

THEME 2: PEDAGOGICAL PRACTICES IN TEACHING SL1

SUB-THEME 2.4: USE OF LEARNER'S PRE-EXISTING KNOWLEDGE

| PARTICIPANT | EXTRACT | CATEGORY | SCT CONSTRUCT |
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| SEA 1 | "I use learners' prior knowledge in teaching all the language skills. I normally link the lesson to what they know, it can be teaching about phonemes, I link that to the letters of the alphabet". | LEARNERS PRIOR KNOWLEDGE USED TO LINK THE KNOWN TO THE UNKNOWN | ZONE OF PROXIMAL DEVELOPMENT AND SCAFFOLDING |
| SEA2 | Both native and non-native speakers come knowing how to speak their native languages. Most of the time when teaching, I start with the native speakers of SiSwati. For example, I ask them to explain a concept to the class. I then move to the non-SiSwati speaking learners to explain their understanding in English. I then ask the non-native speakers to explain a concept in their language. In that way, both groups of learners feel important that their language matters. When learners play outside, I hear them using SiSwati words they learnt in class." | | |
| SEA3 | "Learners are not blank vessels. They know something, it might be small but it is usually useful in introducing a new concept. Most learners know songs, lullabies, and riddles. I use that knowledge especially when teaching speaking and listening". | | |

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| SEB1 | <p>“Mmhi, most of the time, learners come to class with a certain level of knowledge. Sometimes they don’t know when a particular concept is applied, but they always know something, and I use that knowledge as a base. I show them the way. Most learners come knowing riddles, lullabies, songs and vocabulary. For instance, when teaching the phoneme [b], I ask them to give examples of words with this phoneme. They give me examples like /babe, baba, libala, babelala/. They might not know how to read and write the words, but they relate the sounds to words they know. Then, you can build on that. Sometimes they give you words unrelated to what you are looking for, for example, /mbamba/. I ignore that and focus on what is relevant”.</p> | | |
| SEB3 | <p>“Learners start school at home. When they come to school, they bring with them some knowledge. When teaching, I link what they already know to achieve my objectives. Before I teach any concept, I begin by asking them what they know and then, I introduce what they need to know. I can’t specify one single prior knowledge they bring to class. It varies depending on the topic I’m teaching”.</p> | | |
| SEB4 | <p>“There is prior knowledge that learners bring to class, even though it varies from topic to topic. When I find something they know, I link the new subject to what they already know”.</p> | | |

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| SEB7 | <p>“In this grade, I use learners’ prior knowledge a lot when teaching. All the material learners learnt from grade one up to grade six forms part of their pre-existing knowledge. All the language components I teach now, be it grammar, compositions, listening comprehension and others are based on what learners learnt in the past grades. I cannot teach any component without touching on what the learners learnt in the previous grades”.</p> | | |
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