. Learners then read them out. For instance, if I teach the sound /m/, I write words like mama, mema, Mimi, momo, imumu. I ask them to read after me, as a group and finally individually. I also prepare flashcards which consist of a pool of words about what they have read. I put the flashcards on the board, and I read for them. Then, I let them read as a group, and then as individuals because if I can rely on group reading, some children might hide among others. You think all is well yet they can’t read. Making them do individual reading helps me to identify those who can’t read so that I can help them”. |
| SEB4 | “I teach the learners individual sounds which are bolded or coloured. I first introduce the five vowels in the SiSwati language, [a, e, i, o, u]. I later introduce learners to consonants, adding the consonants to the vowels, starting with a single consonant like [b, m, l, s]. I then move to consonants that are in sequence, beginning with two, three and then four. As I do this, I incorporate the vowels. Once learners know the sounds, they will never go wrong. They read new words without assistance. But most importantly, when I teach them reading, I demonstrate how they should read”. |
| SEA2 | “For me, learners’ understanding of phonemic awareness is important. I first write the sound to be read in block letters on the chalkboard. Although we don’t have many resources, I usually bring pictures or concrete objects so learners associate the sound with words and words with the pictures. I display these on the chalkboard. I discovered that these are building blocks to reading and language learning in general. I read and instruct the learners to read after me. They do it together as a class, then in groups. I then make them read one by one to see if they have mastered reading”. | **USE OF PICTURES TO SUPPORT LEARNING** | SCAFFOLDING |
| SEA3 | “In teaching reading, I use pictures of animals whose names have the sound to learn. I have discovered that learners learn best when they connect sounds to objects. I display the picture chart on the chalkboard. I read and ask each learner to read after me until I’m sure they have all grasped the correct pronunciation. I also display charts with the sound on the classroom walls, so they can refer to it in the future”. |
| SEB3 | “I use the picture books which the government provides for us. Learners learn to read by reading the hidden ideas in the picture books”. |
| **SEB4** | “Teaching the reading skills requires the teacher to be a good reader. When I teach reading, provide pictures relating to the day’s topic. I ask the learners to read first to test what they know and don’t know. I then show them how to read. I then give them work based on what they have read”. |

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| WRITING | | | |
| PARTICIPANT | EXTRACT | CATEGORY | SCT CONSTRUCT |
| SEA1 | “I usually teach writing together with reading. When teaching reading to Grade ones, I start by drawing lines on the board and demonstrating that when writing, they should write between the lines and make their writing fit into the line. I explain and show them how they should write. For instance, if I’m teaching the phoneme /li/, I will display a chart on the board with the phonemes [la, le, li, lo, lu]. I then model the formation of words by combining phonemes. For example, if I say write the word /lilala/, she looks for /li/ in the chart, starting by reading from [la] and stopping at [li], and she writes it down. She must go back to the chart, read again and write [la] next to [li] without spacing because she is forming a single word. And she reads again, ooh! /lilala/, it means something is missing, she goes back and checks on the phoneme list and adds another [la]. Finally, the word lilala is formed. That is how I teach writing. As they write, I encourage them to speak”. | **MODELLING WRITTEN LANGUAGE** | SCAFFOLDING |
| SEA2 | “I begin by explaining to the learners what they are expected to do when writing. I emphasise the importance of aligning the sound to the lines of the exercise book and that the initial letter should be immediately from the left-hand margin. I then demonstrate how they should write. They copy what I tell them to do”. |
| SEA3 | “In teaching writing, I usually I incorporate the speaking and reading skills. For instance, after I have finished teaching reading the phonic, I ask then ask the learners to open their workbook where they find corresponding content and they practice writing the phonic. I then ask them to write in their exercise books and for several days they practice writing in their exercise books, until such a time I feel comfortable that I can give them spelling skill. I also use the demonstration method, I read and then ask the learners to read after me”. |
| SEB1 | “I always start by helping learners trace sounds, as that helps them with pencil handling. Since this is Grade one, most of the time, I hold their hands when teaching them how to write”. |
| SEB2 | “I write words on a chart and pin them on the chalkboard. I then read the words together with the learner so that they know the words. I ask each learner to come and practice writing on the chalkboard the words on the chart. I also ask them to write in their exercise books as I move around marking and helping those who are struggling”. |
| **SEB3** | “When teaching writing, I start from the basics, such as how the child holds the pencil. I teach and demonstrate on the chalkboard how they should write. Sometimes I hold their hands helping them to write. I go around checking if they are holding the pencil correctly or whether they are following or not”. |
| **SEB4** | “I teach writing by demonstrating on the board how learners should write in their exercise books. I first draw lines on the board and demonstrate how to write capital letters and small letters”. |
| SEA1 | “I teach writing using the lecture method. I explain how they should hold their pencils and where learners should start writing in their exercise books. I teach learners how to write and I look at their handwriting. I want to see whether it is neat or not. Learners need to have a neat handwriting. To improve their SL1 vocabulary, I give learners a lot of spelling exercise which I mark”. | EMPHASIS ON NEATNESS, HANDWRITING AND SPELLING | SCAFFOLDING AND MORE KNOWLEDGEABLE OTHER |
| SEA2 | I” help them to trace the sounds and practice handwriting until they can write without my help. I make sure they write neatly, and their work should be presentable”. |
| SEB1 | “Once they can handle the pencil, they practice handwriting. I introduce them to writing sounds, words and then sentences. I introduce writing by writing on the chalkboard, demonstrating how it is done because I want them to write neatly”. |
| SEB2 | “After I have taught reading, I give learners a writing exercise. I start by demonstrating on the chalkboard how they should write. At this stage, I usually give them spelling work, it can be five to ten words. I check neatness and handwriting because how they write now will determines how they write in future”. |
| SEB4 | “The learners copy what I write on the chalkboard in their textbooks. I go around marking and checking their handwriting”. |
| SEB5 | **“**I find it important to teach writing by demonstration. I demonstrate the handwriting that learners should copy. I teach writing through spelling. Sometimes after a reading exercise, learners do writing exercises in the exercise books”. |
| **SEB6** | “At this grade learners write more complex work. I teach writing by teaching the different stages of writing which are pre-writing, drafting and others. I then demonstrate what each stage entails. I give them a piece of work so that they can write compositions where I check for spelling and handwriting”. |
| **SEB7** | “Yes, I stated by my colleague here, demonstration is vital. I teach writing compositions, but I have to demonstrate to learners the different types of compositions. I also teach writing through spelling so that learners can acquire more vocabulary in the language and correct spelling”. |  |  |