ENHANCING TEACHER PEDAGOGICAL CONTENT KNOWLEDGE OF TEACHING SESOTHO PHONICS TO LEARNERS WITH LEARNING DISABILITIES

By

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DECLARATION

I, Pelea Ntsoaki Annacleta, declare that this research dissertation that I submit for the Masters' Degree in Curriculum Studies at the University of the Free State, is my original work and that I have not previously submitted it to any other institution of higher education. I have also acknowledged all my reference sources as citations and in the list of references.

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DEDICATION

This research is dedicated to my late father and mother, Malefetsane and Maleshwane, respectively. I believe I have made you proud, and I will never forget that you motivated us to be educated, hence this study. I will always remember the love and respect you both showered me with. Even though you are no more, I will always remain indebted to you both for all my achievements.

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ABSTRACT

This study focuses on the enhancement of teachers' pedagogical content knowledge (TPCK) by investigating the lived-experiences and knowledge of three special school teachers who teach learners with learning disabilities (LLDs). This research was carried out in one of the special schools within the Motheo District in the Free State Province of South Africa. The population sample for the study included Sesotho teachers teaching LLDs in a special school. The researcher purposively and conveniently selected Junior Phase teachers for the study which employed Participatory Action Research (PAR) as the research methodology. Three instruments for data collection were employed: focus group discussions, classroom observations, and document analyses. The findings revealed that most of the teachers did not have the required in-depth knowledge about Sesotho phonics. Also, most of the participants did not possess adequate content knowledge pertaining to the teaching of Sesotho phonics to LLDs. Moreover, the co-researchers did not know how to adapt and familiarise themselves with diverse learner-needs. Knowledge of learner-centred strategies was lacking. The co-researchers' pre-conceptions and misconceptions on the topic of phonics were also evident. The research team used Social Constructivism and Ubuntu as the theoretical frameworks which enabled the researcher to work closely with co-researchers in sharing information. Mcniff and Whitehead's Framework and Guidelines were utilised to engage with the topic under investigation. Critical Discourse Analysis (CDA) was applied to analyse data collected from the three co-researchers through their lesson presentations in teaching Sesotho phonics to LLDs. The most important recommendations assist in overcoming the main challenges; these are that Sesotho teachers in the Junior Phase of this special school must continue to apply the principles of PAR, and that they should avail themselves for regular in-service training to enhace their TPCK in teaching Sesotho phonics to the LLDs.

Keywords words: Content Knowledge, Learners with Learning Disabilities, Pedagogical Content Kwowledge, Sesotho phonics, Teacher Pedagogical Content Knowledge.

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LIST OF ACRONYMS AND ABBREVIATIONS

AfL	Assessment for Learning
CAPS	Curriculum Assessment Policy Statement
CDA	Critical Discourse Analysis
CK	Content Knowledge
DoE	Department of Education
FAL	First Additional Language
FP	Foundation Phase
HL	Home Language
HoD	Head of Department
JP	Junior Phase
LLDs	Learners with Learning Disabilities
LoLT	Language of Learning and Teaching
MKO	More Knowledgeable Other
NCS	National Curriculum Statement
PAR	Participatory Action Research
PCK	Pedagogical Content Knowledge
SMK	Subject Matter Knowledge
SMT	School Management Team
SWOT	Strength, Weaknesses, Opportunities and Threats
TPCK	Teacher Pedagogical Content Knowledge

CHAPTER 1
ORIENTATION AND BACKGROUND TO THE STUDY

1.1   INTRODUCTION

This study aims to enhance Teacher Pedagogical Content Knowledge (TPCK) in the teaching of Sesotho phonics to Learners with Learning Disabilities (LLDs) in one of the special schools in Thaba-Nchu, Motheo District in the Free State Province of South Africa. This chapter (1) discusses the background of the study, the research problem, the research question, research aim, and research objectives. It also outlines the theoretical framework guiding the study, in addition to explaining methodology, research design, collection of data, data analysis, value of the study, and ethical considerations. Lastly, the layout of chapters of the study, is outlined.

1.2   BACKGROUND

The study centred on the challenges faced by teachers who are teaching Sesotho phonics at a selected special school. It was assumed that these challenges arose as result of their lack of pedagogical content knowledge (PCK). The study explained how the selected teachers collaborated through Participatory Action Research (PAR) processes to improve their PCK in the teaching of Sesotho phonics to their LLDs. Since the researcher is one of the teachers at this special school who is also teaching LLDs, the researcher experienced the same challenges as these teachers. This selected special school research site accommodates learners with severe intellectual disabilities (LSID) who may also be categorised as Learners with Learning Disabilities (LLDs), Learners with Autism (LA), and Learners with Severe Profound Intellectual Disability (LSPID).

At this special school, the two groups of learners categorised as LLDs and LSPIDs belong to the Junior Phase, Intermediate Phase and/or Senior Phase, depending on age. The learners with learning disabilities (LLDs) whom the teachers engaged with, are in the Junior Phase, which is equivalent to the Foundation Phase in ordinary public schools. However, the Department of Basic Education [DBE] (2017) in the Differentiated Curriculum Assessment Policy Statement (DCAPS) clearly explains the

division of learners into different phases at special schools. Similar to the ordinary public schools, the learners in the Junior Phase are grouped into Grade R, Grade 1, Grade 2 and Grade 3. At the inception of this study, the teachers at this special school adhered to the same National Curriculum Statement (NCS), prescribed as the Curriculum and Assessment Policy Statement (CAPS) for Foundation Phase learners (Moosa, 2014:1). The DBE (2011) designed CAPSfor learners in the ordinary public schools and not specifically for LSID, although CAPS recommends the principle of Inclusivity. As one of the teachers at this special school, it was a huge challenge to implement CAPS when teaching LLDs. As a way of curbing many challenges faced by teachers to implement CAPS when teaching their LLDs, the DBE designed a revised curriculum, called Differentiated Curriculum Assessment Policy Statement (DCAPS, 2017), which is more suited for teaching LSID. The Department of Basic Education is piloting this curriculum at certain special schools, even though the majority of the special schools are still using CAPS. However, it must be mentioned that the Differentiated Curriculum Assessment Policy Statement is not the focus of this study.

The learners at this special school have different disabilities such as dyslexia, dysgraphia, dysphasia and dyscalculia. The concept, which is a commonly used to refer to all these disabilities, is learning disability. Learning disability is therefore an all-embracing concept which pertains to these specific disabilities.

Learning disabilities, as they manifest themselves amongst LSIDs, are caused by a generic or neurobiological deficit which may alter the functioning of the brain. As a result, it affects one or more cognitive processes which impede learning. Such learning disabilities can interfere with the development of skills such as reading, writing, maths and abstract reasoning. Learning disabilities become lifelong challenges; however, with appropriate support and intervention, LSID can achieve success at school, work, and in the community (Hayes, Dombrowski, Shefcyk & Bulat, 2018:3).

The selected teacher-participants at this special school teach LLDs Sesotho as a subject (HL). Since these learners communicate in Sesotho as a Language of Learning and Teaching (LoLT), the teaching of Sesotho phonics is significant in developing the four basic language skills (listening, speaking, reading and writing). Phonics is a broad concept, which refers to a system which uses symbols to represent sounds in an alphabetic writing system (Castles, Rastle & Nation, 2018: 8). Phonics

focuses on "how letters [or] a group of letters of the alphabets look and sound like" (Webster, 2016:305). The teaching of phonics includes terms such as phonemic awareness, morphemes, phonemes, syllables and spelling. Adams *et al.* (2001:3) define phonemic awareness as the "small units of speech that correspond to letters of an alphabetic writing system; thus, it is the awareness of what the language is composed of and how they make words and how these words can make sentences." Morphemes are the smallest units of meaning in a language. There are either *free morphemes* which can occur as separate words, or *bound morphemes* which cannot stand alone as words. Morphemes, in addition to serving as units in the creation of vocabulary, supply grammatical tags to words, while helping learners to identify parts of speech of words in sentences they hear or read (Nordquist, 2020). Phonemes are the smallest sound units in a language that conveys a distinct meaning such as the letter /s/ in /*sala*/ remain behind) and /r/ in /*robala*/ (sleep). Nordquist (2019) states that "phonemes are language-specific" and are written between slashes, thus /b/ in the word *bapala* (play) and /p/ *pula* (rain). A syllable is one or more letters representing a unit of spoken language consisting of a single uninterrupted sound (Ibid) such as /b*a*/- /-p*a*-/ and /-l*a*/ in the word *bapala* (play). Spelling is the skill to recognise, recall, and reproduce orally or in a written form the correct sequence of letters in words (Graham & Miller, 1999:2).

Some of the challenges regarding TPCK in teaching Sesotho phonics include those relating to a curriculum that does not meet the level of understanding of LLDs, the lack of funds which results in the shortage of support materials, a lack of support from parents and the school management team (SMT), and inadequately trained teachers (Opoku, Badu, Amponteng & Agyei-Okyere, 2015:72). Additionally, there are threats that prevent the enhancement of TPCK of teaching Sesotho phonics to LLDs. In particular, teachers demonstrate that they lack training concerning methods and approaches, especially those involved in teaching reading and phonics. This is compounded by fact that the libraries are not properly resourced and utilised. Also, although workshops and/or regular meetings are held concerning policies, language, pedagogy and classroom management, they are not about methods on teaching-learning (Trudell, 2012:18). This necessitates that teachers should collaboratively uncover strategies of improving the teaching of phonics to make it simpler for LLDs to understand. Learner-centred strategies should also be encouraged as a way of

involving all learners in teaching-learning activities. Learner-centred strategies can only be effective through collaboration involving all the participating teachers, other teachers, and the SMT. Teachers also need adequate resources to assist in developing and delivering effective lessons. Success indicators about TPCK in teaching phonics to LLDs point to teachers enhancing their problem-solving skills, adopting positive attitudes, and utilising motivational techniques to contribute to the mastery of teaching and learning (Guerriero, 2017:3). Moreover, teachers must be equipped with knowledge concerning diverse abilities of learners, have a solid knowledge of content, possess sound decision-making skills and be astutely perceptive of classroom events, display a great sensitivity to context, and show implicit respect for learners (Guerriero, 2017:2).

1.3 PROBLEM STATEMENT

In the South African context, Sesotho is one of the official languages taught at schools. Sesotho is also a promotional subject in ordinary public and in special schools. Therefore, teachers teaching Sesotho as a school subject should be knowledgeable about the curriculum, the content, and the skills to teach this language to LLDs. As such, phonics is one of the most important content knowledge aspects of teaching Sesotho. The problem is that teachers in the selected special school lack pedagogical content knowledge to teach Sesotho phonics to LLDs.

1.4 THEORETICAL FRAMEWORK OF THE STUDY

A theoretical framework is "the foundation from which all knowledge is constructed (metaphorically and literally) for a research study" (Grant & Osanloo, 2014:12). It also serves as structure and support for the rationale for the study, the problem statement, the purpose, the importance of the study, and the research question.

1.4.1 Social Constructivism

This section discusses Social Constructivism as a theoretical framework that positions the researcher, to define and describe how to assist the selected teachers in

enhancing teacher pedagogical content knowledge (TPCK) of teaching Sesotho to learners with learning disabilities (LLDs). Enhancing TPCK of teaching Sesotho phonics is a social interaction and sharing process among teachers. Therefore, the researcher considered Social Constructivism as an appropriate theoretical framework tool to assist the selected teachers to enhance their pedagogical content knowledge of teaching Sesotho phonics to LLDs.

Social Constructivism is "an interpretive framework where individuals seek to understand their world and develop their own particular meaning that correspond to their experience" (Creswell, 2013:648). It originates out of an individual's "interaction with the culture and society" (Lynch, 2016:1). Vygotsky (1986:86) asserted that Social Constructivism recognises that knowledge-construction occurs through social interaction and sharing rather than being an individual experience. Social constructivist teachers collaboratively share ideas for classroom practice (Walker & Shore, 2015:4). Constructivist and dialogic conceptions of learning suggest that staff development extends teachers' belief and knowledge about instruction based on their professional experience as teachers (Scanlon, Gallego, Duran & Reyers, 2005:47). Vygotsky (1978:86), as the father of the Social Constructivist learning theory stated that "every function in the child's cultural development appears twice; firstly, on the social level, and later on the individual level."

The Social Constructivism theory advocates that a teacher, as the more knowledgeable other (MKO), should create a conducive environment for learning by involving learners in interesting, authentic, encouraging, and mediation activities. This type of a teacher is a facilitator who guides learners and encourages them to learn by attaching new meanings to their classroom activities by comparing them to real-life experiences. Vygotsky's (1978) principle of the Zone of Proximal Development (ZPD) achieved through scaffolding ensures that learners will become effective users of the text. Focusing on the potential for learner-development in the context of social interaction, this ZPD level "…is determined through problem-solving under adult guidance or in collaboration with more capable peers where peers are able to learn independently" (Vygotsky, 1978:86). The main aim of Social Constructivism is to motivate learners to engage in authentic interactive learning opportunities that are learner-centred which promote deep understanding at a variety of levels (Land, Hannafin & Olivier, 2000:19).

1.4.2 The Ontology and Epistemology of Social Constructivism

Social Constructivism occurs within the context of human and social activity. Its ontological stance is that constructivism in reality, does not exist in advance, but emanates out of human activity (Amineh & Asl, 2015:12). This means teachers must engage learners effectively throughout their learning, and make them contribute to their own learning.

In Social Constructivism "knowledge is a human creation that is constructed through social interaction and language use" (Heins, 1991:5). It is therefore a shared rather than an individual experience. In this scenario, teachers play the role of the facilitator, promote reflection, and allow learners to create cases of knowledge which are drawn up to refine their belief and connect what they are currently learning to what they have learned in the past (Kolder & Guzdial, 2000:14). Bush (2000:15) adds that using constructivism in the educational environment is necessary to help learners and teachers with the "sorting and bridging of information in addition to helping them to become efficient in the teaching and learning process."

1.4.3 Social Constructivism in Education

In order to apply Social Constructivist principles in the education environment teachers need to "shift and reshape their perspectives" (Lynch, 2016:1). They need to move from the "people who teach" to being "facilitators of learning" who must consider all answers provided by learners regardless of how meaningless they may sound, but they must ensure that the learners eventually understand the concept (Lynch, 2016:1). Teachers must also create opportunities for learners to explain and elaborate on the answers they give. Therefore, constructivist learning attaches as much meaning to the process of learning as it does to the acquisition of knowledge. Constructivist learners actively participate in creative activities and self-organisation to stimulate teaching-learning environments (Lynch, 2016:1). In such environments, teachers pose challenging questions to learners and allow them to solve problems within a realistic and meaningful context (Lynch, 2016:2). Learners, according to this theory, construct their own understanding by searching for meaning to find regularity and order in the events of the world, even in the absence of full or incomplete information (Amineh & Asl, 2015:12).

1.5 UBUNTU AS A COMPLEMENTARY THEORY

The researcher used Ubuntu as a complementary theoretical framework to Social Constructivism since their principles are interrelated.

1.5.1 Origin of Ubuntu

Ubuntu (Botho) is a concept that originates from the proverbial expressions found in several languages in Africa, south of the Sahara (Le Grange, 2012:332). It is founded on some core values such as humanity, caring, sharing, respect and compassion (Mthembu, 1996 cited in Matolino, 2013:77). Ubuntu means having the characteristic of deep moral obligation to become fully human; and to achieve this, one must interact more deeply with others in 'sharing and caring' (Le Grange, 2012:331).

Ubuntu, as a theoretical framework, will also guide the study. It also means 'I am what I am because of who we all are'. The main icons who contributed significantly to the Ubuntu theoretical framework are Bishop Desmond Tutu and Nelson Mandela (Lefa, 2015). The word *Ubuntu* is derived from the Nguni aphorism *Umuntu-Ngumuntu Ngabantu*, which translated means 'a person is a person because of or through others' (Tutu, 2004:25-26; Moloketi, 2009:243). Ubuntu also describes the ability to express compassion, reciprocity, dignity, humanity and mutuality in the interest of building and maintaining communities, justice and mutual caring (Khoza, 2013:6). It encourages the spirit of giving and contributing, duty, accountability, responsibility, integrity, loyalty, kindness and compassion – all of which are necessary for LLDs. Kamwangamalu (2013:240) states that "Ubuntu is about the teaching, instructing, and practising correct behaviour that contribute to social communication which influences a good quality of life, thus serving an educational function."

The researcher chose this framework for this study as it was appropriate because it creates harmonious relationships between people (in this study the teachers and their learners) to communicate effectively and to understand one another's worldviews. (Khoza, 2013:12). As such, Ubuntu will encourage a reciprocal relationship between the researcher and co-researchers and involve both sides equally in a mutual approach (Khoza, 2013: 83).

1.6   RESEARCH QUESTION

How do teachers enhance their TPCK in teaching Sesotho phonics to learners with learning disabilities?

1.6.1   Research Aim

The aim of the study is to enhance teacher pedagogical content knowledge (TPCK) in teaching Sesotho phonics to learners with learning disabilities (LLDs).

1.6.2   Research Objectives

The research objectives of this study are:

- To explore the challenges faced by teachers with regard to their Pedagogical Content Knowledge in the of teaching Sesotho phonics to learners with learning disabilities (LLDs);
- To determine possible solutions towards enhancing teacher pedagogical content knowledge in the teaching of Sesotho phonics to LLDs;
- To identify the components that enhance TPCK in the teaching of Sesotho phonics to LLDs;
- To identify possible threats that hinder TPCK in the teaching of Sesotho phonics to LLDs; and
- To strengthen success indicators to enhance TPCK in the teaching of Sesotho phonics to LLDs.

1.7   RESEARCH DESIGN AND METHODOLOGY

Akhtar (2016:68) states that the "research design is the structure of a research which holds all the elements of the research project together." Simply put, it is a plan of the proposed research work. This study adopts a qualitative approach in determining how the researcher will generate relevant information for the study (Sileyew, 2019:2).

Research methodology is defined as the path through which researchers need to conduct the research. Methodology shows the path through which the researchers formulate their problem and objectives, and present their results from the data obtained during the process of the study (Sileyew, 2019:1).

For the purpose of the study, the researcher will apply PAR to collect data as this will assist the researcher to work closely and collaboratively with the selected teachers in order to enhance the TPCK in teaching Sesotho phonics for teaching LLDs. The PAR approach is a systematic investigation involving collaboration of those affected by issues under investigation, for the purpose of educating and acting to effect social change (Minkler, 2000:22).

The researcher firmly believes that the experience of teachers is always changing regardless of their capabilities. Consequently, it is important to involve them in the study to learn about their experiences and challenges regarding their TPCK of teaching Sesotho phonics to LLDs.

This design is co-operative, empowering and balanced in that it engages the community members and the researcher in a joint process in which both contribute equally. Since PAR is collaborative in nature, it implies that education and action help to provide information to promote change concerning social environmental issues (Pain, Milledge & Whiteman, 2010). The phases of PAR as a methodology involve planning, action, observing, reflection and evaluation. Through these processes, the researcher worked collaboratively with the selected teachers at all stages of the research. In addition, PAR will "enable teachers to take ownership of the process of transforming their own social reality" (Woods & Hendricks, 2016:105).

The researcher worked harmoniously and methodically with the selected teachers and treated them with respect and dignity as fellow co-researchers. The intention was to hear and consider their voices. The participants expressed their opinions, suggestions, concerns, and experience in teaching - their contributions were accepted, recorded, and appreciated.

1.8   DATA GENERATING TECHNIQUES

Data was generated during scheduled meetings with selected teachers using focus group discussions, participant-observation, and document analyses which facilitate data gathering processes that are sensitive to human rights and do not isolate teachers' views (Mahlomaholo & Netshandama, 2010:10). The researcher, together with the selected teachers, was expected to generate data through reflections about their knowledge, beliefs, views, and 'lived experiences' that provide insight and meanings concering the topic under study (Wilkinson, 1998:180; Burnard, Gill, Stewart, Treasure & Chadwick, 2008:293).

During the meetings with the selected teachers, the discussions took place in an atmosphere that encouraged maximum involvement. Probing was used to direct the discussions to glean further information, and for clarification purposes. The discussions were voice-recorded (with consent) to be later transcribed into text (Wilkinson, 1998:179).

1.9   SELECTION OF RESEARCH PARTICIPANTS

The criterion for choosing participants was purposive because only teachers teaching Sesotho to LLDs at the Junior Phase of the selected special school were sampled as they met the requirements. The four teachers from the selected special school were crucial participants because they were the ones interacting and teaching Sesotho phonics to learners with learning disabilities.

Through PAR, the selected teachers assisted in generating data relevant to the study; this would possibly help to solve challenges. Also, it was envisaged that teachers would share their knowledge to support one another in their endeavour to improve TPCK in the teaching of Sesotho phonics (Naicker, 1999:112).

1.10 DATA ANALYSIS, INTERPRETATION, AND REPORTING

In this study, Critical Discourse Analysis (CDA) was utilised to analyse data. The CDA technique, according to Van Dijk (1998:4) is a "field that is concerned with studying and analysing written and spoken text to reveal the discursive sources of power,

dominance inequality and bias." Fairclough (2013:4) states that "CDA assists researchers in systematically exploring often-opaque relationships of causality and determination between discursive practices, events and text, and by wider social and cultural structure relation and process."

Accordingly, CDA assists in theorising change and creating awareness "of what is", "how it has come to be" and "what it might be", based on what the researcher and co-researchers may be able to make and remake during the analysis of the study (Fairclough, 2013:5). The researcher adopted CDA to ensure systematic analysis of data in order to arrive at authentic results of the study. The discussions encouraged the participants to express their views, perspectives, and experiences about the topic under study, with the aim of bringing about change (Jørgensen & Phillips, 2002:68-69).

1.11 VALUE OF THE STUDY

The objective of the study was to assist teachers in the Free State special schools in effectively teaching Sesotho phonics to learners with learning disabilities (LLDs). This is important as it will promote quality education, and enhance pedagogical knowledge in the teaching of Sesotho phonics. The strategies that emerged from this study will assist teachers to apply creative and innovative methods of teaching LLDs in order to improve their TPCK.

1.12 ETHICAL CONSIDERATIONS

In respecting the ethics of conducting research, the teacher-participants were informed by the researcher of the nature, purpose, procedures, and the benefits of the study. Consent forms (voluntary participation) was distributed to the selected teachers to complete and sign. The participants were also informed of their rights to withdraw from the study at any stage of the process, and that they would not be disadvantaged in any way. Furthermore, the participants were assured of confidentiality by stating that the names of the participants and the school (research site) will not be revealed to anyone (Renzaho, Renzaho & Polonsky, 2012:86). All participants were also informed of all details of the research study, and that permission and been sought and received

to conduct the study at the selected special school from the head of the Free State Department of Education (FS DoE), and principal of the selected school. Also, the researcher obtained ethical clearance and permission from Ethics Committee of the Faculty of Education of the University of the Free State (UFS). Research findings and results will be available to all who request the information.

1.13 LAYOUT OF CHAPTERS

CHAPTER 1: This chapter provided the introduction, the background, theoretical framework, the main research question, and objectives and aim of the study. It explained that PAR was the methodology to guide the study, which included data generating processes, data analysis, reporting, and value of the study. Lastly, the researcher outlined ethical considerations.

CHAPTER 2: This chapter discussed related literature on enhancing teacher pedagogical content knowledge in teaching Sesotho phonics to learners with learning disabilities. This literature emanated from international, continental, SADC countries, and from South Africa.

CHAPTER 3: This chapter presented the methodology designed to collect data.

CHAPTER 4: The first phase of data analysis, interpretation of data, and research findings about the study, were described in this chapter. This was based on the lesson presentations of the teachers and how McNiff and Whitehead's Framework (2011) and the guidelines formulated by the research team, determined the insights emerging from the data analysis.

CHAPTER 5: The second phase of data analysis, interpretation of data, and research findings were explained in this chapter. Data was analysed using CDA, and from the perspective of the theories of Social Constructivism and Ubuntu.

CHAPTER 6: This concluded the study by outlining the findings, recommendations, limitations, and conclusions.

1.14 CONCLUSION

This chapter provided the background of the study as well as the problem statement. An outline of the research problem were provided by briefly investigating the present situation regarding teacher pedagogical content knowledge of teaching Sesotho phonics to LLDs in the selected special school. The researcher also discussed the process of data analysis, and explained the value of the study, ethical considerations, and the chapter layout. The next chapter (2) focuses on the literature study especially on concepts related to teacher pedagogical content knowledge in the teaching of Sesotho phonics to learners with learning disabilities.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses the concept of Teacher Pedagogical Content Knowledge (TPCK) as applied in the teaching of Sesotho phonics to learners with learning disabilities (LLDs). Included are the explanations of pedagogical skills and terminology such as Pedagogical Content Knowledge (PCK), Content Knowledge (CK), Knowledge of Education Purpose (KEP) and Subject Matter Knowledge (SMK). Further, the researcher presents Social Constructivism as a theoretical framework, supported by the theory of Ubuntu in order to unpack TPCK in teaching Sesotho phonics to LLDs. Related literature was dissected with regard to global challenges facing the enhancement of TPCK; these included solutions to challenges, conditions favouring the enhancement of TPCK, the underlying threats, and indicators of success. In order to engage with previous literature, where appropriate, examples off the researcher's experience as a teacher of LLDs at the Junior Phase in the selected special school was provided.

In the next section, the researcher defines and discusses concepts embedded within teacher pedagogical content knowledge (TPCK) in relation to teaching Sesotho phonics to LLDs.

2.2 WHAT IS TEACHER PEDAGOGICAL CONTENT KNOWLEDGE?

Pedagogy, as a concept embedded under TPCK, means the art of teaching, which involves teachers' ability to convey knowledge and skills in ways that learners can understand, remember and apply (Madhu, 2015:1). Shulman's (1987:5) definition of TPCK also embraces the pedagogy as the art of teaching. It is a "discipline that deals with the theory and practice of education, it thus concerns the study and how best to teach". Therefore, TPCK involves the manner in which teachers relate their teaching knowledge; that is, what they know about teaching their subject matter. Hence, TPCK involves the understanding of learning in terms of diverse learners with regard to their ages and background, the characteristics of which may be exhibited in learning

situations. According to Hagevick, Aydeniz and Rowell (2012:10) and Yusof and Zakaria (2010:32), TPCK involves the following aspects: knowledge of instructional strategies, knowledge of how learners learn, knowledge of context, curriculum and assessment, knowledge of learners' understanding, subject matter knowledge, and educational purpose knowledge.

2.2.1 Pedagogical Content Knowledge

According to Guerriero (2017:5), Pedagogical Content Knowledge (PCK) is the knowledge which "integrates the content knowledge of a specific subject and the pedagogical knowledge for teaching that particular subject." In order for teachers to teach effectively and efficiently, they must possess adequate Pedagogical Content Knowledge (PCK). Shulman (1986:1) defines PCK as teacher interpretation and transformation of subject matter to facilitate learners' learning. However, PCK is more complex when it comes to teaching LLDs as it comprises of integrated knowledge representing the teacher's accumulated wisdom with respect to teaching practice, pedagogy, learners, subject matter and curriculum. Thus, PCK is a combination of content and knowledge. It is realised when the teacher is able to teach a specific subject content clearly and effectively to make it simple and understandable to learners. As such, Barret and Green (2009:17) refer to PCK as the craft of disseminating knowledge.

Further, Shulman (1986) asserts that PCK includes an understanding of what makes the learning of specific topics easy or difficult. It must consider the conceptions and pre-conceptions that learners of different ages and backgrounds bring with them to the learning process, especially to the most frequently taught topics. Factors related to teachers' personal background and the context in which they work, influence the enhancemet of PCK. Additionally, PCK is deeply rooted in the experience and assets of learners, their families and communities. This implies that to foster PCK, teachers need to understand subject matter in-depth and to display a degree of flexibility in order to assist learners to map their own ideas, relate one idea to another, re-direct their thinking to create powerful learning, and to determine how ideas connect across fields and everyday life.

In the next section, the researcher discusses the pedagogical skills embedded in PCK.

2.2.2 General Pedagogical Knowledge

This section focuses on the definition and explanation of pedagogical skills. There are two types of pedagogical skills necessary for teaching learners; namely, classroom management and content-related skills. These skills work simultaneously to create a conducive and productive teaching-learning environment (Daw, 2020:2).

2.2.2.1 *Classroom management skills*

In order for teachers to develop effective classroom management skills, they need an incisive understanding of their learners. Classroom management refers to "having knowledge on how to manage behaviour in the class and to establish clear rules and expectations" (Hamlyn, 2013:43). There are eight top classroom management skills, which benefit teaching-learning situations: classroom setting, time-management, and classroom organisation, grading homework, system of assessment, timeous and effective feedback, and selection of learners.

The *classroom setting* skills require teachers to continuously monitor and control learners' behaviour to maximise learning. *Time management* skills require teachers to plan lessons thoroughly while adhering to strict and practical time-lines. *Classroom organisation skills* require teachers and learners to know their responsibilities in the classroom during teaching and learning. Teachers should also assess learners' homework in a positive and encouraging way. The skills for *systems of assessment* necessitate teachers to applaud learners for their good work; for example, by awarding stars to learners with the highest mark, and also encouraging other learners to applaud one another, while motivating weaker ones to do better. During *feedback*, teachers are encouraged to execute remedial work timeously and ask learners questions to facilitate the correction of errors? In the *selection of learners*, the teachers require skills to allow learners to decide on the choice of learning activities (Brown, 2019).

2.2.2.2 *Content-related skills*

According to Daw (2020:5), content-related skills (CRS) require teachers to teach the content effectively, and present information in a manner that will facilitate interaction

with the materials. This information gained from the teacher and the learning materials must be applied to problem-solving real-life situations.

Teachers should tailor subject-content to the needs of their learners because not all learners have exactly the same processing-skills of imbibing subject matter. They should hold learners' attention by facilitating interactive participation between learner-learner and teacher-learner, which reduces behavioural problems in the classroom. This will work easily if the teachers thoroughly prepare their lesson plans accordingly and follow each step of the lesson plan in a flexible manner. Well-prepared and researched lessons give teachers an effective map of what and how they are going to teach in class. Additionally, thorough preparation helps teachers to synthesise materials into relevant and teachable units, while implementing teaching and assessment strategies aligned to content and/or skills. In sum, Dorovolomo, Phan and Maebuta (2010:448) maintain that "thorough and specific planning for a lesson enables the teaching-learning processes to be smooth, valuable and productive. Planning a lesson allows the teacher to reflect on what to achieve and how this can be best done."

The next section illustrates the most important aspects in lesson planning.

(i)   Lesson-planning as an aspect of content-related skills

Dorovolomo *et al.* (2010) further posit that a detailed lesson plan gives teachers sufficient time to access relevant resources to prepare creative materials needed to support teaching-learning processes. A well-structured lesson plan should entail the following:

- General information about the lesson and grade, date, duration, subject, content focus area, and the topic.
- A situation analysis which shows specific aspects in the context of the teaching-learning process. It must provide clear information about the learning environment, the abilities of the learners, and subject content. It explains how teaching happens in the way it does, and how they will cater for the gifted learners as well as those who experience barriers to learning.
- The purpose of the lesson depending on content, knowledge of skills, and resources that the teacher intends to use.

- The introduction of the lesson is the entry component aimed at capturing learners' attention. It should be succinct and aligned to the content.

- The development section is where teachers teach learners skills, content, and context. Here the teacher explains the details of all learner-activities.

- The conclusion is where the teacher summarises the whole lesson. Assessment helps the teachers to go back to the purpose of the lesson and apply correct strategies to assess the learners. The aim is to determine whether learners have understood the content or not. The teachers also reflect on whether they achieved the aim and objectives of the lesson.

(ii)   The lesson plan

The lesson plan has always been a challenge for teachers, and sometimes causes confusion among them (Ramabenyane, 2012). Ramabenyane (2012) encouraged teacher-participants to use a template designed for teachers training for the Foundation Phase at the University of the Free State, Faculty of Education. The Sesotho lesson plan template captures all the essential aspects pertaining to the phases of lesson-development (as indicated above). The researcher adjusted the template to suit the teaching of Sesotho phonics when the selected teachers, who participated in the research study, were ready to plan and present their lessons. The template has been attached as Appendix F.

In the next section, the researcher discusses subject matter knowledge as another concept of TPCK relevant in teaching Sesotho phonics to learners with learning disabilities.

2.2.3 Subject Matter Knowledge or Content Knowledge

Subject Matter Knowledge (SMK) and Content knowledge (CK) are synonymous and interchangeable, since they refer to teachers' understanding of what content to teach learners. However, there are subtle differences in their meanings. The concept SMK reveals deep and thorough understanding of subject knowledge; namely, correctness of subject's facts, flexibility of expectations, and identifying critical components within

the subject which are fundamental for understanding, applying, and displaying the skills for a particular subject. Moreover, SMK refers to a teaching process that is characterised by a series of activities which teachers provide learners with via instructions and opportunities to learn. However, learning itself remains the learners' responsibility (Tumuklu & Yusaldere, 2007:9-11).

Similar to SMK, CK is about what to teach. It is the bank of knowledge that teachers need to teach and the bank of knowledge learners learn in a specific subject (The Glossary of Education Reform, 2013:1). Therefore, teachers should be able to teach beyond the specific topic of the curriculum, be able to explain why a particular lesson is important, why it is worth knowing, and how they relate to other content areas. Consequently, teachers' knowledge of subject matter has a very important role to play, as success in teaching-learning rests on their understanding of the subject they teach (Smithers & Ribinson, 2005:10). A knowledge of subject matter does not only inspire confidence in the teachers, but also assists them to achieve and improve their quality of teaching. In addition, it depends largely on reviewing of the policies related to content and the training of teachers. As such, Shulman (1987:5) asserts that teaching is effective only if learners have acquired new knowledge and understanding of such knowledge.

In the context of this study, the SMK is about phonics. It is only proper that the researcher dedicate a section (below) to the teaching of phonics in the Foundation Phase.

2.2.3.1   Phonics

Phonics refers to the sounds and symbols (letters of alphabets) used to dissect words. It is an important tool in both reading and writing (DoE, 2012:15). Phonics is a method of teaching learners to read by correlating sounds with symbols in an alphabetic writing system (Oxford Languages, 2018). Phajane (2014:478) defines "phonics as an approach in which the teacher does or says something to help learners learn how to decode words." Through phonics, teachers make learners aware that there is a relationship between letters of written language (graphemes) and individual sounds of spoken language (phonemes) (Ma & Crocker, 2007:53), so that the learners can decode, or sound out words.

Mokhele and Phajane (2013:464) maintain that the goal of phonics instruction is to assist learners to understand that there is a predictable relationship between written letters and spoken sounds. Therefore, there are numerous approaches to teaching phonics which can be classified into broad groups: analytic and synthetic (Stahl, 2004:57). In the analytic approach, teachers teach learners the connection among words by helping learners to analyse the letter-sound relationship. Cox (2019). Adds that learners can identify a common sound in a set of words that each contains; for example, *kereke* (church), *sekere* (a pair of scissors), and *emere* (bucket). As such, the teacher assists learners to learn all 26 alphabets by asking learners to identify sounds in the beginning, middle, and at the end of the word. The teacher then presents the words using sight words on the flash cards, and then asks the learners to point out the difference. The synthetic approach begins with learning letter-sound relationships and blending them to create words. For instance, k/*a*/t/s/e = *k atse* (cat), and s/e/k/o/o = *sekolo* (school).

2.2.3.2   *The teaching of phonics*

According to the Department of Education [DoE] (2011), in the CAPS English Home Language Foundation Phase Grade R-3 and the CAPS Sesotho Home Language Foundation Phase Grade R -3 documents, teaching phonics relates closely to the two of the five components of teaching reading; namely, phonics and phonemic awareness. Phonics "refers to the sounds in words and the symbols (letters of the alphabet) used to represent them" (DBE, 2011:14). Phonemic awareness is "recognising that speech consists of a sequence of sounds and being able to recognise these individual sounds, how they make words, and how these words can make sentences. Developing this awareness should begin early in Grade 1" (DBE, 2011:14). The Sesotho Home Language Foundation Phase Grade R -3 document provides Sesotho examples since the direct translation distorts the meaning. Here are a few examples teachers can use in teaching Sesotho phonics to their LLDs:

- Activities that focus on rhyme (*Mesebetsi eo e tsepamisitsweng raemeng mohl. Ke eng e etsang raeme le bata*?)
- Activities that focus on syllabic units (*Mesebetsi eo e tsepamisitsweng dinokong (mohlala.: Opa bakeng sa lebitso la hae mohlala: Le-ra-to*)

- Activities that focus on onset (the part before the vowel) and rime (the vowel(s) + the consonant(s) that follow) (*Mesebetsi eo e tsepamisitsweng medumong e qalang (karolo pele ho dumannotshi) le 'rime' (dumannotshi(di) (+dumammoho(di) tse latelang) (mohlala.: pr+ ya profensi)*

A sample of the activities (below) prescribed for teaching Sesotho phonics also feature in the policy document titled, *Sesotho Puo ya Lapeng Workbook Grade 1* (DoE, 2015:47).

- Activities that focus on syllabic units (*mesebetsi e tsepamedisitsweng dinokong*)
- Dula fatshe kgetlo le leng le le leng ha o utlwa modumo wa /o/ mohlala: b-o-l-o)
- Activities that focus on sound (*mosebetsi o tsepamedisitsweng ho modumo)*
- *mohlala: roto)*
- Activities that focus on pronouncing the words (*mosebetsi o tsepamedisitweng ho bitsa mantswe) mohlala: hlooho)*
- Activities that focus on matching the sound (word) with the picture (*mosebetsi o tsepamedisitsweng ho nyalanya modumo (lentswe) le setshwantsho. mohlala)*
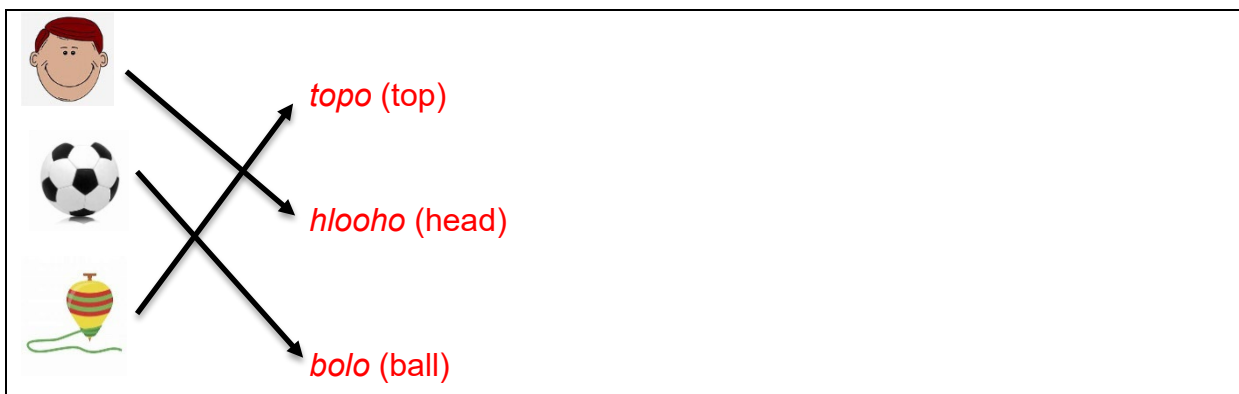
Although this content knowledge about teaching Sesotho phonics is available in the policy documents, the researcher mentioned it in the section above that since 2011 and 2015 respectively, some teachers at this special school applied it in the classroom and others did not. Since the researcher teaches Sesotho phonics to learners with

learning disabilities at this special school, the researcher always relied on her experience based on the training received at the teacher-training institution. The researcher usually starts by linking the learners' prior knowledge with new knowledge. Then new sounds are introduced by using the letters /s/ and /h/ first. The researcher then demonstrates how to write the letters as outlined below:

- The researcher first uses her finger to write the letters in the air, on the floor, in the sand, and on the chalkboard.
- Thereafter, the learners are instructed imitate the researcher.
- The learners are also instructed to use clay to model the letters, and they must cut them out from magazines and newspapers.
- On completion of these activities, the two letters are then combined and the learners are told that when the two letters /s/ and /h/ combine, they produce a new sound [S]. Lastly, the phoneme /sh/ is written on the chalkboard.

Additionally, when teaching phonics to LLDs, the researcher start by reciting a short poem where the learners repeat the sound [S] several times. Identification of this sound is reinforced by listening to the learners repeating it. The learners are asked to to clap their hands every time they hear the sound [S] so that can to relate it, and then match it to the phoneme /s/. Here are some examples:

*Ka tsatsi le leng ba**she**mane ba ya morung* (One day the boys went to the bush)

*Ngwanana ya le**sh**ano* (A girl who is a liar)

*A **sh**apisa ba**she**mane ka ntatemoholo* (Made grandfather to beat the boys)

The aim of reciting these lines is to ensure that the learners do not forget the sound.

In the next section, knowledge of the purpose of education is discussed, as another aspect of TPCK. In the context of this study, it is also proper for teachers to understand the purpose of education and to acquaint themselves with the new developments in this field.

2.2.4 Knowledge of the Purpose of Education

Frankkel, Gold and Ajodhia-Andrews (2010:11) contend that mere knowledge of phonics is not adequate in teaching LLDs. In addition, teachers should fully understand the purpose of education, especially in teaching LLDs.

The sole purpose of education is to educate all learners and give them an equal opportunity to succeed in life. Through attaining knowledge and skills, all individuals can achieve greatness. In accordance, common values such as punctuality, obeying rules, cooperation, learning to work, getting along socially together, and having a sense of responsibility – these are all important elements of education.

The combination of knowledge and skills in line with the display of common values, helps our young learners to bloom into responsible citizens. In this regard, teachers need assessment and evaluation, with the aim of strengthening their knowledge, skills, disposition, and classroom practices. Accordingly, professional growth conferences and workshops help teachers to master content, refine their teaching skills, critically analyse their own performance, and implement the changes needed to improve and modernise teaching and learning processes.

Darling-Hammond (2009:46) indicates that there is unanimity that teachers have knowledge of discipline in a specific pedagogy, but they are unable to effectively present topics (content) in a manner which learners easily understand. Kagan (1992:129) and Reynolds and Walberg (1992:13) assert that teachers in special schools often struggle to present phonics in a manner that is comprehensible to LLDs because of the lack of pedagogical content knowledge.

In the next section, other aspects of teacher pedagogical content knowledge is discussed.

2.3 ASPECTS OF TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE (TPCK)

Yusof and Zakaria (2010:32) and Hagevick *et al.* (2012:10) agree that TPCK involves the following aspects: knowledge of instructional strategies, knowledge of how

learners learn, knowledge of context of the learners, knowledge of curriculum, knowledge of assessment, and knowledge of learners' understanding.

2.3.1 Knowledge of Instructional Strategies

A knowledge of instructional strategies is a component of TPCK which is a necessary requirement for teachers in helping learners to become independent, critical-thinkers, creative, and innovative in their learning. This knowledge of instructional strategies becomes meaningful when teachers independently select appropriate teaching techniques and use them effectively to accomplish tasks or meet goals (Alberta Learning, 2002:67). In using these strategies, teachers are able to accommodate a wide range of learner differences (Alberta Learning, 2002:67). There are two categories of instructional strategies: teacher-centred and learner-centred. Examples of teacher-centred instructional strategies involve telling, scaffolding, demonstrating, and questioning (Jacobs, 2011:155). Learner-centred instructional strategies encompass co-operative learning, discussion, projects, role-play, and experimentation (Gawe, Jacobs & Vakalisa, 2011:186-209).

2.3.2 Teacher-centred strategies

Teacher-centred strategies motivate learners to interactively participate in the lesson, which ensure that learners understand the lesson taughtin order to complete set tasks and activities which are at the level of the learners. This creates a conducive and positive learning environment which promotes teachers' development of astute managerial skills.

In the next section, some of these teaching strategies are discussed.

(i)   The telling strategy

The 'telling' strategy is when a teacher delivers an oral presentation about a particular topic to learners (Jacobs, 2011:163). It is similar to a lecture at tertiary level, or it is similar to explanations from teachers at school level. This strategy is one of the most common and oldest strategies used for teaching purposes. An explanation is a "structured teacher talk aimed at clarifying concepts so that learners are able to understand them" (Criticos, Gultig & Stielau, 2009:195). When using the 'explanation' or 'telling' strategy, teachers engage learners in various activities which help them to change and/or improve the way they think.

The first step in using the 'telling' strategy is to prepare the content of the lesson in small 'digestible' units to present to the learners. One must study and analyse the content material thoroughly before presenting the lesson. The teacher must plan precisely what to teach, in what order, and how to present different ideas effectively to learners. The content should be suitable for the level of the learners; neither easy nor difficult (Jacobs, 2011:165). It is for this reason that when applying the 'telling' strategy, one should be well-prepared and focused. The researcher should also consider objectives and outcomes of the lesson, requirements of the learners, learning context, and content of the lesson (Hill, 2002:5). In the context of LLDs, the 'telling' strategy is the most preferred one since the teacher is in control of how learners should learn. For example, with LLDs, the teacher should introduce the phoneme /ng/ by reciting a short poem:

Ho ke eng ho? (What is this?)
Ho jwang ho? (How does it look like?)
Be! ke lengana (Oh! it is an African wormwood)
Tlarola o phehe. (Cut and cook)
Subela ka nkong (Push it in the nose)
O tla hlaphohelwa. (You will feel better)

The teacher then positions the phonic chart on the whiteboard to show the letters /n/ and /g/. These two letters are drilled several times to ensure that learners understand them. Flash cards are used to reinforce this learning. After three to four lessons, the teacher asks learners to point to the letters /n/ and /g/ on the phonic chart, magazines, and on the pictures displayed in the class.

(ii)   Scaffolding

Scaffolding is one teaching instructional strategy proposed by Vygotsky (1978) based on the Social Constructivist Theory that describes the teaching and learning process. In using the 'scaffolding' strategy, teachers provide learners with support through direct teaching such that learners acquire certain skills like reading, writing, handwriting and calculation (Jacobs, 2011:169). Vygotsky (1978) indicated that in the beginning, learners should get direct information and assistance from the teacher. As they begin to understand how to perform the work on their own, the teacher should gradually give less and less assistance until they can learn on their own. However, within the context of teaching LLDs, this gradual withdrawal does not often take place because most learners always depend on teachers for assistance, regardless of the extent of scaffolding. For instance, some LLDs learners fail to master a skill such as holding a pen correctly, unless helped to do so. Sometimes, a learner may cling to the pen and literally cry out to the teacher to show him/her how to hold a pen. When teaching phonics to learners, the teacher may ask them to trace the letter /b/. However, some learners continuously rely teacher-assistance to help them trace the letters. Unfortunately, most learners with learning disabilities seldom learn to be independent.

(iii)   The demonstration strategy

The teachers use the 'demonstration' strategy to show procedures and to explain techniques. Thus, this strategy directly explains the lesson content to learners by actually doing it (Chamberlain & Kelly, 1981:32; Jacobs, 2011:171). This strategy is mostly suited to teaching learners different skills such as writing, reading, singing and reciting. The 'demonstration' strategy is specifically suitable in teaching subjects like music, dancing, art, gymnastics, and sports science (Jacobs, 2011:172). There are seven important actions for effective demonstration:

- Focus attention - make sure that all the learners are paying attention before the demonstration;
- Give a general overview – a clear explanation of what the teacher is going to do, so that learners can visualise what is going to happen;
- Label a new object or concepts - allow learners to name the objects;
- Go through the process step-by-step - each step should have an explanation of what is going to happen;

- Perform each action slowly - learners should be able to understand and follow each step of the way;
- Learners repeat the demonstration - this will give the teacher the opportunity to observe; and
- *G*ive corrective and timeous feedback - do not dwell on mistakes, instead of making an issue out of the learner's mistake rather re-demonstrate the correct steps and give the learner a second chance.

During the demonstration strategy, the teacher enacts what he/she want learners to learn, and learners observe the teacher who is slowly explaining what he/she is doing. During phonics teaching, the teacher must hold learners' attention by singing a song which includes sounds and the letters represented by those sounds (e.g. teaching LLDs the sound [a] represented by the letter /a/):

> *a ngwanabo o, feela o leotwana, o ka qhiletsa (/a/* you are a brother to /o/, but you // have a little leg, you can limp with your little leg).

In this case, the teacher demonstrates how the two phonemes (a) as in *apara* (wear) and (o) as in *loma* (bite), represent the vowels /a/ and /o/ which have a similar shape. The difference is that /a/ has a little leg, so it can only limp while /o/ has no leg and it can only roll. Learners can imitate what is demonstrated. In so doing, learners rarely forget the lesson content. In writing the letter /a/, the teacher should regularly demonstrate by standing in front of the learners to perform the following;

- *Ke etsa bolo, ke e kenya leotwana* (make a ball and then draw the leg)
- The teacher uses the left hand to demonstrate the shape of the letter /o/ by joining both the thumb and the pointing finger to form a circle.
- Then put the right pointing finger in the shape of /o/ to create the letter /a/ with one's back turned to the learners.
- This is usually performed on sand or by writing it on the chalkboard.

There are two important principles when using the demonstration strategy: repetition and verbalisation. During repetition, the teacher and learners repeat the action several times after the first demonstration. By verbalisation, teacher talks continuously while demonstrating for a better effect (Jacobs, 2011:172).

(iv)   The questioning strategy

The 'questioning' strategy is key in most teaching and learning situations. Teachers use this strategy to link the prior knowledge of the learners with new knowledge. Teachers also ask questions to direct the attention of learners to the content they are presenting (Jacobs, 2011:173) as questions arouse and stimulate learners' interest. Teachers must ask learners short and simple questions, and thus avoid complex questions which may confuse the learners. In other words, always use short simple questions that need short answers. For instance, when a teacher applies this strategy, he/she should ask the learners the following questions based on the phoneme /ng/:

- *Lentswe lengana le qala ka tlhaku efe?* (What is the first letter that starts the word African wormwood?)
- *Qetellong ya polelo o lokela ho ngola eng*? (What should you write at the end of the sentence?)
- *Peleta lentswe lengana* (Spell the word African wormwood)

According to Jacobs (2011:173-174), teachers can use the 'questioning' strategy during the three phases of the lesson presentation. The teacher asks questions at the beginning of the lesson to arouse learners' interest. During the lesson, questions are asked to maintain attention and promote the understanding of the content. The questions asked also ensure that there is maximum interactive participation of learners. Towards the end of the lesson, to ensure that there are no loose ends before concluding the lesson, the teachers ask relevant questions to consolidate the newly acquired knowledge. In applying this strategy, the teacher leads learners step-by-step to discover new knowledge. However, learners must listen carefully to the questions asked by the teacher to provide correct answers. In this way, they will be able to compare their answers against those given by other learners. When using the 'questioning' strategy, the teacher must prepare the questions thoroughly beforehand because the answers given by learners may often be unpredictable if the questions are ambiguous or vague. The teacher must ask simple questions based on the learners' prior knowledge, and then slowly increase the level of difficulty of the questions to stretch their (learners) intellect to discover new knowledge using problem-solving and critical-thinking techniques.

The teachers need to ask questions ranging from lower to higher order. Lower-order questions are productive questions that require learners to merely reproduce or repeat information. Higher-order questions stimulate learner-insight and require learners to apply knowledge, build new knowledge, and interrogate ideas critically (Criticos *et al.*, 2009:214). High-order questions always start with 'how' and 'why', and they should revolve around the information that learners have not learned. However, the LLDs, do not even attempt to answer the higher-order questions. When they do answer them, the learners articulate their answers in a single word or two-letter phrases. In the researcher's classroom context, the researcher ask the following questions based on developing the phoneme /ng/:

- *Hobaneng re nwa lengana*? (Why do we drink African wormwood?)
- *Na o se o kile wa nwa lengana*? (Have you ever drunk African wormwood?)
- *Lengana le latsweha jwang*? (How does African wormwood taste?)

In the next section, the researcher discusses learner-centred strategies that are used to assist learners to become independent and strategic in their learning.

2.3.2.1   Learner-centred strategies

The most commonly used learner-centred strategies are co-operative learning, discussion, and experimentation (Alberta Learning, 2002:67).

(i)   Co-operative learning strategy

The 'co-operative' learning strategy encourages learners to collaborate in small groups to assist each other in the learning process; this has a favourable effect on academic performance (Altun, 2015:452). Therefore, cooperation-based learning provides teamwork opportunities, supports permanent learning, provide opportunities to be successful, and contributes to the development of social and personal skills (Altun, 2015:1). Cooperative learning inculcates the habit for learners to accept responsibility for the work they have to complete, and decisions they have to make (Gillies, 2016:44).

The figure 2.1 below summarises different situations of how cooperative learning can manifest itself.
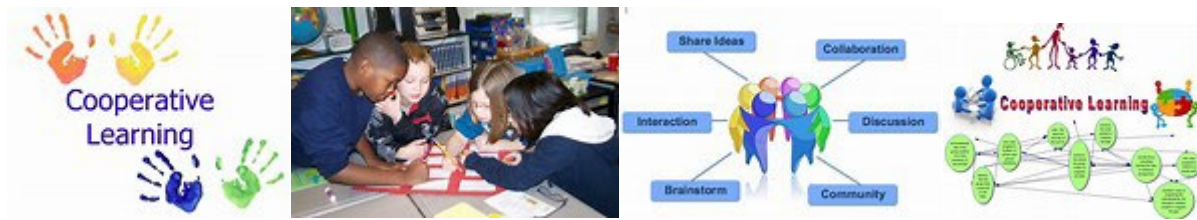
Figure 2.1: Pictures/diagrams illustrating some of cooperative learning strategies (Source: Unachi, 2015)

For instance, in the first frames of Figure 2.1, the following cooperative strategies are exhibited;

- *Hands*: The first learning strategy, frame 1 of Figure 2.1, represented by four hands, illustrates the interaction of learners and support for each other. Learners work hand-in-hand towards the same goal.

- *Grouping strategy*: The second learning strategy (frame 2 of Figure 2.1) shows learners in groups who are given a task. The teacher asked a question and the learners discuss it with group members. When the time is up, the teacher calls a number. The learner stands up (turn-taking) and explains what they have discussed in their respective groups. Learners are able to build on and connect to similar ideas among the groups which broadens the conversation (Colorado, 2015:1).

- The strategy differs from others as it allows learners to work in small groups before going to the whole class. It allows each learner an opportunity to contribute and listen to the conversation. The strategy also assists learners to engage and become involved in their learning.

- *Circle*: This is the third strategy (frame 3). Learners are standing or sitting in a group (each is given a number) and the teacher asks them a question or poses a problem for them to solve. Learners take turns to answer and share ideas with each other. They work together to come up with an answer, which they all agreed on (Colorado, 2015:1). The strategy differs from the others because it gives learners the opportunity to work together. They discuss, interact, brainstorm, collaborate, and support one another.

- *Multiple circles*: The strategy serves as a team-building exercise (frame 4) where the aim is to empower one another.

(ii)   Discussion strategy

The 'discussion' strategy allows for a planned systematic teaching and learning conversation between the teacher and learners. The teacher applies this strategy to stimulate learners to gain knowledge by sharing different experiences with one another (Gawe *et al.,* 2011:187). This strategy is a discourse between two or more people with a definite purpose in mind (Gawe *et al.*, 2011:187). In order for teachers to use the 'discussion' strategy effectively, they must have a clear understanding of the strategy. In applying the 'discussion' strategy, the teacher may use class discussion that involves the participation of all learners. During class discussion, the teacher pre-arranges the discussion topic and allows learners to exchange ideas related to the topic. This exchange of ideas occurs between the teacher and learners, as well as among learners themselves. Group discussions engage small groups of 3-4 learners who sit facing each other to 'untangle' and solve the problem. The group can be formed according to friendship, interest, random and mixed-ability grouping. The teacher in this discussion may decide to give each group the same or different topic. At the end of the discussion, learners may choose a group leader to report to the whole class, followed by general discussion led by the teacher; or each group writes down points that emerged from the discussion and the teacher assesses this at a later stage (Gawe *et al.*, 2011:190-195).

In this way, they learn to acquire knowledge independently. In using the 'discussion' strategy, teachers assist learners to understand the topic without the aid of the teacher. Hyman (1980:27, cited in Killlen, 2010) and Gawe *et al.* (2011), mentions other types of discussions which teachers may adopt; namely, problem-solving, explanatory, predictions, and debriefings. Discussions are important and beneficial in teaching-learning situations as they interactively involve all learners.

In the context of teaching LLDs, all types of discussions are encouraged but some types do not yield the desired results. *Brainstorming* sessions are accepted, and graded into good, bad, and 'crazy' ones. *Classroom* and *small group* discussions are mainly used by the researcher because she is in total control of the groups and thus able to manage them more effectively. The *debriefing* discussion type is used because some of the LLDs are able to recall what they have seen. Also, *policy discussion* is

used to explain repeatedly (drill) the expectations of the teacher that learners must adhere to.

(iii) Experimentation strategy

The experimentation strategy stimulates learners to experience and discover 'things' for themselves. During the application of this strategy, learners test their ideas. Experimentation consists of actions and observations (Gawe *et al.*, 2011:209). Although some of the learners at this school may find it difficult to discover 'things' for themselves due to their varying learning disabilities, they are able to perform to some extent certain learning activities which do not require higher-order thinking skills. Through intensive drill and imitation, they are able to sing and recite the rhymes. They are also able to cut and paste letters. Some are able to draw and paint. Further, they observe and imitate what the teacher or their peers are doing; for instance, in teaching phonics, they can use clay to model some of the letters. Moreover, they imitate some sounds they hear on the radio, and some rhymes they listen to on television.

The intention of the above discussion was to evaluate whether the strategies used benefit learners, whether the topics are appropriate for the lesson, and whether they are challenging to learners to provide the best learning opportunities.

In the next section, the aspects that teachers should be knowledgeable about concerning LLDs are elaborated on.

2.3.3 Knowledge of How Learners Learn

In order to understand how LLDs learn, teachers must be acquainted with requisite in-depth knowledge of learners, and possess a thorough knowledge of context, curriculum and assessment. In addition, understanding the way learners with learning disabilities gain knowledge and skills is advantageous since learning is a process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes and preferences (Mondal, 2012). In other words, all learning is (among others) a training of the mind and developing powers such as reasoning, perception, and memory. Therefore, knowledge of how learners learn relates to the teaching of Sesotho phonics because learners will have to figure out how to build their own words according to their different learning abilities.

In the section below different learning styles will be discuused which the teacher should understand when teaching diverse learners.

2.3.3.1 Tactile learning style

Learners exhibiting the *tactile learning style* learn best by touching objects or doing experiments. They enjoy constructing models or tracing pictures and thus remember what they have done or made. For instance, LLDs who fall under this learning style like to build objects with clay such as shapes of animals. This enables them to learn the names of different animals such as *noha* (snake), and *nonyana* (a bird) when the teacher focuses on vocabulary development with words beginning with the phoneme /n/. They also like to use a pair of scissors to cut out pictures of animals which have the letter /n/ from magazines, and paste them on their drawing books and/or boards. When introducing the letter /n/, learners are aasked to cut out letters and build words relating to different animals that have the letter /n/, either at the beginning, or in the middle of the session. However, in order to perform these activities, LLDs need a lot of scaffolding.

2.3.3.2 Kinaesthetic learning style

According to Kresting (2012:3), about 10% of the general population are kinaesthetic learners. The learners who exhibit this style of learning prefer to learn by getting their bodies into action by moving around. They are "hands on" types who prefer doing to talking. They like playing games, building models, or participating in role-play and drama; and thus they remember what they have experienced. For instance, some of the activities that LLDs enjoy doing are dancing, engaging in role-play, and they are good at imitating teachers' activities. A typical example of imitating occurs when learners repeat all the questions that are asked, instead of merely providing answers. The teacher may write the letter /s/ on the floor and then instruct learners to walk on the letter to become familiar with the letter /s/. The learners perform the task while standing to avoid bodily harm.

2.3.3.3   Auditory learning style

In the *auditory learning style,* learners imbibe new ideas and concepts better when they listen to information presented. They follow directions precisely, and learn best when there is a sound or noise in the background. These learners often use hearing and speaking skills effectively because the two are closely related. They find it convenient to remember stories, verbalise them, and then answer questions based on the stories. This style enables learners to perform best by using auditory and/or verbal communication. Auditory components such as tone, pitch, and volume are all important to learners' interpretation of narratives (Kayalar & Kayalar, 2017:1).

However, with LLDs, this is the least applied learning style. This is due to them (LLDs) lacking in concentration, hence they do not respond to questions in a meaningful way as they are easily distracted by whatever sound they pick up in the background.

2.3.3.4   Visual learning style

Visual learning relates to the fundamental ways in which learners absorb information. Learners using the visual learning style prefer to see how to do things rather than just talk about them (Smith, cited in Kresting, 2012:2). They prefer to observe demonstrations, and they also get the maximum out of video presentations. Learners with a *visual learning style* learn best by observing people, objects and pictures, as well as through personal experiences. They like solving puzzles, reading, drawing maps, and analysing charts and posters as they remember better what they see (Felder & Henrique, 1995:21).

However, sometimes the LLDs do not remember what they see, unless the teacher uses the drill or repetitive style. What is remarkable about the LLDs who fall under this learning style is that they like watching television, and often focus on one aspect for a long time. This also happens when they look at a picture - they observe for a long time and may actually burst out crying when the teacher changes or removes a particular picture. In teaching Sesotho phonics, when learners are presented with models of letters (e.g. /a/), some had a tendency to cling to the model letter because it fascinated them.

2.3.4 Knowledge of Context of the Learners

In this section, aspects that teachers need to consider when gathering information about learners; namely, knowledge of context which is classified into social and cultural background, and developmental levels are discussed. According to Gawe *et al.*, 2011:100-106), an understanding of context knowledge of the learners is about their social and cultural background, norms, values and customs, socio-economic status, and language of teaching and learning (LoLT). These aspects often impact on learning.

2.3.4.1   *Social and cultural background*

The social and cultural backgrounds of LLDs influence how they learn. The majority of the learners at this school are from one of the previously disadvantaged areas (Botshabelo), which is regarded as the poorest in the Free State. The majority of these learners speak Sesotho and practise Basotho cultural habits. They enjoy traditional singing and dancing, and enrol at traditional circumcision centres during June and December holidays, thus missing many days of schooling. Many of these learners, because of their varying degrees of disability, are voiceless and neglected. They mainly stay with their relatives, and thus they cannot claim belongingness. This affects their learning progress negatively as most of them often absent themselves from school.

2.3.4.2   *Norms, values and customs*

Information on norms, values and customs of learners is also important as it provides a valuable framework for teachers to understand such learners (Gaw *et al.*, 2011:102). Most LLDs value themselves as individuals and each one feels important. For them, learning Sesotho phonics has secondary importance. They like to sing their traditional songs; for example, *mokgibo* (traditional Basotho female dance) and *mangae* (initiation songs) - teachers can tap into this area of interest to plan and present interesting lessons when teaching Sesotho phonics.

2.3.4.3 *Socio-economic status*

The socio-economic status of learners plays an important role at school (Gawe *et al.*, 2011:102). The majority of learners at this special school are from poor socio-economic and illiterate family backgrounds. Most of the parents are unemployed and thus have no source of income. These parents therefore rely on the social grants that these learners receive for survival. Some of the learners come from child-headed families, while others live with foster parents. Due to their learning disabilities, most of these learners exhibit signs of neglect. Some parents do not assist learners with their homework or projects which has a negative impact on learning.

2.3.5 Developmental Levels

Every learner is a unique human being whether it is physically, mentally, emotionally or socially (Gawe *et al.,* 2011:99). As mentioned in Chapter one, learners at this special school are classified as Learners with Autism (LA), Learners with Severe Profound Intellectual Disability (LSPID), and learners with learning disabilities (LLDs).

2.3.5.1 *Level of intellectual development*

Teachers need to possess knowledge concerning the cognitive development of LLDs as this assists them to select and apply relevant teaching strategies in the delivery of subject matter, which should be aimed at the appropriate level of learner-development. If learners do not understand the content, then the teachers can manoeuvre the lesson by using different strategies, which may possibly yield positive results. According to Gawe *et al.* (2011:104), most of the learners at special schools have an IQ of below 70, and that includes learners at this special school site. Hence, they need 'baby-steps' during the teaching of Sesotho phonics. As a teacher, the researcher always consider learners' previous knowledge before presenting a new lesson. The majority of the learners enjoy drawing and colouring, which the researcher exploits to integrate new knowledge with their prior knowledge.

2.3.5.2   Level of affective development

The level of affective development of learners is about learners' interests, aspirations, motives, attitudes, learning willingness, and self-concept (Gawe *et al.*, 2011:104). However, at this school, learners display negative attitudes and low self-esteem. They often show unprovoked aggression and bullying, and sometimes they cry easily. Learners who are aggressive and obstinate do not obey instructions from the teacher or their classmates. Sometimes when a learner is asked to trace a letter on the chalkboard, and he/she does not want to do that, then he/she becomes aggressive and throws things around.

2.3.5.3   Level of physical development

The learners in the researcher's class are categorised as Learners with Severe Profound Intellectual Disabilities (LSPID) since they display different levels of physical development ranging from childhood to adolescence. The admission age of learners at the school is six years. They also have varying physical disabilities such as mobility and physical impairments, brain disabilities, vision, hearing, cognitive and psychological disorders (Radebe, 2019:4). Learners with physical impairments use the virtual style of learning because some of them can handle objects, sometimes with difficulty. Those with vision impairments like shortsightedness, learn by lip-reading, which is the ability to recognise the speaker's utterance based on lip movement (Zhang, Cheng & Wang, 2019:713). This is one of the many reasons teachers for teacher compassion when teaching LLDs.

2.3.6   Knowledge of Curriculum

Badugela (2012) describes the concept 'curriculum' as the way in which planners design and develop content material for teaching-learning purposes. Curriculum is knowledge and skills taught in the classroom and what people do to prepare for it, and how it is evaluated for its effectiveness (Morris & Adamson, 2010). According to Gawe *et al.* (2011:33) and Kerr (2013:7), curriculum is a collection of teaching-plans at national level (macro-planning), at institutional level (meso-planning), and at classroom level (micro-planning). Kaplan and Lewis (2011:13) adds that it is an

agreement among the communities' education professionals and the state on what learners should absorb and understand during a specific period of their lives. It refers to the entire programme provided by school. In line with these definitions, Curriculum Assessment Policy Statement [CAPS] (2011) is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme, and Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R – 12. It is a curriculum implemented during 2012 by the DoE (2012). The CAPS (2011) primarily focuses on an integrated approach for all subjects in the curriculum. Consequently, the four basic language skills appear in pairs to reinforce the integrated approach. In the CAPS Home Languages (2011), the focus is on the acquisition of basic language skills, prescribed as *listening and speaking; reading and phonics* and *writing and handwriting* in the Foundation Phase. Since the implementation of CAPS in 2011, teachers at special schools now focus on developing learners' language skills. Hence, the focus of this study is on developing phonics skills.

However, CAPS predominantly serves mainstream learners and does not support LLDs in this selected special school. Despite the fact that the teachers at this selected school relied heavily on the CAPS documents that promotes inclusivity, the CAPS did not adequately address the needs of learners with learning disabilities, especially in teaching Sesotho phonics to these learners.

Nonetheless, the development of language skills pertaining to the teaching of Sesotho is very relevant in teaching LLDs at this special school, as stipulated in the CAPS document (2011). These skills are listening and speaking (*ho mamela le ho bua*), reading and phonics (*ho bala le medumo*), and *writing* and *handwriting (mongolo le ho ngola*). The CAPS (2011) also prescribes the development of thinking and reasoning and language structure, and to use skills which are integrated into all four language areas (listening, speaking, reading and writing).

2.3.6.1   *Basic Language skills encapsulated in CAPS (2011)*

The basic language skills form a framework for in terms of the CAPS language policy as portrayed in figure 2.2 below.

Listening

Writing

Basic Language Skills

Speaking

Reading

Figure 2.2: Basic language skills (adapted from Melissa, 2017)

The following CAPS skills assist in teaching Sesotho in the Foundation Phase.

(i)   Listening and speaking

Children are constantly developing their listening and speaking skills, not only in each of the components of language, but also in other subjects. Because listening and speaking are important in all learning processes, it is important that these skills are effectively developed early in a child's academic life. Hence, in the Foundation Phase, there is time specifically dedicated to the development of these two important skills (DoE, 2012:10)

In the context of the LLDs in the researcher's class, the researcher utilises listening and speaking skills to introduce lessons.

- First learners are allowed to recite a short poem, and to sing a song. As part of developing listening and speaking skills, learners discuss the weather.
- Then learners are asked to recite the days of the week and months of the year. They also discuss what they did at home in the morning before they came to school, and what they do after school, and during the weekends.
- To set the scene, the researcher tells the learners what she did after work and during the weekend. Later the researcher narrates short stories and ask them related questions to assess their understanding.

(ii)   Reading and phonics

In Grades 1-3, reading and phonics take place during reading time. It is here, through clear, focused lessons that teachers develop learners to be effective readers and

writers. Teachers must set aside time every day for presenting lessons that cover shared reading, group-guided reading, paired and independent reading, and phonics (DoE, 2012: 11-15).

As part of teaching phonics, and considering that most of the learners have difficulty in reading, the researcher utilises the picture-reading technique. The researcher firstly display the cover page of the book and ask them questions on it. They will give different answers, all of which the researcher accepts in order to accommodate each learner to participate. The story is then read to them, after which learners are asked which sounds and words they remember. Finally, learners are asked to point to specific letters; this is done to assist them to recognise some of the letters.

(iii)   *Writing and handwriting*

The teacher promotes these skills during shared writing, group-writing, individual writing, grammar, and spelling activities. During this time the teacher facilitates group-guided reading with two groups while the rest of them are busy with consolidation activities such as phonics, spelling, and writing (DoE, 2012:18-19).

As part of developing a knowledge of phonics, LLDs are asked to trace letters and complete short sentences. LLDs are also encouraged and assisted with them to write on their own even if they find it difficult. They also cut out letters from magazines and newspapers and then paste them in their exercise books.

Teachers integrate thinking and reasoning with language structure and use, concerning the three language skills prescribed in CAPS which teachers develop across all other subjects. Teachers can also select topics from other subject areas to provide context for the teaching of language skills (DBE, 2011:8).

2.3.7 Knowledge of Assessment

According to Tosuncuoglu (2018) and Yahaya, Hanapi and Yahya (2020:528), assessment is one of the important elements to evaluate learners' achievement in the classroom. It is through assessment that teachers can determine the level of knowledge and skills that the learners have acquired, thus assisting in evaluating the strengths and weaknesses of learners. Armed with this knowledge gained from

assessment, teachers are able to use such information to improve their own knowledge as well as increase learners' knowledge (Tosuncuoglu, 2018).

Before the teacher can implement an assessment strategy, he/she must consider aspects such as alignment, belief in assessment, types of assessment, assessment management, creativity, and innovation (Yahaya *et al.,* 2020:531). Further, assessment will be performed and created by following the standard and set objectives that must be achieved in terms of lesson content (Yahaya *et al.,* 2020:259). The Ministry of Education (2007, cited in Brown, 2019) captures the meaning of assessment below:

> *Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress. Much of this evidence is "of the moment." Analysis and interpretation often take place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students* (MoE, 2007).

The next section discusses types of assessment.

2.3.7.1   Types of assessments

Since assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, it is important for teachers to be knowledgeable about applying various forms of assessment (DBE, 2017:38). There are different types of assessment as reflected in Table 2.1 below.

Table 2.1: Types of assessment in the DoE's Foundation Phase

Type of assessment	Description and issues
Baseline	Baseline assessment is usually used at the beginning of a phase, grade or learning experience to establish what learners already know, what they can do, or what they value. For learners with disabilities, baseline assessment can be done in consultation with the institution-level support team.

Formative	Formative assessment is developmental. It is used by teachers to provide feedback to the learner and track whether the learner has progressed (or not). It helps day-to-day teaching and learning and may suggest ways in which learning activities can be changed to suit diverse learners' needs. It is also known as assessment for learning as it involves both teacher and learner in a process of sustained reflection and self-assessment.
Diagnostic	Diagnostic assessment is a specific type of formative assessment. It may lead to some form of intervention, or remedial action, or revision programme. It can help to identify the strength and weakness of a learner, or the teaching methodology, or barriers to learning. The results can help to plan individual support for learners who have problems.
Summative	Summative assessment gives an overall picture of the achievements of learner at a given time; for example, at the end of the term or year. Summative assessment is like a 'snapshot' of a learner's progress at a particular point in time (and formative assessment is like a 'video' of a learner's progress during the process). Summative assessment is referred to as an assessment of learning.

(Source: DBE, 2011)

In the section below, the types of assessment used in Foundation Phase classrooms, which also apply in assessing the LLDs are discussed.

(i)   Baseline assessment

Teachers use baseline assessment to assess behaviour prior to intervention. This form of assessment provides information about the learners' starting point (Jobes & Hawthorne, 2018:8). In the researcher's classroom, baseline assessment is used to measure the behaviour of interest under normal classroom conditions continuously over a period of time. Then data is collected using the same technique until the behaviour is stable. As one of the teachers in this special school, the researcher applies baseline assessment at the beginning of the year to establish the prior knowledge of learners. This entails what they already know and what they can do; for example, can the learner follow instructions, grasp a pen, and listen and speak.

(ii)   Formative assessment

Formative assessment aims at making informed decisions about how teaching and learning should occur in the classroom. During lessons, teachers need evidence about how their learners learn and how they can adapt to their learners' specific needs (Veldhuis & Van den Heuvel-Panhuizen, 2020). Formative assessment can be both

informal and formal (Nieuwoudt & Reyneke, 2011 in Gawe *et al.,* 2011:275-308). Jobes and Hawthorne (2018:8) define informal assessment as "a procedure for obtaining information in order to make judgments about a learner's progress and understanding using means other than standardized formats." Examples of informal assessment include projects, presentations, experiments, and demonstrations. Teachers use formative assessments to assess overall achievement, to compare a learners' performance with others at their age or grade, or to identify comparable strengths and weaknesses with peers.

The formal assessment process provides teachers and learners with up-to-date evidence of students' progress towards the achievement of the intended learning outcomes. Teachers and learners use this evidence collected during classroom instruction to inform their daily decisions about learning and instruction (Hall, Campbell & Rotruck, 2020).

For teachers, the formal assessment process provides evidence of learners' learning, which is necessary to adjust techniques for daily instruction in a manner that increases the learning outcomes for all of their learners. Teachers also use this evidence to provide their learners with feedback about their progress towards the targeted learning outcomes. In addition to creating a stronger learner-support-base in the classroom, the reflective nature of the formal assessment process supports professional growth and increases overall teachers' effectiveness (Hall *et al.*, 2020).

Nicol and MacFarlane-Dick (2006, cited in Owen, 2016) propose seven principles and practice of effective feedback to ensure that learners consolidate and acquire knowledge and skills:

- It must clarify what good performance is, possibly by providing students with written documentation outlining assessment criteria that define various levels of achievement.
- It facilitates the development of self-assessment and reflection in learning by providing structured opportunities for self-monitoring as a critical part of the process.
- It advocates the delivery of high quality information to students about their learning, where quality is interpreted as insight that focuses not only, on pinpointing strengths and weaknesses in students work but

also, offering corrective, constructive advice for improvement that relates back to the goals of the assignment.

- Encourages peer and teacher-dialogue rather than viewing learning as a process that involves a uni-directional transmission of information; and these include discussions of a highly motivational nature with the instructor and with classmates, and may also prompt students to view their own work with greater detachment.

- Emphasises positive motivational beliefs and self-esteem which suggests crafting multiple 'mini-assignments' that are intended to generate feedback for the purposes of helping students gauge progress and achievement rather than to focus on grades as indicators of success or failure.

- Closes the feedback loop - that gap between current and desired performance, by providing opportunities for students to re-submit a piece of work following an external feedback cycle to see whether performance has improved.

- Provides useful information for teachers to improve or re-design learner-activities, in addition to adjusting teaching techniques to accommodate all levels of learner-abilities.

(iii)   Diagnostic assessment

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine learners' individual strengths, weaknesses, knowledge, and skills prior to instruction. Teachers primarily use it to diagnose learners' difficulties, and to guide lesson and curriculum planning (Pellegrino, Chudowsky & Glaser, 2001). Diagnostic assessment uses tools to get information about learners' strengths and weaknesses in specific areas of learning. As a teacher of LLDs, the researcher uses diagnostic assessment to design individualised instruction, and to identify learners who can benefit from supplementary support.

(iv)   Summative assessment

In contrast to informal assessment, formal assessments include all assessment tasks included in the formal programme for the year. Teachers conduct summative assessments at the end of a period of learning to help understand whether learners

achieved the learning goals. The may engage in summative assessment that includes a variety of topics, concepts, and skills at the end of a unit of study. Summative assessment refers to a more formally planned assessment at the end of a unit or term or year, which may be used primarily to evaluate learner's progress (DBE, 2011:23).

In the next section, a suitable framework is provided for enhancing TPCK of Sesotho phonics for teaching learners with learning disabilities.

2.3.7.2   The implementation of assessment in the classroom

According to William (2007, cited in Veldhuis & Van den Heuvel-Panhuizen, 2020), assessment is understood as follows:

> *Assessment, with the purpose of making informed decisions about how instruction should be continued, is embedded in teachers' teaching practice and is called formative assessment. During lessons, teachers need evidence about student learning to be adaptive to their students' specific learning needs.*

In practice, teachers must conduct assessment throughout the lesson: before the lesson, during the lesson, and at the conclusion of learning and teaching process. Hence, it is important for teachers to understand that the process of teaching, learning and assessment are integrated (Yahaya *et al.,* 2020:531). Therefore, the results of learning and teaching enable the teachers to modify the learning and teaching that lead towards learners' understanding, and to achieve the objectives of learning that have been taught (Yahaya *et al.,* 2020:51).

2.3.7.3   The role teachers in the assessment of learning

Harlen, Brand and Brown (2003:2) mentions that there are a number of concerns which need addressing when implementing a system assessment. Some key requirements are:

- strong and permanent procedures for quality assurance and quality control of teachers' judgments;
- the provision of developmental criteria which indicate a progression in learning related to particular goals;

- access to well-designed tasks assessing skills and understanding which can help them to make judgments across the full range of learning goals; and

- for pre-service and in-service professional development that extends teachers' understanding and skills of assessment for different purposes.

The section below focuses on questions teachers may ask during assessment.

2.3.7.4 Types of questions asked during assessment

Teachers use the questioning technique to elicit information from learners based on Bloom's Taxonomy (1956) which is used to distinguish different human cognition levels, including understanding, thinking, and learning (Bhasin, 2020:1). These are:

- *Remembering* questions assist the teacher to measure whether the learners recall what they have learnt; for example, what is the first letter in the word *selepe* (axe)?

- *Applying* the questioning technique enables the teacher to determine if the learners can use the acquired information; for example, show me the phoneme /ng/ in the word *manganga* (stubborn).

- *Analysing* questions help the learner to identify the parts of the sentence and the relationship between letters; for example, spell the word *ngola* (write).

- *Evaluating* questions are asked to justify if the learner can take action or a decision; for example, in the classroom find all the words that contain the phoneme sound /ng/

- *Creating* questions determine if learners can create new methods or ideas; for example, choose letters from the following word and build a phoneme sound /ng/ b, s, n, g, m, t.

2.3.8 Language of Learning and Teaching (LoLT)

The learners at this special school are predominantly Sesotho mother-tongue speakers. This means that they must be taught in their mother-tongue in the Foundation Phase (Gawe *et al.*, 2011:105). African languages serve as languages of

learning and teaching in the classroom (Foley, 2006:2) in line with the South African Schools Act (SASA, 1996). The Language of Learning and Teaching (LoLT) of the Sesotho-speaking learners at the Foundation Phase must be the learners' Home Language (SASA, 1996) which in the context of this study, is Sesotho. Fortunately, all learners at this school are Sesotho mother-tongue speakers, so there is a balance between Home Language and LoLT. Consequently, the teachers use examples from Sesotho by tapping into the learners' prior knowledge (of Sesotho). However, due to learners' varying disabilities, some have a problem of expressing themselves. Hence, teachers of LLDs should plan teaching and learning activities thoroughly when teaching Sesotho phonics. To instil the culture of active participation, teachers should introduce role-play, dialogue, group or class discussions, and reading aloud sessions as these activities encourage learners to work collaboratively (Maja, 2015:3).

2.4   THEORETICAL FRAMEWORK

A theoretical framework is the structure underpinning a research study. It introduces and describes the theory that explains why the research problem under study exists (McCombes, 2020). In the next section, Social Constructivism is being discussed as being pivotal to the study.

2.4.1   Social Constructivism as a Theoretical Framework

Social Constructivism is a theoretical framework that provides the researcher with a framework to describe how to enhance teacher pedagogical content knowledge (TPCK) of teaching Sesotho phonics to learners with learning disabilities (LLDs). It is based on Vygotsky's (1978) theory that human development is socially-situated and is constructed through interaction with others. In other words, it emanates from individuals' interaction with culture and society (Lynch, 2016:1). It recognises that knowledge is constructed through social interaction which is shared rather than an individual experience (Vygotsky, 1986:86). Through Social Constructivism teachers collaboratively dialogue and share best practices (Walker & Shore, 2015:2). Constructivist and dialogic conceptions of learning suggest that staff development

sessions foster knowledge acquisition and skills about instruction based on teachers' professional experience (Scanlon *et al.*, 2005:47).

Vygotsky (1978:86), as the father of the Constructivist Learning Theory states that "every function in the child's cultural development appears twice; firstly, on the social level, and later on the individual level." Social Constructivism emanates from Vygotsky's theory of cognitive development. Donald, Lazarus, and Lolwana (2008:59) identify three components in this theory: More Knowledgeable Other (MKO), Scaffolding, and Zone of Proximal Development (ZPD). In this study, MKO means that the teachers have more knowledge than the learners which they use in providing clues when they teach phonics to the learners. Scaffolding as the second component, implies a process of mediating the appropriate structures and strategies of a particular knowledge area (Donald *et al.*, 2008:87). In this case, the particular knowledge area is teaching Sesotho phonics. Through scaffolding, the learner reaches a level which Vygotsky calls the Zone of Proximal Development (ZPD). This is the level where the learner is able to do things independently. The Zone of proximal Development is the third component of Social Constructivism. This level is determined through problem-solving under adult guidance or in collaboration with more capable peers who are able to learn independently (Vygotsky, 1978:86).

The main aim of Social Constructivism is to motivate learners to engage in authentic interactive learning opportunities which are learner-centred and stimulates them to gain a deeper understanding at a variety of levels (Land *et al.*, 2000:19).

2.4.2 Ontology and Epistemology of Social Constructivism

Social Constructivism stems from understanding aspects of cognitive development. The MKO, scaffolding, and ZPD are components that propel teaching-learning to higher levels. In this study, MKO means that the teachers have more knowledge than the learners which they use in providing clues to the learners when they teach reading.

Scaffolding is a strategy to apply in a particular knowledge area (Donald *et al.*, 2008:87). In this study, the particular knowledge area is the teaching of reading. In teaching reading, teachers start with the knowledge structures and strategies that learners need to acquire and master.

The Zone of Proximal Development which is the third cornerstone of Social Constructivism, is achieved through scaffolding processes such that learners become effective users of the text. Focusing on the potential for learner development in the context of social interaction, ZPD is the level of the learner's actual development which is achieved through problem-solving under adult guidance or in collaboration with more capable peers who are able to learn independently (Vygotsky, 1978:86).

Human beings promote Social Constructivism through proactive and purposive interaction in the world (Morçöl, 2001:382). It is shared through human social activity and constructed by humans through others in the environment (Shunck, 2002:3).

In Social Constructivism, knowledge is a human creation constructed through social interaction and language use (Heins, 1991:5). In this scenario, a teacher is the facilitator who promotes reflection, and encourages learners to create cases of knowledge (Goh, 2014:159). Therefore, Bush (2000:15) posits that using Constructivism in the educational environment is necessary to help learners and teachers with the sorting and bridging of information so that they become experts in the teaching-learning process.

2.4.3 Social Constructivism in Education

To apply Social Constructivism in the education environment, teachers need to shift and reshape their perspectives (Lynch, 2016:1). They must move from being the 'people who teach' to being 'facilitators of learning'. Teachers must accept all reasonable answers and ensure that learners have an understanding of the concept. Learners have to explain and elaborate on the answers they give. In this regard, teachers must not accept answers without substantiation. Therefore, Constructivist Learning emphasises the process of learning, as it does to the acquisition of knowledge.

Constructivist learners actively participate in creative activities and self-organisation (Lynch, 2016:1). Constrcutivist teachers pose challenging questions to their learners, and allow them to solve problems within realistic and meaningful contexts (Lynch, 2016:2). In other words, learners falling within this theory construct their own understanding. They do not simply mirror and reflect what they read; they look for

meaning, try to find regularity and order in the events of the world even in the absence of full or complete information (Von Glasersfeld, 1989:13).

2.5   UBUNTU AS A COMPLEMENTARY THEORY

Letseka (2013) defines Ubuntu as a form of human engagement which promotes critical-thinking, is non-dominational, and relates to the optimal development of human relationships. Ubuntu means expressing each individual's 'humanity' via relationships with others (Lefa, 2015:1). Ubuntu not only means to be aware of one's own being, but also of one's duties towards one's neighbour. According to Mbigi (1997), Ubuntu is a concrete manifestation of the inter-connectedness of human beings; it is the embodiment of South African culture and lifestyle (Lefa, 2015:1).

2.5.1   Origin of Ubuntu

Ubuntu is a concept that originates from the proverbial expressions found in several languages in Africa, South of the Sahara (Le Grange, 2012:332). Ubuntu rests on core values such as humanness, caring, sharing, respect, and compassion (Mthembu, 1996 in Matolino, 2013:77). Ubuntu means the deepest moral obligation is to become fully human which requires one to enter more deeply into community with others (Le Grange, 2012:331). Tutu (2004:25) states:

A person is person through the other person. None of us comes into the world fully formed. We would not know how to think, walk, speak or behave as human beings unless we learned from other human beings. We need other human beings in order to be human.

2.5.2   Ubuntu in Education

Letseka (2013) states that ubuntu in education is considered to be an African cultural asset that provides indigenous knowledge which is actually important for integrating our African conception of inclusion which in turn promotes equality and social justice in our education system. Letseka (2013) adds that the purpose of education is to free the minds of the oppressed in order to destroy social classes and create one human

consciousness within the society. Education aims at developing a form of education that contributes towards responsible actions that help in enhancing social justice, specifically in relation to African education. Ubuntu consciousness in education encourages learners to acknowledge humanity in them and in others. The school should steer learners to work cooperatively through sharing and engaging with others in the classroom. Ubuntu in schools calls for dignity and respect in our mutual relationships. Lefa (2015:5) maintains that the practice of compassion, kindness and respect is at the very core of making schools places where the culture of teaching and learning occurs - a place of achievement rather than of conflict and pain.

The whole education system should centre on Ubuntu as a philosophy or a set of ethical principles that enriches the belief system of all South Africans such that people take responsibility of others, and accept the authority and guidance of others in order to progress (Letseka, 2013). Ubuntu in education empowers learners to practise humanness to assist learners instead of stifling their potential.

In schools, outcomes depend on Ubuntu values such as caring, forgiveness, sharing, equality, sympathy, compassion, respect, tolerance, humanness and harmony (Ibid). Accordingly, teachers should treat learners with respect and take care of them such that they attain their full potential in education, as well as in becoming responsible citizens (Letseka, 2013).

Teaching learners in the hope that they will learn, especially LLDs, has never been an easy task. However, humanness and unconditional caring for learners consolidates the foundation for effective teaching and learning (Beets & Van Louw, 2005:130).

2.6 RELATED LITERATURE IN ENHANCING TPCK

This section reviews literature with the purpose of unearthing possible strategies that may enhance TPCK when teaching Sesotho phonics to LLDs. Literature from international sources, the South African Development Community (SADEC), and South Africa (SA) was reviewed. The researcher also discuss challenges encountered by teachers in special schools, possible solutions, conditions, threats and success indicators.

2.6.1 Challenges facing TPCK in Teaching LLDs: Canada, Tanzania, Kenya and South Africa

Teachers face challenges in teaching phonics to learners with learning disabilities. The lack of appropriate support staff and specialised teaching staff results in poor performance (Gallagher-Mackay & Kidder, 2014:2). Other challenges concerning developing reading skills in the Foundation Phase include overcrowding, lack of parental support, and inadequate resources (Ramabenyane & Khabanyane, 2013). The teacher-learner ratio in normal schools should be 1:34 (DoE, 2013) but in special schools, the teacher-learner ratio differs according to the types of learners. In the autism section of the selected special school, the teacher-learner ratio is 1:5. In the LSPID section, the ratio is 1:15. In the junior section, the ratio is also 1:15. However, in special schools the ratio differs according to the total number of learners in each special school.

The Canadian, Tanzanian and Kenyan education systems are experiencing similar challenges in teaching LLDs, as is the case in South Africa. The common challenges in these countries are the lack of training and the absence of suitably qualified teachers to teach LLDs. Wadin (2010:17 in Makhubele, 2015:33) argues that the inertia of leadership and lack of training opportunities hinders teachers in acquiring the necessary assistance to effectively accomplish their teaching tasks. Moreover, the curriculum that is centrally designed and rigid, leaves little flexibility and opportunities for teachers to try new techniques (Malebese, 2016:82). Additionally, the poor working conditions of teachers and inequalities in the education system exacerbate the situation in South Africa (Malebese, 2016:83).

Another challenge facing teachers in Kenya is that teachers have a negative attitude towards the use of mother-tongue instruction, as they believe that it does not add value to the academic performance of learners (Oluoch, 2017:20). The use of LoLT is problematic in Kenya as the learners in the rural areas use the local language as LoLT in the Foundation Phase Grades 1-3, whereas in the urban areas the LoLT is Kiswahili (Oluoch, 2017:17). Learners in the rural areas seldom get the opportunity to develop basic language skills by using their mother-tongue (Oluoch, 2017:20). This makes teaching more complicated in Kenya as the facilitator has to give more explanations

and clarifications to learners. In Tanzania, learners use textbooks that are complex to understand (Ngonyani, 1997:45).

Another challenge is the lack of resources in schools in Canada, Kenya, Tanzania and South Africa. Teachers achieve better teaching and learning outcomes when adequate teaching and instructional resources are readily available (Amuseghan, 2007:326). However, resources do not have much impact in facilitating a lesson when teachers are not able to use them creatively and productively (Metsing, 2017:32).

Malebese (2016:82) adds that generally schools are not well equipped to respond effectively to learners with learning disabilities in South Africa. The lack of support from parents and the community is due to the lack of awareness to the needs of the school and the learners.

Poverty and environmental conditions play a big role in education in both South Africa and Kenya. Learners from poor families cannot afford medical services (Chomba, Mukuria, Kariuki, Tumuti & Bunyasi, 2014:1). Also, there is a lack of basic necessities for schooling, and this is compounded by the lack of parental involvement in children's learning (Anyienda, 2017:1). Parents are also 'embarrassed' of their children with disabilities - they 'hide' them from the rest of society thus compromising their education.

2.6.2 Solutions

The Government in Canada strongly encourages schools to use reading schemes based on synthetic phonics, and partly funds a range of books that meets the necessary criteria. It has also introduced a phonics test for all Year 1 pupils to ensure that they are using this method to decode simple words, as well as some made-up words. It argues that this is the best way to ensure that no child falls behind in the development of reading. Dr Davis, one the teachers in one of the schools in Canada, agrees that phonics can be very useful for teaching reading (Richardson, 2014:2). In Tanzania, the Government, communities, parents and other stakeholders need to develop genuine commitment towards education (Mollel, 2015:2). The education system needs serious attention, and this includes policy formulation, design and development of syllabi, teaching methods, learning, and assessment (Mollel, 2015:2).

In Kenya, the Government promoted over forty-two local languages making the country multilingual (Oluoch, 2017:17). In addition, the country adopted a resolution that the language of instruction should be in the interest of the child (Oluoch, 2017:20). Therefore, it is advisable for teachers to help parents and other stakeholders to follow the Kenyan example to understand the benefit of mother-tongue instruction in the early years of learning (Oluoch, 2017:21).

Wium and Louw (2012:1) suggests the provision of ongoing professional development programmes such as presenting workshops to empower teachers and other stakeholders in the community. Teaching learners is not the responsibility of the teacher alone, but involves all stakeholders; hence the DoE, parents and learners should all play their part. Therefore, the need for teacher-support has become a national priority (DoE, 2008; Motshekga, 2010). Speech language therapists (SLTs) should provide support by using the collaborative approach, particularly in teaching Sesotho phonics. All stakeholders should collaborate harmoniously to achieve common desired outcomes. In teaching LLDs phonics, both the teachers and learners should work cooperatively to achieve the expected goal. Killen (2010:27) affirms that the teachers and the school should create an environment that is conducive to learning and teaching.

Teachers who are resourceful in the classrooms are the lens through which learners view learning as being important (Coetzee, Van Niekerk & Wydeman, 2008:81).

2.6.3 Conditions

In Canada, the Department for Special Education established special schools. Teachers in Canada have regular opportunities to work collaboratively. These include team-planning, team-teaching and coaching (Richardson, 2014). In Kenya, the attitude of parents influenced the implementation of mother-tongue instruction in lower primary schools (Oluoch, 2017:20). In South Africa, teamwork emanates from the spirit, the fundamental principles, and morals of Ubuntu.

2.6.4 Threats

Inadequate training is a threat to the education system of four countries; namely, Canada, Kenya, Tanzania and South Africa. Additionally, the lack of support from parents in Canada is a threat towards the teaching of phonics (Huges, 2016:15). Teachers in Tanzania face the challenge of ensuring the effective utilisation and accountability of funds for the provision of quality education (Mollel, 2015:1). Quality curriculum, sound infrastructure, and sufficient teaching and learning materials are needed in the education system in Tanzania (Mollel, 2015:1).

In Kenya, the use of non-native-language is detrimental to young learners. This makes teaching and learning more difficult for both teachers and learners (Oluoch, 2017:20). What exacerbates the situation in Kenya is that some of the parents, school authorities, and other stakeholders in education, support the idea of direct introduction into the language of wider communication instead of mother-tongue instruction (Oluoch, 2017:20). In South Africa, the lack of resources, teamwork, and support from parents is a threat in the teaching of phonics (Moswane, 2019:15). In addition, South African teachers lack skills to present lessons in a manner which learners easily understand (Moswane, 2019:15).

2.6.5 Success Indicators

Research has shown that the harmonious collaboration of all stakeholders, the availability of relevant resources, and dedicated teamwork promotes learners' mastery of subject areas. In Canada, the Government established new schools for LLDs (Richardson, 2014). The teaching-learning programmes in terms of language should be in the interest of the learners in the primary schools of Kenya (Oluoch, 2017:20). Also, in Tanzania the education sector should increase funds for the provision of quality education (Mollel, 2015:1). South Africa promotes the spirit of Ubuntu, which exhibits interconnectedness, sharing, caring, giving, contributing responsively, loyalty, compassion, and kindness towards one another (Garmon & Mgijima, 2012:1).

2.7 CONCLUSION

In this chapter, the researcher discussed aspects of TPCK and various kinds of knowledge teachers must possess in order to enhance TPCK. A discussion of Social Constructivism as the theoretical framework, its ontology and epistemology, and its relation to education was also included. Ubuntu and its origin and principles in relation to education, which complements the Social Constructivism framework for this study was also discussed. The discussions on challenges, solutions, conditions, threats and success indicators towards enhancing TPCK, received attention. The next chapter (3) focuses on the research methodology and design of the study.

CHAPTER 3 :
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter (3) presents the methodology employed towards achieving the research aim, which is to enhance teacher pedagogical content knowledge (TPCK) in teaching Sesotho phonics to learners with learning disabilities (LLDs). In line with this research aim, the researcher formulated the research objectives:

- to explore the challenges faced by teachers with regard to their Pedagogical Content Knowledge in the of teaching Sesotho phonics to learners with learning disabilities (LLDs);
- to determine possible solutions towards enhancing teacher pedagogical content knowledge in the teaching of Sesotho phonics to LLDs;
- to identify the components towards the enhancement of TPCK in the teaching of Sesotho phonics to LLDs;
- to identify possible threats in enhancing TPCK in the teaching of Sesotho phonics to LLDs; and
- to strengthen success indicators for enhancing TPCK in the teaching of Sesotho phonics to LLDs.

In order to achieve the set objectives, the researcher employed PAR because it was a suitable methodology to utilise for this study in terms of its history, principles, definitions and strengths. The researcher also discussed challenges, and outline practical suggestions for using PAR. Additionally, PAR presented itself as an appropriate methodology because it afforded the researcher the opportunity to gain an incisive insight into eliciting relevant information from participants, which would assist in enhancing TPCK, specifically in the teaching of Sesotho phonics.

3.2 PROFILE OF THE SCHOOL AS A RESEARCH SITE

In this study, the researcher purposively selected one special school in Thaba-Nchu, which falls under the jurisdiction of the Mangaung District Municipality in the Free State

Province of RSA. The school mainly services the disadvantaged area of nearby Botshabelo. The school is well-equipped in terms of its human resources; it consists of 50 teachers (males and females), 5 therapists, 1 social worker, 1 professional nurse, and 1 physiotherapist.

Regarding learner-enrolment, the school has a gender mixed group of 514 learners. It is divided into two sections according to the type and severity of the disabilities: For the purpose of this study, the researcher focused on teachers teaching Sesotho to learners with learning disabilities (LLDs) in the Junior Phase because most learners are educable, while some of them do not deserve to be at this selected special school (Lowth, 2016:3). The reason is that some of these learners are wronly placed at these schools by the FS DoE district based support team; and they belong to Mild intellectual disability (MID) schools.

3.3 PROFILE OF THE SELECTED TEACHERS

As indicated in Chapter 1, the researcher purposively selected four teacher-participants out of a total of fifty from this special school. Firstly, the three teachers obtained their professional qualifications having majored in Sesotho, except for TC, who majored in Economics, Business Economics, and Computer Typing. Also, the four selected teachers were all teaching LLDs Sesotho in the Junior Phase. Secondly, these teachers showed an interest in the study and indicated their willingness to assist with rich information. Thirdly, they did not have the syllabus to guide them in terms of how to teach Sesotho phonics to LLDs. Moreover, these teachers did not have relevant textbooks to refer to. The section below provides a brief profile of the four selected teachers.

Teacher A (TA) is a male teacher with a University Diploma Education (Primary). He has six years' experience in teaching LLDs in the Junior Phase, which is the equivalent of Foundation Phase in the normal public schools. Teacher A's qualification is relevant for teaching Foundation Phase learners at the normal public schools. At the commencement of the study, he was studying for an honours degree specialising in the Foundation Phase. After teaching prisoners at one of the Free State correctional facilities, he was transferred to this school.

Teacher B (TB) has a Bachelor of Education degree with specialisation in the Intermediate Phase. Her major subjects were Technology, Sesotho, and Life Orientation, and she has been teaching LLDs at the Junior Phase for seven years at this school.

Teacher C (TC) obtained an Advanced Certificate in Education (ACE). She studied inclusive education specialising in teaching LSEN. By having specialised training in LSEN meant that she was most suitable to teach the LLDs at this selected special school.

Teacher D (TD) is an Afrikaans-speaking female. She has a problem of communicating fluently in Sesotho with the learners in the Junior Phase. She has a Bachelor of Education (Intermediate Phase) degree specialising in Sesotho and Economics. When she teaches Sesotho, she always asks for help from colleagues.

Although the selected teachers are suitably qualified to teach at the normal public schools, they are not qualified to teach LLDs at the special schools, with the exception for TC, who specialised in Inclusive Education during her ACE training. These teachers only have the experience of teaching the LLDs since their redeployment from normal public schools to this special school, either through transfer or being on the excess list. It is therefore understandable why the selected teachers face challenges in teaching Sesotho phonics to the LLDs.

It is against this background that the researcher found it necessary to determine the extent of the teachers' knowledge in teaching Sesotho phonics to LLDs with the aim of enhancing their pedagogical content knowledge. Table 3.1 below outlines the demographic profiles of the selected teachers.

Table 3.1: Teacher demographic profile at the selected school

	Qualifications	Major subject	Teaching experience in years	Experience in teaching Sesotho in years	Enrolled at University	Trained to teach LSEN
TA	UDEP Foundation Phase	Language (Sesotho), Mathematics and Life Skills	6	5	Enrolled for BEd Hons.	No

TB	BEd Intermediate Phase	Technology, Sesotho, Life Orientation	7	7	BEd Hons. (Inclusive Education)	No
TC	ACE	Computer Typing, Economics, Business Economics	6	6	No	Yes
TD	BEd Intermediate Phase	Economics, Sesotho	6	2	No	No

In the next section, the engagement of the co-ordinating team in the study is discussed.

3.4   THE CO-ORDINATING TEAM

The co-ordinating team consisted of four teachers (1 male and 3 females), the Head of Department (HoD), the school principal, and the researcher. This team was responsible for steering the whole research process in creating an enabling environment to improve teachers' pedagogical content knowledge (TPCK) in teaching Sesotho phonics to learners with learning disabilities (LLDs). The school principal, as one of the members of the co-ordinating team, was not directly involved during the action research. However, the principal granted the researcher permission to conduct this study at her school, and to visit the classes (Appendix D). The principal also gave consent to observe and to conduct interviews involving the selected teachers whom the researcher engaged as co-researchers during the implementation of PAR. The principal also provided the esearcher with the statistical report of the school. This report entailed teacher-information (qualifications and workload), and the total enrolment of learners. The HoD was also not directly involved in the PAR; only the four teachers were involved in PAR. The HoD's role was mainly administrative. She ensured that teachers respected the time allocated for every session of the study, and ascertained that during observations of PAR lessons, that other learners still received attention. She also assisted in the availability of the classroom for discussion and observation purposes.

The four selected teachers and the researcher engaged in the study as co-researchers, collectively referred to as the *research team*, in the sense that everyone in the research team participated in the execution of the PAR process as equals in unpacking the phenomenon of enhancing TPCK in teaching Sesotho phonics to LLDs (Guerin, 2011:9).

In the next section, PAR is discussed as a component of qualitative research, the research paradigm, Social Constructivism as part of the research paradigm.

The discussion below focuses on PAR and qualitative research.

3.5 PARTICIPATORY ACTION RESEARCH (PAR) AND QUALITATIVE RESEARCH

The researcher opted for qualitative research since it is a field of enquiry in its own right. The term *qualitative* implies an emphasis on the qualities of entities, and on processes and meanings not experimentally examined or measured (Denzin & Lincoln, 2002:12). "Qualitative research is empirical, where data is not in the form of numbers" (Punch, 1998:4). It is also a multi-method approach involving a naturalistic line to its subject matter. The main researcher in this study explored challenges facing teachers in their natural setting with the aim of making-sense of how to enhance TPCK when teaching LLDs Sesotho phonics. Through daily interactions as colleagues at this special school, the researcher had already acquired in-depth information on how teachers teach Sesotho phonics to LLDs. In the next section, the researcher focus on the research paradigm as an aspect of qualitative research.

3.5.1 Research Paradigm

A research paradigm is a basic belief system and theoretical framework involving ontology, epistemology, methodology, and methods. In other words, it is a way of understanding the reality of the world (Rehman & Alharthy, 2016:51). Ontology refers to 'the nature of our beliefs about reality (Ibid). Epistemology refers "to the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated" (Ibid). Methodology is an "articulated, theoretically informed

approach to the production of data" in a study which applies critical analysis and data production techniques (Ibid), while methods are specific means of collecting and analysing data.

3.6 QUALITATIVE RESEARCH DESIGN AND METHODOLOGY

Mouton (2012:56) defines research design as "the strategy or a plan on how the researcher is intending to conduct the study." It explains the manner in which the study is going to be conducted (MacMillan & Schumacher, 2010:21-22) and directs the methodology the researcher intends to employ in order to achieve the research aim. Further, it spells out how the researcher is going to collect data, where, and under which circumstances. In this study, the researcher collected data from the selected special school in Thaba-Nchu involving four teachers who teach LLDs in the Junior Phase. We did this through applying PAR with the aim of improving TPCK.

3.6.1 Research Methodology

Mason (2002:149) defines methodology as "a logic through which a researcher addresses the research question and gains data for the study." Denzin and Lincoln (2005:140) state that research methodology encompasses the complete research process: the literature review, the research approach, research design, procedures, data collection methods, and data analysis used in a research project. Therefore, the aim of this study's research methodology is to understand the process, and not the product of scientific inquiry (Cohen & Manion, 1994:16).

3.6.2 Participatory Action Research (PAR) as Research Methodology

In this study, the researcher found PAR as a suitable methodology to use as it brings teachers together to interrogate for themselves what problem they are facing within the community. The significance of PAR as a qualitative research methodology is to combine action and reflection, and theory and practice through collaboration in pursuit of practical solutions to issues concerning people in order to improve the circumstances of individuals and communities (Jacobs, 2016:49).

As such, PAR necessitates that teachers and the researcher (as co-researchers), collaborate to find solutions through discussions and the gathering of data from their peers. These solutions must be implemented through strategic and informed action (Pain, Witman & Millege, 2010:1). Further, the researcher contextualised PAR in terms of its history, principles, definitions and strengths, in addition to discussing challenges and practical suggestions for using PAR. The researcher used focus groups, participation observation, and document analysis as methods for data collection.

In the next section, PAR is discussed in terms of its origin, epistemology, ontology, principles, characteristics, its impact, themes, role in education, as well as the researcher's role in PAR.

3.6.3 The Origin of Participatory Action Research (PAR)

The origin of PAR goes as far back into the works of Kurt Lewin (1946), Paulo Freire (1970), and Fals-Borda and Rahman (1991:12). The PAR approach is intertwined with critical science, self-determination and liberation practice in order to combat injustice and build capacity (Berkman, Davis & McCormack, 2010:25). McNiff and Whitehead (2006:35-36) state that Lewin (1946) who was a Prussian psychologist and a Jewish refugee from Nazi Germany, propounded the philosophy that people are more courageous when they are committed to their work and involved in decision-making about the running of the workplace or institution.

According to Marquire (1987:14), Mcintyre (2002:387) and Selener (1997:358), PAR is rooted to the philosophy of Paulo Freire who believed that critical reflection is crucial for personal and social change. The PAR of Freire (1970:21) was concerned with empowering the poor and marginalised members of the community on issues pertaining to literacy, land reform, and society. Freire (1970) further maintains that individuals should be knowledgeable about political, social, and economic contradictions, and to take action to change the oppressive element of reality, and by so doing liberate oppressed individuals. According to McDonald (2012:39), PAR also emerged from movements that share a common vision of a society free of domination. International development, social science communities, and adult education are some of the movements that shared this common vision. Hence, PAR developed as a means of improving and informing social, economic and cultural practice. This practice, in

principle, "is a group of activities where individuals with different power, status and influence, collaborate in relation to thematic concern" (McDonald, 2012:38)

3.6.4 Ontology and Epistemology of Participatory Action Research (PAR)

Generally, PAR expresses critical theory's ontological and epistemological commitments, despite the considerable diversity on how these commitments manifest. Park (1999:142) contends that PAR is motivated by action, and that the force that lies behind that action, is a vision of what ought to be. Park (1999:143) adds:

Participatory Action Research however, most clearly distinguishes itself from other forms of action-related research by the fact that it issues from the felt needs of community. What motivates the initiation of PAR is the needs of a community for enriching the living condition of people.

3.6.5 Characteristics of Participatory Action Research (PAR)

McTaggart (1997:27) lists five principles of PAR: collaboration, participation, inclusion, co-operation, and involvement. Through these principles, PAR motivates teachers to enact ideas and assumptions of the institution into text via record-keeping. The selected teacher-participants in this study were required to present their own experiences which involves critical-analysis-making and political processes. McTaggart (1997:28) emphasises that the ultimate aim of PAR is empowerment of the oppressed society or individuals to collaborate in engendering social justice. It encourages capacity-building of all who participate in research processes. Therefore, collaboration of individuals with diverse knowledge, skills and experience foster the sharing and creation of new knowledge. The selected teacher-participants are encouraged to learn and develop their skills in collecting, analysing and utilising information (Marguire, 1987:14). Hence, the process of PAR is empowering, liberating and consciousness-raising for individuals or participants as it provides critical understandings and reflections of social issues (Greenwood, Whyte & Harkavy, 1993:180; McTaggart, 1997:29; Green, Simons, Taillon & Lewin, 2001).

3.6.6 The Impact of Participatory Action Research (PAR)

The impact of PAR is significant in the construction of academic identity since it aims at providing the researchers with an opportunity to engage in individualising or acknowledging the existence of the problem (Tselane, 2013:417). Secondly, it ensures that everyday-knowledge is used to positively shape the lives of ordinary people (Cameron & Gibson, 2005:317). Tselane (2013:421) adds that PAR supports researchers and demystifies the research process allowing for the reliable generation of data as well as contributing to the realisation of the aim of excellence in research projects. Consequently, PAR promotes returning the power of knowledge-production and the use of it to ordinary people and oppressed people, thus contributing to the democratisation of the research process and the promotion of social transformation (Evans, Hole, Berg, Hutchinson & Sookraj, 2012:889). As such, PAR invokes human elements such as love, co-operation, collective contribution, and sharing (Tselane, 2013:424).

Further, Mubuuke and Leibowitz (2013:51) summarises the key elements of PAR: PAR focuses on bringing about change, and actively engaging all people within the community to work towards change. It is unique to a particular context as it revolves around unique needs within a particular group of people. It emphasises teamwork and active collaboration, where the researcher and co-researchers work harmoniously together to analyse a problem situation and then act to solve this problem. It is an interactive process involving actions and constant reflection which creates an awareness among participants about their current situation and the need to take action to remedy problems to promote social justice.

3.6.7 Themes of Participatory Action Research (PAR)

According to Eruera (2010), Mahlomaholo and Netshendama (2010:11), and Sanginga, Kamugisha and Martin (2010:696), PAR is openly political. It embraces Critical Emancipatory Research (CER) which promotes key conceptual practices that directly or indirectly shape the form of a social organisation. It is against the systematic reproduction of unequal power relations between the researched and the researcher, which occurs in conventional research methodologies such as those used in quantitative research (Mahlomaholo, 2010:111).

3.6.8 The Role of Participatory Action Research (PAR) in Education

Carr and Kemmis (1986:11) and Elliot (1991:8) agree that PAR has played a tremendous role in educational change. This is evident in teacher-development and in the teaching profession as a whole where curriculum development, educational research, teaching, and evaluation are of fundamental importance. The primary aim of PAR is to improve teaching practice rather than the production of knowledge (Elliot, 1991:8). PAR improves teaching practice by assisting teachers in developing capacity for fighting discrimination in complicated human situations, unifying inquiry, assisting in improving performance, and in fostering professional role-development. In essence, PAR broadens the professionalism of teachers by presenting opportunities to participate in educational research and curriculum theorising (Carr & Kemmis, 1986:9). Carr and Kemmis (1986:1) also state that there is a researcher-movement where teachers engage in school-based curriculum development, research based on in-service education, and engagement in professional self-evaluation projects.

Accordingly, PAR is associated with educational research through critical social science. Carr and Kemmis (1986:10), in their book, *In Becoming Critical: Knowledge and Action Research,* are in favour of adopting a research stance towards educational practice. A critical educational science orientation embodies a belief that the active participation of teachers, parents, learners, and school administrators can critically analyse their own educational situation with the aim of transforming adverse educational situations for teachers, learners and society (Carr & Kemmis, 1986:209). However, participants must be able to relate to, and understand their situation, if they are to effect transformation successfully.

3.6.9 Participatory Action Research: The Researcher's role

The researcher's role as the facilitator in this study requires the establishing of an environment that is conducive for voluntary cordial participant-engagement. It was the researcher's responsibility to share with them the aim, objectives and finer details of the study, which focuses on enhancing TPCK in the teaching of Sesotho phonics to LLDs. In team-working with the selected teacher-participants, all the research members became one cohesive group of co-researchers. They were also, as co-researchers, informed of their specific role in the study. The aim as the research team

was to ensure that improvements in the teaching of Sesotho phonics took place. The research team, through the four phases of PAR, gathered as much information as possible, thus strengthening empowerment processes. The research team developed a plan of action to strategise on how to enhance TPCK of teaching Sesotho phonics to LLDs (Creswell, 2013:91). The researcher's role also entailed motivating the co-researchers to be active decision-makers to enhance TPCK (Creswell, 2013:94). The research team was also involved in the planning, implementing, evaluating, and reflecting processes of the enhancement TPCK in teaching Sesotho phonics to LLDs.

3.7 RESEARCH TOOLS FOR GENERATING DATA

In this study, the researcher utilised three qualitative data collection techniques: focus groups, observation of participants, and document analysis - these were applied within the broader framework of PAR as discussed in the next section.

3.7.1 Focus Groups

Mukwambu (2016:93) defines a focus group as a data collection tool which entails an informal discussion about a specific topic involving a small group of selected participants with similar characteristics related to the topic under investigation. A focus group, synonymously referred to as the co-ordinating team in this study, consisted of four teachers from the Junior Phase, the HoD and the principal of the selected special school. The principal of the school assisted by granting permission in writing to collect data at the school (Annexure C). The researcher collected the CAPS policy documents; namely, English Home Language Foundation Phase Grade R-3 and Sesotho Home Language Foundation Phase Grade R-3 (DBE, 2011) to obtain an incisive understanding of how the participant-teachers teach and assess Sesotho phonics at the selected school. These two policy documents clearly indicated the activities that teachers should introduce in teaching Sesotho phonics. The researcher also consulted the CAPS policy document titled, *Sesotho Puo ya Lapeng Workbook Grade 1* (DoE, 2015:47) which also contained activities that teachers could present to the learners when teaching Sesotho phonics (seen in Chapter 2).

The researcher opted for the focus group technique to capture information from real-life situations, thus accelerating the process of data collection. During the first focus group meeting with the entire co-ordinating team, the researcher explained the aim and objectives of the study, and the importance of retaining the same team, as this would assist in maintaining consistency and focus. The researcher's explanation helped to minimise feelings of discomfort amongst members of the co-ordinating team, and to increase inclusivity and interactive participation (Delport, Fouche & Strydom, 2014:495). The researcher also made the co-ordinating team aware of the duration of the study. Moreover, the researcher adopted PAR as the methodology, and explained the reasons for doing so to the co-researchers in order to address the issue of uniqueness, collaboration, teamwork and problem-solving (Mubuuke & Leibowitz, 2013:5). The researcher also informed the coordinating team that they were free to share their views in terms of enhancing TPCK in the teaching of Sesotho phonics to LLDs (Culluci, 2007:10). The researcher introduced and explained to team members, with reasons, two theoretical frameworks that will guide the study: social constructivism and Ubuntu. Further, the researcher explained the importance and process of CDA to the co-researchers as an approach for data analysis (discussed in Chapter 1).

During the second focus discussion, the research team explained how they planned their lessons based on the lesson template indicating all the stages of the lesson-development (discussed in Chapter 2). This template assisted the research team to understand the challenges faced by the co-researchers in teaching Sesotho phonics to LLDs. The aim was to assist the co-researchers to acquire the necessary knowledge, skills and attitudes of teaching Sesotho phonics to LLDs, and to ensure that they eventually arrive at solutions on how to enhance TPCK.

3.7.2 Participant Observations

Participant observation is also known as ethnographic research where the researcher becomes part of the team of co-researchers in order to collect data and understand the social phenomenon (Grossman, 2019:1). In applying this technique, the researcher participated in the activities where the following three elements was observed: watching what the co-researchers do, listening to what they do, and asking

them clarifying questions (Mtawa, 2017:120). The aim was to gain an in-depth understanding and familiarity with a group of individuals (Grossman, 2019:1). The researcher was instrumental in ensuring that the process of PAR unfolded as planned, and seeing to it that co-researchers participated interactively. The researcher also immersed herself into the co-researchers' environment and considered herself as part of the group.

Participant-observation allowed the research team access to different types of information; for example, to get knowledge on how activities are organised and prioritised in the teaching of Sesotho phonics to LLDs, how co-researchers related to one another, and what were the prevailing cultural parameters. The purpose of employing participant observation was to facilate in identifying the areas of concern which were recorded during our informal meetings but were not documented or mentioned during focus group discussions (Mtawa, 2017:120).

In line with adopting PAR as a research methodology, it was necessary for the co-researchers to plan and present lessons based on the teaching of Sesotho phonics. In observing lesson presentations when teaching Sesotho phonics, a few insights emerged which afforded the researcher the opportunity to understand the TPCK of Sesotho phonics (*cf.* 3.8.1).

3.7.3 Document Analysis

Documents are printed or written records of previous events or activities (McMillan & Schumacher, 2010:451). With the school principal's permission (Annexure A), the researcher was able to access records and documents of the selected teachers in order to determine what knowledge could be useful in the enhancement of TPCK in teaching Sesotho phonics. The researcher collected the CAPS policy documents on; namely, English Home Language Foundation Phase Grade R-3 and Sesotho Home Language Foundation Phase Grade R-3 (DBE, 2011) to obtain a clearer understanding of how the selected teachers should teach Sesotho phonics and assess learners' tasks at the selected school. These two policies clearly indicated the activities that teachers should present to the learners when teaching Sesotho phonics. The research team also consulted the learner-activity book titled, *Sesotho Puo ya Lapeng*

Workbook Grade 1 (DoE, 2015:47) in order to acquaint themselves with the prescribed phonics unit to be taught.

3.8   PHASES OF THE PARTICIPATORY ACTION RESEARCH (PAR) CYCLE

The PAR cycle proceeds through iterative phases of planning, acting, observing, and reflecting (Dalherbeg & McCaig, 2010:98). This initial collaboration took place between the researcher and the co-researchers in planning how to improve TPCK. This research team planned how to implement PAR by adhering to all due processes to improveTPCK (Tagum, 2013:2).

Figure 3.1 below illustrates the cycles of PAR involving the phases of planning, acting, observing and reflecting.
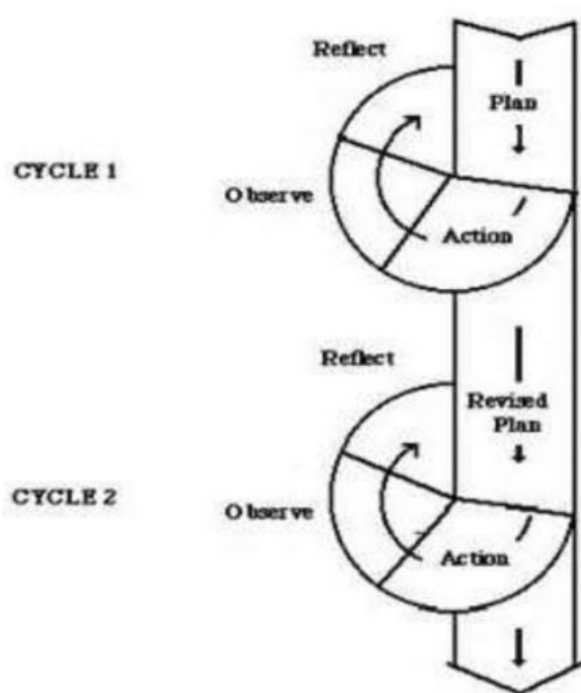
Figure 3.1: Phases of PAR cycles (Source: Kemmis & McTaggart, 1988)

In the early stages of planning the PAR process, the research team used focus group discussions to share the aims and objectives of the study. They also decided to adopt participant observation to observe the presentations of lessons by the co-researchers. The aim was to record notes to later analyse and determine the strengths, weaknesses, opportunities and threats (SWOT) of lesson presentations.

3.8.1 The Participatory Action Research (PAR) Plan

The uniqueness of PAR is its collaborative approach in experimenting which connects to lived-sexperiences and social backgrounds. Consequently, the research team followed the four distinct phases of PAR: planning, acting, observing, and reflecting. Our attempts as co-researchers focused on enhancing TPCK in teaching Sesotho phonics to LLDs as indicated in Table 3.2 below.

Table 3.2 below illustrates the stages that the research followed through in terms of enhancing TPCK in the teaching of Sesotho phonics for LLDs. The purpose of Table 3.2 is to assist in dissecting the identified phenomenon, embark on steps to understand it, and introduce measures to change the situation through the unified approach of reflection.

Table 3.2: Conceptualising the development of PAR in action

Phases of PAR	Activities	Responsible people	Duration
1. Planning	Forming focus groups; Information session Explanation of aims and objectives SWOT analysis Discuss learner-centred strategies Preparation of resources and drawing up of a lesson plan Discussion of the phonics to be taught Filling in of phonemes from *Sesotho Puo ya Lapen,* page 29 Preparation of lesson plans	Research team	3 x 2 hours per week
2. Action	Presentation of lessons Feedback session on the lessons presented Short notes to analyse and plan intervention	Researcher and research team	3 x 2 hours per week
3. Observation	Teachers' approaches ineffective? Which methods, strategies and techniques were used, and how? Learner-participation in the lessons. What is the source? Minimal involvement of learners; lessons are teacher-centred. Availability of resources Assessment in the classroom	Research team	3 X 2 hours per week
4. Reflection	Reflection on the 3 presentations Reflection on the lesson plan and strategies to involve learners Responsive feedback given Overall performance of teachers and learners	Research team	3 x 2 hours per week

5.	**Revised Plan**	New lesson plan drafted and presented as a team effort. The success indicators and discussion of the overall performance with the co-ordinating team	Research Team	1 x 3 hours per week

The following discussion is on how McNiff and Whitehead's (2011:120) Framework sheds light on the process of PAR.

3.8.1.1 *The framework for undertaking PAR*

The response to the main research question (how do teachers enhance their TPCK in teaching Sesotho phonics to learners with learning disabilities?) determined the extent of achieving the research purpose. In addressing the research question, the researcher adhered to the framework advocated by Waters-Adams (2006:15), and McNiff and Whitehead (2011:120), who suggest that an action researcher must provide answers to questions (below) after being adapted to the uniqueness of each research study:

- What is my concern?
- Why am I concerned?
- What kinds of data will I gather to indicate this concern?
- What can I do about it in terms of possibilities?
- What will I actually do about it?
- What kind of data will I gather to reveal the situation as it unfolds?
- How will I test the validity of my claim(s) in terms of new knowledge?
- How will I ensure that the conclusions I reach are reasonable, fair and accurate, and are there any improvements?
- How will I modify my concerns, ideas and practice in the light of my evaluations?

When the selected teacher-participants began to answer the questions above, it was then a defining moment for them to engage with the researcher in the study as co-researchers. It was against the background of this framework by McNiff and Whitehead (2011:120) on which the research team's action plan was founded. The implementation of PAR took place as phase one (Cycle 1) and phase two (Cycle 2).

The *planning phase* of the PAR served to address the first three questions of the framework proposed by McNiff and Whitehead (2011:120). In this planning phase, the research team collaborated as a focus group to realise the aims and objectives of the study. The co-researchers raised some of their concerns which they perceived as challenges they faced in the teaching of Sesotho phonics (the excerpts will appear in section 4.2). According to the co-researchers, their concerns arose from the feeling of helplessness and despair in realising that they lacked pedagogical content knowledge (PCK) in teaching Sesotho phonics to the LLDs.

In addressing the question of what kind of data will they gather to show why they were concerned, they had to provide scientific evidence of their lack of TPCK in teaching Sesotho phonics to their LLDs. They also decided what and how they will confront their challenges. Consequently, the research team decided on a plan of action on how they would start their journey to improve their PCK in teaching Sesotho phonics to their LLDs. In the first phase, Cycle 1 of PAR of their action plan, the research team tackled the question: *What kinds of data will I gather to show why I am concerned?* This necessitated the co-researchers to plan their lessons on teaching Sesotho phonics to include instructional strategies and resource-usage in line with the stated objectives. The research team made suggestions on how each co-researcher should present his/her lesson. This revealed the strengths, weaknesses, opportunities and threats (SWOT) in relation to how they currently teach Sesotho phonics to LLDs. These suggestions led to the build-up of the observation, reflection and re-planning phases of PAR.

In the second phase of the action plan, Cycle 2 of PAR, the research team convened to discuss how the action plan would be effected. This was an attempt to answer the question: *What kind of data should I gather to show the situation as it unfolds*? This phase kicked-in after phase 1 of the action plan was completed, after which the research team discussed the insights emerging from the process of planning, acting, observing, and reflecting. The research team then designed the guidelines on how the lesson presentations should proceed; that is, how the co-researchers demonstrate aspects of PCK as discussed in Chapter two.

3.8.1.2   *Guidelines for planning PAR*

When the research team was satisfied with the conceptualisation of how PAR should unfold, it then discussed how some aspects of TPCK can be integrated throughout the implementation of PAR. The discussion resulted in the designing of Table 3.3 below. The guidelines outlined the significant aspects of TPCK as mentioned in Chapter 2.

Table 3.3: Guidelines for teaching Sesotho phonics

- Plan and present lessons. (2.2.1.2)
- Demonstrate knowledge of Sesotho phonics (2.2.3.1)
- Use the current lesson template available at school
- Teach aspects of phonics (2.2.3.2)
    - Phonemic awareness
    - Phonemes
    - Syllables
    - Sounds
- Demonstrate knowledge of instructional strategies (2.3.1)
    - Teacher-centred (2.3.1.1)
    - Learner-centred (2.3.1.2)
- Demonstrate knowledge of how learners learn (2.3.2)
    - Learning styles
- Knowledge of Curriculum (2.3.4)
    - CAPS language skills
- Knowledge of assessment (2.3.5)

The *acting phase* of PAR addresses the third question in the framework proposed by McNiff and Whitehead (2011:120). The agreement was that each of the three teachers plan one lesson on Sesotho phonics (Appendices A, B & C) to demonstrate how they currently teach Sesotho phonics to LLDs. The research team monitored and assessed lesson presentations and recorded them in writing. The research team observed how each teacher presented her/his lesson after considering aspects of the agreed framework. This enabled the research team to provide constructive feedback after each lesson presentation. The researcher provide a discussion on the presentation of these lesson plans in Chapter 4.

In the *observation phase,* the team engaged in focus group discussions based on the knowledge of Sesotho phonics, knowledge of instructional strategies, the knowledge of how learners learn, their participation in the lesson, and knowledge of aspects of assessment (discussed in Chapter 2). The research team also observed how the teachers utilised resources, and how effectively learners participated in the lessons. The research team provided formative and constructive feedback in order to improve their performance in teaching Sesotho phonics to their LLDs. There were some positive and negative points captured in the SWOT analysis (*cf.* Table 4.1). In effecting the SWOT analysis, the research team answered the question: *How will I test the validity of my claim(s) in terms of knowledge acquisition?*

In the *reflection phase,* the research team agreed on correcting the flaws identified in the SWOT analysis as an intervention measure. In this phase, the co-researchers identified the challenges that they faced in teaching Sesotho phonics to the LLDs. These challenges emanated from the comments and the SWOT analysis regarding lesson presentations. During this stage, the research team began to realise the need for co-researchers to decide on how to improve their performance in teaching Sesotho phonics.

In the *re-planning phase*, the research team strategised on how they could answer the question: *How will I ensure that any conclusions I reach are reasonable, fair and accurate, and are there any improvements?* This was collaboratively done by the co-researchers who planned and presented the fourth lesson which was intended to enhance the quality of teaching Sesotho phonics.

The research team next attempted to answer the question: *How will I modify my concerns, ideas and practice in the light of my evaluations?* This led to the next level of analysis of insights emerging from Cycle 1 and 2 from the perspectives of Social Constructivism and Ubuntu as theoretical frameworks underpinning the study. In addition, the CDA research tool was utilised to promote validity and authenticity. In so doing, the research team acknowledged the improvements that took place, and made a commitment to sustain such improvements. This next level of analysis and interpretation of data takes place in Chapter 5.

In the next section, the researcher outlines validity, reliability and trustworthiness as the key aspects in qualitative research.

3.9　DATA ANALYSIS, INTERPRETATION, AND REPORTING

As indicated in Chapter 1 (*cf.* 1.10), the researcher applied CDA to analyse the generated data (Fairclough, 2013:14). It (CDA), according to Van Dijk (1998:4), is a "field that is concerned with studying and analysing written and spoken text to reveal the discursive sources of power, dominance inequality, and bias." As a data analysis tool, CDA focuses on the discursive sources of power relations, socio-cultural backgrounds and intentions inherent in messages conveyed through language (Maree, 2011:102; Bezuidenhout *et al.,* 2014:243-244). According to Maree (2011:102), CDA also "reveals dominance, inequality and bias, and how these sources are initiated, maintained, reproduced and transformed within specific social, economic, political and historical contexts."

It is therefore evident that CDA aligns with PAR and Social Constructivism since data analysis is concerned with the power relations, cultural and social backgrounds. The implication is that it can directly inform action to change social life only through dialogue with social actors who are in a position to undertake such action (Fairclough, 2013:15). In consideration of the above, the researcher had to evaluate the meaning of the words used by the co-researchers. In applying CDA, the researcher should be attentive to words and phrases in the participants' own vocabularies that capture the meaning of what they do or say (Delport *et al.,* 2014:402). Since the aim of CDA is to illuminate ways in which the dominant forces in society construct versions of reality that favour their interests and to uncover the ideological assumptions embedded in the words (Maree, 2011:102), its application in this study enabled the researcher to use language to analyse the generated data.

3.10　VALIDITY, RELIABILITY, AND TRUSTWORTHINESS

Validity and reliability are important constructs in qualitative research study. While validity refers to the extent to which a phenomenon is accurately measured (Heale & Twycross, 2015:66), reliability is the second measure of quality in a qualitative study and refers to honesty of the conclusion and findings. To ensure trustworthiness of the data, the researcher conducted this study in an ethical manner. Trustworthiness in this study supported the contention that the findings in the study are worthy of receiving attention. The quality of data was enhanced by developing and exhibiting cordial

relations of mutual trust with all the members throughout the study (Delport, De Vos, Fouche & Strydom, 2014:334). Frambach, van der Vleuten, and Durning (2013:4) affirms that trustworthiness is about establishing four qualities: dependability (stability, transferability (applicability), credibility (certainty), and conformability (objectivity).

3.11 ETHICAL CONSIDERATIONS

Ethics in research stipulates that researchers should conduct focus group discussions in cordial, permissive, and non-threatening spaces. All key concerns that describe ethical security measures was observed by the researcher. In this research project, the researcher explained to the selected teachers about voluntary participation, dissemination of correct information, and non-receipt of rewards (Renzaho *et al.,* 2012:86). Selected teachers were requested to sign the consent forms in which all the finer details of the study was clarified and explained in writing. Most importantly, the researcher assured selected teachers about all procedures, and that there were no known risks. Safeguarding their mental and physical wellbeing at all times during the research process was guaranteed. They had to give their signed (voluntary) consent to participate. They were also informed that they were at liberty to withdraw from the research process at any stage without questions being asked, and without being disadvantaged in any way.

Additionally, the privacy of participants by maintaining confidentiality and anonymity was adhered to (Lodico, Spauling & Voegtle, 2006:149). As such, all gathered information from participants remained confidential. Also, the researcher assured them that their identities will remain anonymous throughout the process of the research (Bryman & Bell, 2007). Although the participants and researcher were colleagues, the researcher refrained from using their real names in the study, instead codes such as TA, TB, TC and TD were used. The purpose was to protect the individual's rights to service.

3.12 CONCLUSION

This chapter introduced and discussed the methodology, purpose, and approach of the study. The research design was also discussed which was followed by explaining

methods of data collection. The following chapter (4) will present the interpretation of data collected emanating from the phases of PAR.

CHAPTER 4 :
DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The aim of this chapter is to report and present the analysis and interpretation of data generated in this study. The chapter aims to answer the research question: how do teachers enhance their TPCK in teaching Sesotho phonics to learners with learning disabilities (LLDs)?

The discussion in this chapter is aligned to the following objectives:

- to explore the challenges faced by teachers with regard to their Pedagogical Content Knowledge in the of teaching Sesotho phonics to learners with learning disabilities (LLDs);
- to find possible solutions towards enhancing teachers' pedagogical content knowledge (TPCK) in the teaching of Sesotho phonics to LLDs;
- to identify the components that enhance TPCK in the teaching of Sesotho phonics to LLDs;
- to identify possible threats in enhancing TPCK in the teaching of Sesotho phonics to LLDs; and
- to strengthen success indicators for enhancing TPCK in the teaching of Sesotho phonics to LLDs.

These objectives served as a basis to capture the understanding of challenges experienced by teachers in teaching Sesotho phonics to LLDs. In applying PAR as a methodology, the research team engaged in the process of involving the four phases: planning, acting, observing and reflecting in order to generate data.

In order to attach new meanings to the challenges faced by co-researchers, the research team analysed the data based on the framework proposed by McNiff and Whitehead (2011). The guidelines adopted by the research team also provided a framework in analysing the lesson presentations of the co-researchers.

In this chapter, the researcher describes the PAR cycle and how it unfolded. The researcher completed part of the *planning phase* as indicated in Chapter 3 (*cf.* 3.8.1).

It was at this *planning phase* where the co-researchers indicated how they intended to answer the first three questions in line with McNiff and Whitehead's Framework (2011). Again, in Chapter 3 (*cf.* 3.8.1.1), the research team indicated how, in the *action phase*, they will present their lessons. In the *observation phase*, the research team decided on the observations that emanated from the comments. The research team utilised the SWOT analysis process during this phase. During the *reflection phase,* the research team decided on an appropriate action plan based on the insights that emerged.

4.2 CYCLE 1 OF THE PARTICIPATORY ACTION RESEARCH (PAR)

4.2.1 Planning Phase

In this *planning phase,* instead of the fourof the selected teachers who were supposed to be engaged in the PAR phases, there were now only three teachers available to carry out the action plan as the fourth was busy writing examinations.

According to Dorovolomo *et al.* (2010), thorough planning of lessons is requisite for effective teaching and learning since it adds value and ensures productivity. Effective planning involves teachers' reflection on what to achieve, and how to apply best practices. Successful lessons are those that are process-oriented and student-centred, in contrast to those that are inflexible, vague and teacher-oriented. Being mindful of this, the co-researchers decided to plan and present three different lessons on Sesotho phonics based on the official Departmental guidelines on how to teach phonics by using the appropriate lesson-template. The decision was that the focus (topic) should be on teaching the same sound [ŋ] written as the phoneme /ng/ which was the sound planned to be taught according to the teaching plan for the year. Table 4.1 below is a summary of the three lesson plans (appendices G and H).

Table 4.1: Summary of the three lessons planned by co-researchers

LESSON 1	LESSON 2	LESSON 3
The lesson centred on the teaching of the phoneme /ng/	The lesson was also on teaching the phoneme /ng/	The lesson was also on the teaching of the Sesotho phoneme /ng/
During the introduction the teacher recited a short poem:	Learners were asked to recite a poem /Ke ne ke le ngwana/.	

Le*ng*olo, bona le*ng*olo Ke le*ng*olo la mme O le *ng*otse maobane O *ng*olla ngaka *Ng*aka o bala le*ng*olo Mme o a kula; o bona *ng*aka Learners recited the poem in groups. The teacher then circled the phoneme /ng/ on the chart. He wrote the phoneme /ng/ on the board by using flash cards. Ona ke modumo /ng/ (This is the sound /ng/) Learners were just quiet. He continued to point to the phonic on the written poem and instructed learners to read after him. Learners were asked to point at any word in the classroom, which has the phoneme /ng/. No response from learners. He showed them these words on the chart /mongolo/ (handwriting) and /ngodiso/ (transcription) and /lengope/ (ditch). The following words were also included: /ngwana/ /child/ ngwanana /girl/ ngwapa / to scratch/	Teacher introduced the letters /*n*/ and /*g*/ in English. She combined the sounds together as the phoneme /ng/ using flash cards and read it to learners. Teacher, using English, asked the learners to give her words starting with /ng/. Learners did not respond to the instruction. She gave them the following examples: /lengana/, /**ng**ala/, /manganga/, /**ng**aka/ /le**ng**au/. She gave the learners written work Kenya ditlhaku tsena mantsweng ana: a,e,i,o,u r-n- fi-la ph-h- rok- d-j- loh- bal- s-k-l- bon- m-th-	In the introduction she asked the learners the date and wrote it on the board. 'Kajeno ke di kae?' 'Ke di 14 mme tsa 11 2018' The learners repeated the date while she was writing. She wrote the instruction on the chalkboard. 'Ngololla polelo tsena hape' She then asked: Hana polelo ke eng? No response from learners and then she explained to the learners that a sentence is a line 'Polelo ke mola'. She wrote five sentences on the chalkboard and instructed learners to begin the sentence with a capital letter and end with a full stop. Ke batla ho bona hore o tseba *big letters le small letters*. Qetellong o ngola *full stop*.

Guided by McNiff and Whitehead's Framework (2011), the co-researchers raised some of their concerns which they perceived as challenges in the teaching of Sesotho phonics as indicated in the excerpts below:

TA:

Ha re na diskills tse hlokehang ho ka ruta bana bana. Boholo ba rona re tswa di mainstreams le Adult Basic Education Training (ABET). Re tlile mona ba bang ba rona re le fresh from the college and universities, ha ba bang re tlile ka transfere. Hare a kwetlisetswa ho ruta bana bana.

[We do not have necessary skills to teach these learners. Most of us we are from the mainstreams and ABET. We came here fresh from colleges and universities, and others are here by transfers. We are not trained to teach these learners.]

TB:

Ho ruta bana ba di LLDs ha ho bonolo haholo ha o sa kwetlisetswa ho sebetsa le bona. Re iphumana boholo ba nako re sebedisa di telling method ho feta method ofe kapa ofe. Hona ho etsa hore bana ba be passive re ba bolella feela ba sa inahanele.

[To teach LLDs is not an easy task, especially when you are not trained to work with them. We find ourselves most of the time using the telling method more than other methods. This resulted in learners being passive; so we just tell them what to do, and not giving them chance to think for themselves.]

TC:

Nna ke ye ke ngole feela letlapeng ke be ke ba balla, ebe be ba bala ka morao ke be ke re ba ngololle kapa ba kopitse se ngodilweng.

[I normally write on the board, thereafter I read to them and then they read after me. Then I instruct them to translate.]

The above excerpts answer the first and second questions from McNiff and Whitehead's Framework (2011); that is, *what is my concern*, and *why am I concerned*? These answers provide reasons pertaining to the concerns about teachers' competence to teach learners with learning disabilities, specifically with reference to their lack of pedagogical content knowledge (PCK) in teaching Sesotho phonics to the LLDs. In their attempt to answer the question pertaining to what kinds of data they must gather to show why they are concerned, the co-researchers decided to plan their lessons on teaching Sesotho phonics to include instructional strategies and resource-usage, in line with the stated objectives. The co-researchers planned their lessons using the lesson-plan template that they designed themselves at the special school in order to align to the CAPS guidelines to suit their LLDs.

4.2.2 Action Phase

In the *action phase*, each teacher presented his/her lesson. The presentations attempted to answer the third question of McNiff and Whitehead's Framework (2011):

What kind of data should I (teacher) gather to describe the situation as it unfolds? Accordingly, during the presentations, the other members of the research team wrote notes on the lesson delivered with a view to sharing information and making suggestions during the focus group discussions. Consequently, the research team provided constructive feedback on lesson-presentations.

4.2.2.1 Lesson presentation 1 by TA

The lesson centred on the teaching of the phoneme /ng/. The teacher introduced the lesson by asking the learners to recite a short poem titled *Lengolo* (A Letter). The following is the poem that was utilised for introductory purposes:

> *Lengolo, Bona lengolo!* (A letter, look at the letter!)
> *Ke lengolo la mme.* (It is mother's letter.)
> *O le ngotse maobane.* (She wrote it yesterday.)
> *O ngolla ngaka.* (She wrote to the doctor.)
> *Ngaka o bala lengolo.* (The doctor reads the letter.)
> *Mme o a kula; o bona ngaka.* (Mother is sick so she is consulting with the doctor.)

As an introduction to TA's lesson, the learners recited the poem in groups. During the development phase, TA circled the phoneme /ng/ on the chart and explained to the learners as follows:

TA explains to the learners:

> *Ena ke tlhaku /ng/* [This is the phoneme (digraph) /ng/.]

Learners: [Silence].

The learners did not respond to what the teacher was saying. However, TA continued and pointed to the phoneme in the poem (which was written on the board) and instructed the learners to read after him. He asked the learners to point at any word in the classroom involving the phoneme /ng/. Again, there was no response from the learners. He then pointed to the following words on the chart: *mongolo (*handwriting*), ngodiso (*transcription) *and lengope (*ditch*).*

In concluding the lesson, the teacher included new words such as *ngwana (*a child)*, ngwanana (*a girl) and ngwapa* (to scratch*).

The following are the research team's comments on lesson presentation 1:

- The introduction was good. It was a novel way to commence the lesson in order to arouse learners' interest and to acquaint them with the new lesson.

- The poem was very relevant in introducing the phoneme /ng/ as this phoneme appears many times in the poem.

- In addition, TA made use of the repetition technique, which was an effective way to assist the learners to memorise the phoneme /ng/ in order for them to grasp and hear the sound clearly and effectively. In support of this statement, Hutchinson (2000) maintains that one way to ensure that learners "get it" is for them to repeat what the teacher has taught throughout the lesson.

- However, unfortunately the learners did not respond to the teacher's questions, which meant that was little learner-participation in the lesson. The implication is that the lesson was teacher-centred. According to Cain (2020), the use of teacher-centred strategies means that the teacher becomes the primary source of conveying knowledge to the learners as the teacher controls the learning environment.

- Since there was little learner-participation in the lesson, it was evident that TA could not engage the learners in the lesson by exploiting their different learning styles.

- TA did not link the learners' previous knowledge of the phonemes /n/ and /g/ before he introduced the digraph phoneme /ng/. Wenk (2017) maintains that new learning is built on prior knowledge; the more the teacher understands what learners already think, the more he/she will be able to assist them to engage their prior understandings, and thus they will be more likely to learn effectively.

- TA used the flashcards skilfully as he showed the learners the words written on them. However, there was little variety in terms of utilising learning resources in the lesson.

- TA showed limited understanding of content knowledge (CK) of teaching Sesotho phonics since he did not know the difference between digraphs (e.g. /ng/) and trigraphs (e.g. /ngw/). He introduced the words *ngwana* (a child), *ngwanana* (a girl) and *ngwapa* (to scratch), which were not relevant in

developing an understanding of the digraph /ng/, which was the focus of the lesson. Evidently, TA did not know that a digraph is two letters combined to form a new sound.

- TA's lesson lacked learner-participation which is an indication that he did not understand learners' different learning styles such as *tactile, kinaesthetic*, *auditory* and *visual learning* styles.

- TA showed limited knowledge of assessment. He only asked learners to point at any word in the classroom which has the phoneme /ng/, an instruction which drew no response from the learners. He failed to determine whether the learners understood the content or not. Clearly, TA did not take into account that knowledge of assessment is one of the important elements to evaluate learners' achievement and progress (Yahaya *et al.*, 2020).

- Since the learners did not answer the teacher's questions, and kept quiet during most of the lesson, it was clear that the TA failed to develop learners' language skills; namely, listening and speaking.

4.2.2.2   Lesson 2 by TB

TB also planned her lesson on teaching the phoneme /ng/. She introduced the lesson by asking learners to recite the poem *Ke ne ke le ngwana* (I was a child).

> *Ke ne ke le ngwana. (*I was a child)
> *Ka fuwa Mme,* (I was a given a mother)
> *Ya ntlhokomelang*, (Who took care of me)
> *Ka thari a mpepa* (She carried me on her back)
> *Ka matsoho a nkuka,* (She carried me with her hands)
> *Jwale ke hodile,* (I am grown up)
> *Ke kena sekolo* (I attend school)
> *Ke bala a, e, li, I, o, u* (I read a, e, i, o, u)

The teacher showed the learners the phonemes /n/ and /g/ in English. In the development of the lesson, TB used flashcards with the phonemes /n/ and /g/ to combine the two letters to form the phoneme /ng/. She pronounced the phoneme to the learners. She asked the learners for words starting with the phoneme /ng/ by using English words. However, learners did not respond to the instruction. She gave them

the following examples: *lengana* (African woodworm), *ngala* (to sulk), *manganga* (to be stubborn), *ngaka* (a doctor) and *lengau* (a leopard).

At the end of the lesson, she gave the learners the following written task:
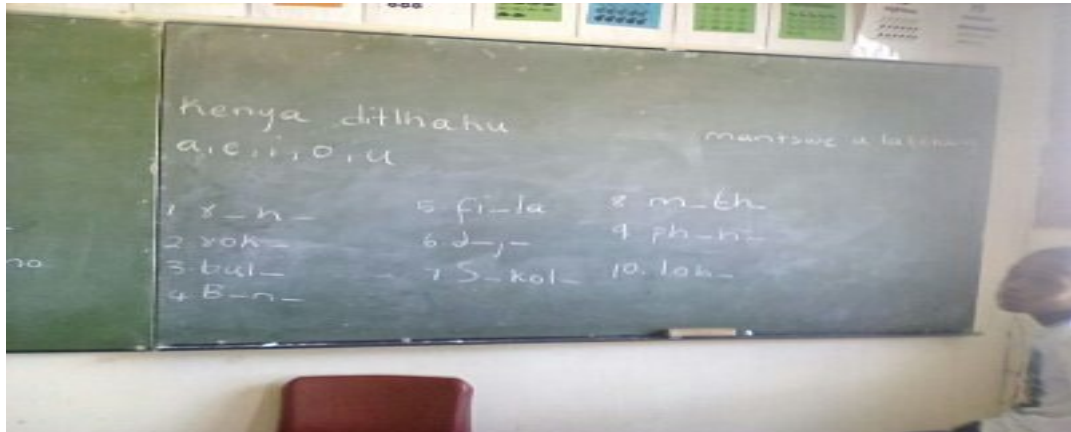
Figure 4.1: An example of the classwork task written on the chalkboard

For clarity, the researcher included the following as per chalkboard activity (above in picture 4.1).

Kenya ditumanosi tsena mantsweng a latelang: a, e, i, o, u. (Complete the following words by inserting the following vowels, a, e, i, o or u)

1. R_ n _
2. Rok_
3. Bal_
4. B _n_

5. fi _la
6. d _j_.
7. s _ kol _

8. m _ th
9. ph _h
10. l_ha

The next discussion focuses on the comments on lesson 2 made by the research team:

- TB used English instead of Sesotho in her lesson presentation. It was a violation of the rights of the learners by depriving them to use their Home Language of Sesotho. Stein (2017) confirms that for the learners to be comfortable in reading, writing and speaking, they must use the language they know best; that is, their Home Language.
- The introduction was very interesting and captured the learners' attention when learners recited the poem *Ke ne ke le ngwana* (I was a child). However, the

poem was not relevant in introducing the specific phoneme /ng/, unlike with TA's poem.

- TB linked the learners' previous knowledge of the phonemes /n/ and /g/ to the new phoneme /ng/, which was a way of encouraging memorisation.

- However, the learners struggled to provide correct answers as TB, herself, gave the answers. Examples are *ngaka (a doctor), manganga (stubbornness), lengana* (African wormwood) and *lengau* (a leopard). It was therefore clear that her lesson was also teacher-centred.

- TB's pedagogical content knowledge (PCK) of teaching Sesotho phonics was limited because she could not teach learners the phoneme /ng/ except just to give them examples of words which contained the phoneme /ng/.

- The activity that TB gave to her learners was also not relevant to introducing the phoneme /ng/, although it linked the vowels that were contained in the poem.

- TB used only flashcards as a learning resource.

- During the lesson, TB did not stimulate the development of learners' listening and speaking skills. Learners did not answer the teacher's questions and neither did they ask questions. The only oral activity was the recitation the poem by learners.

- It was evident that TA lacked knowledge of assessment because she gave an activity where she instructed the learners to fill in the vowels to complete the words. According to Yahaya *et al.* (2020), assessment is one of the important elements to evaluate learners' achievement and progress. Evidently, TA did not consider assessment as a sound principle in the teaching- learning process.

- The class activity at the conclusion of the lesson was not relevant to the development of the phoneme /ng/ (which was the topic of the lesson).

The following section focuses on the lesson presentation by TC.

4.2.2.3   Lesson 3 by TC

TC also planned lesson her lesson on the teaching of the phoneme /ng/. In her introduction she asked the learners the date and wrote it on the board.

TC:

Kajeno ke di kae? [What is the date today?]

Learner:

Ke di 14 Mmesa 2018. [It is the 14th April 2018.]

The learners repeated the date while she was writing it on the chalkboard. She then wrote the following instruction on the chalkboard:

Ngololla polelo tsena (Rewrite the following sentences)

- *bana ba sekolo* (school children)
- *mme o ja nama* (mother eats meat)
- *malome o bua le bana* (uncle is talking to the children)
- *ntate o a ratha* (father is chopping)
- *ntlo e kgolo* (a big house)

TC then continued her lesson by asking the learners the following question:

Hana polelo ke eng? [By the way, what is a sentence?]

There was no response from the learners so she then explained to the learners that a sentence is a line: *Polelo ke mola.* (A sentence is a line).

In conclusion, TC instructed the learners to rewrite the sentences which she had written on the chalkboard. She asked the learners to begin each sentence with a capital letter and end with a full stop.

TC [to her learners]: *Ke batla ho bona hore le tseba big letters le small letters. Qetellong o ngole full stop.* (I want to see whether you know how to correctly use capital letters and small letters. At the end of the sentence insert a full stop).

The following discussion details the research team's comments on lesson 3.

4.2.2.4   The research team's comments on Lesson 3

The research team made the following comments:

- TC's introduction was poor since she did not arouse the learners' attention with an activity that was not relevant to the topic of the lesson. Ireri, Omwenga,

Oboko and Wario (2017) maintain that for any meaningful teaching and learning to take place in a class, it is important for the teacher to grasp learners' attention from the beginning of the lesson.

- Her lesson deviated from the teaching of the phoneme /ng/. Her introduction only focused on asking the learners the date.

- TC's lacked the knowledge of the phases of the lesson plan which the research team discussed during the planning phase (3.8.1). Van der Merwe (2015) mentions that to link up learners' experiences and knowledge of the contents of previous lessons, one should relate it with the teacher's knowledge of the lesson phases such that she will be able to first clarify certain new but relevant concepts in order to form a knowledge-base of the new lesson. Evidently, TC's lesson presentation failed to link the learners' prior knowledge with the new knowledge. Her presentation did not meet the requirements of the introduction, lesson development, and lesson conclusion.

- The lesson was teacher-centred because there was a lack of participation from the learners. The implication is that the teacher did not encourage learners to think and engage in the content being taught.

- TC used the questioning technique very poorly and out of context since she asked the learners the questions that were not relevant to the teaching of phoneme /ng/. This was an indication of her lack of instructional strategies as discussed in Chapter 2 (*cf.* 2.3.1.1).

- Unlike TA and TB, TC's pedagogical content knowledge (PCK) was very limited because she did not exibit much knowledge of Sesotho phonics, specifically in this lesson which was the teaching of the phoneme /ng/ as she did not give learners examples of words which have the phoneme /ng/.

- TC used English concepts instead of Sesotho concepts. Instead of saying *tlhaku e kgolo to the learners,* she said 'capital letter'. In addition, instead of saying *kgutlo* she said 'full stop'.

- TC also showed a lack of knowledge of Sesotho phonics. She gave the learners an activity that was not relevant to introducing the phoneme /ng/.

- TC used only the chalkboard as a learning resource.

- TC also demonstrated the lack of developing learners' language skills of listening and speaking. According to Rodriguez (2012), listening and speaking are important aspects in the acquisition of language. The DoE (2011)

emphasises that teachers must engage learners in many oral language activities in order to develop listening and speaking skills. They can do this by using simple but natural language for learners to understand. However, TC was the only one 'talking' in the classroom without engaging the learners in the lesson.

- A lack of assessment techniques was evident in TC's lesson as she continued with her lesson irrespective of whether the learners understood or not.

The research team's comments on the lesson presentations gave an indication of the challenges faced by the selected teachers in this study. These comments also provided indicators of how to formulate the action research observations.

4.2.3 Observation Phase

The research team arrived at the certain findings as observed from the lesson presentations. The co-researchers were pessimistic about their performance in teaching Sesotho phonics to the LLDs. TC, specifically, was quick to comment that she was struggling to teach Sesotho. The excerpt from TC below captures this notion:

> *Ke haellwa ke diskills tsa le tsebo ya ho ruta diphonics tsa Sesotho haholoholo mofuteng ona wa bana*.

> [I am still lacking the skills and knowledge of teaching Sesotho phonics especially to this type of learners.]

The co-researchers' poor performance in teaching Sesotho phonics stems from poor lesson planning. According to Stauffer (2019) a lesson plan should have six key parts: namely, lesson objectives, related requirements, lesson materials, lesson procedure, assessment methods, and lesson reflection. The lesson template that the co-researchers used to plan their lessons was sketchy. It did not provide space to include the most important aspects of the lesson plan such as clear information about the learning environment, learners, and content of topic. The lesson template did not reflect the content, knowledge and skills to be developed, and resources used. The lesson plan did not reflect learner activities and assessment activities. In fact, the co-researchers' lesson plans were inflexible, vague and teacher-oriented (Dorovolomo *et al.,* 2010). The three lesson presentations demonstrated that the co-researchers had

little knowledge of how to plan lessons in a way that will help them to present lessons successfully. They showed a lack of content knowledge as discussed in Chapter 2 (*cf.* 2.2.2) and listed below:

- The co-researchers struggled to demonstrate knowledge of the phases of a lesson from the introduction, to the body, and the conclusion. This indicated the lack of content knowledge as detailed in their Guidelines (*cf.* 3.8.1.2).
- The co-researchers lacked the ability to use a variety of learning strategies as they predominantly used the telling strategy which highlights the use of the teacher-centred strategy (*cf.* 2.3.1)
- The co-researchers' presentations also showed the lack of CK of Sesotho phonics. Although they reduced the teaching of phonics to mere phonemes, they were still unable to teach phonics in the broader context of the concept as indicated in the Guidelines.
- The co-researchers demonstrated poor linguistic competence. TC for instance, asked the learners the question, *Polelo ke eng*? (What is a sentence?). She then answered the question herself by saying, "*Polelo ke mola*" (A sentence is a line).
- In addition, TC was not able to differentiate between a sentence and an adjectival phrase e.g.
    - *mme o ja nama* (mother eats meat) [Sentence]
    - *ntlo e kgolo* (a big house) [adjectival phrase]
- The co-researchers still used teacher-centred strategies as opposed to learner-centred strategies. This was evident by the lack of response from the learners,
- The co-researchers' lesson presentations showed a tendency to use English as a language of learning and teaching instead of the learners' home language of Sesotho.
- The co-researchers make little use of resources in the teaching of Sesotho phonics since they only used flashcards. According to Dole, Bloom and Kowalske (2016), teaching and learning resources are instruments of presentation and transmission of the prescribed educational material which include, amongst others, images, maps, photographs, sketches, diagrams, films, and written material such as newspaper clippings.

- The lack of knowledge of assessment was also evident amongst the co-researchers.

- Their inability to achieve the objectives of their lesson was due to their lack of knowledge of alignment regarding lesson objectives, language skills to be developed, and the learning activities.

Ayub, Razzag, Aslau and Iftekhar (2013:93) define SWOT as an approach that evaluates strengths, weaknesses, opportunities and threats in order to respond to the challenges affecting TPCK. In accordance, the research team answered the question: *How will I test the validity of my claim(s) to knowledge?*

The research team categorised the above observations according to the SWOT analysis approach as indicated in Table 4.2 below.

Table 4.2: SWOT analysis

OBSERVATIONS BASED ON THE SWOT ANALYSIS			
Strengths	**Weaknesses**	**Opportunities**	**Threats**
The co-researchers are aware that learners need to be taught Sesotho as HL and use it as LoLT, and to acquire English as a FAL.	Predominant use of English during lesson presentations violates the learners' rights to learn in their mother tongue, Sesotho.	The co-researchers' involvement in PAR in enhancing the TPCK of teaching Sesotho phonics, will create awareness amongst them not to use English concepts when they teach in Sesotho.	The continual use of English concepts during lesson presentation, especially by TB and TC poses a threat of learners not understanding the concepts in Sesotho and not being able to attach meanings in their own language.
The co-researchers are aware of a variety of resources that they can use in teaching Sesotho phonics. However, they have become comfortable in using a few that they can get.	Co-researchers demonstrate lack of knowledge in the types of learning resources and in using a variety of learning materials or resources. They do not use other learning resources such as, audio-visual, visual, projected ones and non-projected ones.	The availability of learning materials and resources at the schools coupled with the co-researchers' motivation of how to use them can encourage co-researchers to integrate learning resources in the lessons and to use a variety of resources creatively in their teaching.	The more the co-researchers use only the traditional learning resources such as chalkboards and flash cards in their teaching, the more unlikely it will be for them to reach learners with different learning styles.
The fact that co-researchers planned and presented the lessons, no matter how poorly, is an indication that 'lesson planning' was part of their initial training and through in-service training. TA and TB presented good introductions.	Co-researchers show lack of knowledge in lesson planning and the progression from the introduction, to the body and the conclusion. .	Through their engagement in PAR, co-researchers can still improve on how to present lessons, which clearly shows the transitions from the introduction, body and conclusion of their lessons.	Lack of thorough planning shows the co-researchers' inability to choose and to think about the content knowledge of teaching Sesotho phonics. It also shows their inability to decide on the resources they need for each lesson and how to improvise in terms of accessing the resources to make their lessons more participatory and interesting to the learners.
The co-researchers have knowledge of using teacher-centred strategies at the expense of using learner-centred strategies	Co-researchers use teacher-centred strategies and this show their lack of knowledge in using learner-centred strategies. It also shows that co-researchers have become too comfortable in using the teacher-centred strategies since it gives them more authority over the learners.	There is hope for the co-researchers to shift from teacher-centred strategies to learner-centred one as they engage in PAR to improve their TPCK in teaching Sesotho phonics.	The predominant use of teacher-centred strategies lead to lack of participation in the lesson on the part of the learners. It also shows lack of knowledge of how learners learn, that is applying different learning styles.

Co-researchers at the Foundation Phase or Junior Phase in the special schools teach phonics every day.	Co-researchers demonstrate lack of CK/SMK of Sesotho phonics since they focused only on the teaching of the phoneme /ng/ without engaging learners in aspects related to the concept 'phonics'.e.g. phonemic awareness, phonemes letters of the alphabets , digraphs and trigraphs.	As co-researchers attempt to enhance TPCK in teaching Sesotho phonics, in the process, they will also acquire knowledge of Sesotho phonics as a more comprehensive concept and not just phonemes.	Co-researchers' lack of content knowledge of Sesotho phonics implies that co-researchers will always teach inadequate knowledge of phonics to the learners leaving them with limited knowledge of Sesotho phonics.
The co-researchers have knowledge of sounds and letters.	In their presentations, it was clear that co-researchers do not have adequate pedagogical content knowledge (PCK) of Sesotho phonics.	The co-researchers can still improve their PCK in the process of improving the TPCK of teaching Sesotho phonics to LLDs.	The co-researchers teach the content which
The co-researchers are aware that some assessment has to take place during their lesson presentation.	The co-researchers' presentations of the lessons indicated that they have limited knowledge of assessment namely the purpose of assessment, types of assessments and the use of assessment in the classroom.	As co-researchers engage in PAR in order to enhance TPCK, they will improve on how can assess learners based on the different types of assessment.	Inability of co-researchers to assess the learners implies that there is no evidence of learners' progress or lack of progress in understanding the content.
The co-researchers, to some extent, are aware of the CAPS language skills, which they must help the learners to develop.	Lack of knowledge in terms of stating the objectives, ensuring that there is alignment between the topic, the objectives, the learning, teaching and assessment activities.	When the co-researchers become aware of the importance of alignment, there is hope that they can still improve on developing language skills in an integrated way,	If there is no action taken to improve on showing the alignment in the lesson, it is going to be difficult for the co-researchers to develop learners' language skills in an integrated way.

The next section focuses on the Reflection Phase of PAR.

4.2.4 Reflection Phase

The process Cycle I of PAR, from the action phase (*cf.* 4.2.2) to the observation phase (*cf.* 4.2.3) and then to the reflection phase (*cf.* 4.2.4) provided evidence on co-researchers' lack of different aspects of TPCK in the teaching of Sesotho phonics. For example, TA confirmed this lack of TPCK as reflected in the excerpt below:

> *Ho matlafatsa ho ruta ha rona, re lokela ho sebedisa mekgwa ya ho ruta e mengata ka moo re ka kgonang hore re tsebe ho ruta bana ba LLDs. Re lokela ho sebedisa learner-centred strategies jwalo ka co-operative learning, discussion le ho ba dumella ho ba le tokoloho ya ho arolelana dikakanyo le ho sebetsa mmoho le baithuti mmoho le bona.*

> [We have to use different strategies as much as we possibly could to teach LLDs. We have to use learner-centred strategies such as co-operative learning and discussion. Also we have to allow them to be free to share ideas and to interact with their peers.]

The co-researchers were unanimous that they lacked pedagogical-content-related skills such as lesson planning; for example, they displayed little knowledge of what teaching and learning resources to use in the classroom. Bušljeta (2013) emphasises that teachers must use teaching and learning resources in class to facilitate learning. In addition, the following aspects of teaching-learning should be adhered to: motivating learners, developing creativity, arousing prior knowledge, encouraging the process of understanding, decoding, organising and synthesising the educational content, promoting logical thinking and reasoning, communication and interaction, contributing to the development of different skills, inculcating values in learners, and instilling the retention of desirable knowledge, skills and attitudes

The co-researchers also lacked content knowledge (CK) of Sesotho phonics and its teaching of it (*cf.* 2.2.3.2). The co-researchers admitted that they were still ingrained in using teacher-centred strategies such as the telling strategy. According to Mpho (2016), the use of teacher-centred strategies allow teachers retain full control of managing the classroom and its activities, thus not allowing learners to express themselves, ask questions or direct their own learning. They agreed that they also struggle to apply a variety of instructional strategies such as scaffolding, demonstration and experimentation, which are learner-centred. Nonetheless, the co-researchers agreed that they did apply the questioning strategy, albeit in a very

superficial manner. Although the majority of the learners at this special school are Sesotho Home Language speakers, the co-researchers like TB and TC tend to use English as a language of learning and teaching as opposed to teaching in Sesotho.

Following on the *observation phase* in Cycle 1, it is evident that the co-researchers lack pedagogical content knowledge (PCK) which manifests itself in three challenges: lack of specialised training, use of teacher-centred strategies, and lack of knowledge of assessment. Table 4.3 below shows aspects that lead to the three challenges.

Table 4.3: The manifestation of the challenges

Lack of specialised training	Use of teacher-centred strategies	Lack of knowledge assessment

▪ Lesson plan
  - Development of lesson
  - Teaching and learning strategies
  - Alignment of objectives, content, activities, and assessment;
▪ Knowledge of phonics
▪ Teaching phonics
▪ Predominant use of English
▪ Lack of linguistic competence
	▪ Teachers answering their questions
	▪ Little participation from the learners
	▪ No responses and silence
	▪ No probing for producing multiple answers
		▪ No evidence of assessment;
		▪ Little activities for assessment
		▪ Irrelevant assessment activities

Based on this reflection, the research team is unanimous in they need to take action in order to solve how they can enhance the TPCK of teaching Sesotho phonics to the LLDs.

4.2.5 Re-planning Phase

In the *re-planning phase,* the research team put systems in place to answer the question: *How will I ensure that any conclusion I reach is reasonable, fair and accurate, and are there any improvements?* They made a decision that commits them (co-researchers) to improve their TPCK in teaching Sesotho phonics by planning a lesson together. In so doing, the co-researchers no longer worked as individuals. They now practiced the principles of PAR as mentioned in Chapter 3; namely, collaboration,

participation, inclusion, co-operation and involvement. Thomas, Corrado and McGrath (2018) confirm that PAR principles are ideally committed to and are equitable to participation of community members in all phases of the research process, with the purpose of collaboratively enacting to engender social transformation.

In line with the principle of *collaboration*, the co-researchers worked closely together in the planning and presenting of the new lesson. Their approach showed how they began to co-operate in terms of putting together all aspects of a lesson plan as required by the DoE. The co-researchers were unanimous in planning one lesson based on the teaching of Sesotho phonics as encapsulated in their Guidelines in Chapter 3; hence this led to the three co-researchers presenting the lesson collaboratively. Accordingly, TA presented the introduction, TB presented the body, and TC did the conclusion. The aim was to ensure that they collaboratively improved on all aspects discussed under the observation phase in Cycle 1. This was then the intervention which was so crucial towards enhancing TPCK in teaching Sesotho Phonics to LLDs.

The focus on the next section is on Cycle 2 of PAR

4.3   CYCLE 2 OF PAR: THE INTERVENTION

The research team reconvened as the focus group to plan how the second phase of the action plan would take place. The team decided to follow the same Guidelines they adopted in Chapter 3 as a guide to implement the intervention based on the insights that emerged from the first phase (Cycle 1 of PAR). They followed the same phases of PAR; namely, planning, acting, observing and reflecting. Through engaging in these four phases, the co-researchers were expected to improve TPCK in teaching Sesotho phonics. Table 4.4 illustrates how the four phases of PAR in Cycle 2 of the Intervention took place.

Table 4.4: Phases of PAR in Cycle

Phases of PAR	Activities	Responsible people	Duration
1. **Planning**	Discuss how the intervention phase will take place based on the insights from the first phase. Discussion of how the improved lesson will be planned to improve on the weaknesses in the first phase, such as using teacher-centred strategies, preparation of resources and designing of the lesson plans. . Selection of content of phonics and how to teach.	Research team	3 hours
2. **Action**	Presentation of lessons Short notes taken for sharing the comments Feedback session on the lessons presented Comments on the lesson	Research team	3 hours
3. **Observation**	Is there any improvement on co-researchers' approaches; which methods, strategies, techniques and resourceswere used and how? Is there any improvement with regard to learner participation? Is there any improvement with regard to assessment of learners? SWOT analysis	Research team	3 hours
4. **Reflection**	Reflection on the presentation performed by the three co-researchers Reflection on the lesson plan and strategies to involve learners Responsive feedback given Overall performance of co-researchers and learners.	Research team	3 hours

The next section focuses on the planning phase.

4.3.1 Planning phase

Although it was assumed that the co-researchers understood the teacher pedagogical content knowledge (TPCK) of teaching Sesotho phonics as stipulated in their Guidelines (*cf.* 3.8.1.2), they struggled to implement guidelines when they presented their lessons in Cycle 1. The new lesson that they were going to plan and present together in this Cycle 2 will focus on making improvements on those knowledge areas where they struggled to demonstrate TPCK. They showed a lack of pedagogical

content related skills such as lesson planning, including the knowledge of teaching and use of learning resources (*cf.* 2.2.2.2) and the teaching of phonics (*cf.* 2.2.3.2). It was also evident that the co-researchers possessed limited content knowledge (CK) of the concept 'phonics'. The co-researchers also struggled to apply a variety of instructional strategies as they stuck to teacher-centred ones (*cf.* 2.3.1).

The following excerpt indicates what they have to do as co-researchers to improve their TPCK in teaching Sesotho phonics to LLDs.

TB:

> *Re lokela ho sebedisa mekgwa ya ho ruta e mengata ka moo re ka kgonang hore re tsebe ho ruta bana ba LLDs. Re lokela ho sebedisa learner-centred strategies jwalo ka co-operative learning, discussion le ho ba dumella ho ba le tokoloho ya ho arolelana dikakanyo le ho sebetsa mmoho le baithuti mmoho le bona.*

> [We have to use different strategies teach LLDs. We have to use learner-centred strategies such as co-operative learning and discussion. Also, we have to allow them to be free to share ideas and to interact with their peers.]

In order to improve on the skill of how to plan a lesson, the research team discussed the template, used at the University of Free State for teacher training purposes attached as Appendix G. Therefore, the research team also agreed to plan the lesson focusing on the phoneme /b/. However, other aspects of teaching phonics, such as phonemic awareness, phonemes, syllables and sounds need consideration. Part of the improvement is that the co-researcher need to undergo a paradigm shift from using teacher-centred strategies to learner-centred ones. In fact, Dole *et al.* (2016) emphasise that the more teachers take on the role of facilitators, the better the rapport with their students become. They must also be knowledgeable about how their learners learn and how they can engage them in the lesson to maximise participation. The co-researchers must also demonstrate knowledge of assessment during the presentation of the lesson. In support of this statement, Spence and McDonald (2015) are of the opinion that teachers perform assessment to ensure that learner misconceptions and other knowledge gaps about the new content are established and integrated appropriately.

4.3.2 Action Phase

In the action phase, the research team convened in the classroom in which the co-researchers will co-present the lesson. Each co-researcher had a copy of the lesson plan. The arrangement was that TA will present the introductory part, TB will present the body and application of new knowledge and TC present the conclusion. While one co-researcher is presenting her part of the lesson, the others took notes of how each part of the lesson unfolded, with the view of sharing comments at the end of the presentation. The research team will also provide constructive feedback on the lesson presentations in a similar way as in Cycle 1. Saad, Chung, and Dawson (2017:45) maintain that constructive feedback is critical for inspiring and motivating the co-researchers to improve TPCK of teaching Sesotho phonics to the LLDs.

4.3.2.1   Lesson presentation by the three co-researchers

TA led the presentation as he introduced the lesson.

Introduction of the lesson

TA was holding a ball in his hands. He showed the learners a big ball. The lesson continued in a dialogue format. He asked the questions and the learners responded.

TA:

Le bona eng moo? [What do you see here?]

Learners answering in a chorus:

Re bona bolo ntate. [We see a ball sir.]

TA:

Re etsang ka bolo? [What do we do with the ball?]

Sello:

Re a e raha. [We kick it.]

Seipati:

Banana bona ba a e kapisana. [The girls throw and catch it.]

TA:

Jwale ha re e raha re e kapa ke ha re etsang? [Now when we kick it and catch it what action are we doing?]

Lebo:

Re bapala ka yona. [We play with it.]

TA explained to the learners how the next activity should happen. When one learner throws the ball at another learner, the teacher will shout out a specific word, which has the phoneme /b/. TA had prepared words such as *bala* (read), *bona* (see), *buka* (book), *bua* (speak), which he intended to call out to each learner who was catching the ball.

TA allowed the learners to perform the activity of throwing the ball at one another while he was calling out the words he had prepared, to the learner catching the ball.

When TB was aware that TA was about to complete the activity with the learners, she stood up to prepare herself to continue with the presentation of the body of the lesson.

Body and application of the lesson

TB continued with the lesson. She pulled up the flash cards again and repeated the words on the flash cards. She then asked the learners which sound they hear from those words.

TB:

Ke modumo ofe oo le o utlwang haholo? [Which sound do you hear often?]

Learners answering in a chorus:

Ke nna mme, ke nna mme, ba phahamisa matsoho.

[It's me mam! It's me mam! Raising their hands at the same time.]

TB:

Seipati re bolelle ke modumo ofe? [Seipati tell us what is that sound?]

Seipati:

Ke /b/ mme. [Its /b/ ma'am.]

TB:

Eya, Seipati ke /b/. Le utlwile kaofela? [Yes, Seipati its /b/. Did you all hear?]

Baithuti (learners):

Eya mme. [Yes mam.]

TB:

Kajeno he re tlo ithuta modumo [b]. *Hare bitseng modumo [b] kaofela.* [Today we are going to learn the sound [b]. Let us all repeat the sound [b].]

Bana ba bitsa modumo [b]. [Learners repeat the sound [b].]

TB continued the lesson with a new activity. She had brought along three different pictures, which showed children doing different activities indicating action words. These action words had the phoneme /b/. TB had written those action words (verbs) on the flash cards in order for the learners to match the picture with the correct word.

Picture 1 shows children playing (*ba bapala*) with a ball *(bolo)*. The emphasis is on the words 'ball' *bolo* and 'are playing' (*ba bapalang*) with emphasis on the phoneme /b/. She then held picture 1 and the flash card with the word play (*bapala)* next to picture for all the learners to see and then asked them questions from the picture as follows.

Flash card

                                              bapala (playing)

Figure 4.2: A picture of children playing football (iStock Photos, 2015)

TB:

Ho etsahala eng setshwantsong sa pele? [What is happening on the first picture?]

Sello:

Bana bapala ka bolo. [Children are playing with the ball.]

Lebo:

Bana raha bolo. [They kick the ball.]

TB:

Ke bo mang ba rahang bolo? [Who are kicking the ball?]

Thabang:

Ke banana le bashemane. [It is the boys and girls.]

Lerato:

Ke rona mme. [We are.]

TB then continued the same activity with picture 2. Picture 3 shows children reading books with emphasis on the word 'read' (*bala*) and the phoneme /b/. She then asked the learners the following question based on the picture.

Flash card

                                      bala (reading)

Figure 4.3: A picture of children reading (Frontiers, 2015)

TB:

Ho etsahalang setswantshong sena? [What is happening in this picture?]

Learners responded in a chorus:

Ba a bala. [They are reading.]

After that short response from the learners, TB continued with the fourth picture. Picture 4 shows children singing on a stage, with emphasis on the word 'sing' (*bina*) and the phoneme /b/. She then asked the learners the following question based on the picture.

Flash card

bina (singing)

TB:

Ho etsahalang setswantshong sena? [What is happening on this picture?]

Learners responded in a chorus:

Ba a bina [They are singing]

TB continued with another activity. She pasted the flashcards with different words on the chalkboard. She then demonstrated how to segment each word into syllables. Unfortunately, TB did not know the difference between letters and syllables based which was evident in the instruction she gave to the learners and how she did the activity herself.

TB: *Jwale ha re aroleng mantswe ana ka dinoko* (Now let us break the words into syllables).

She used magnetic letters to break the words into "syllables" as indicated below:

b-a-n-a   = *bana* (children)
b-a-p-a-l-a   = *bapala* (play)
b-a-l-a   = *bala* (read)
b-i-n-a   = *bina*(sing)

TB rounded off the body of the lesson, and TC was preparing to conclude the lesson.

Conclusion of the lesson by TC

When TC was ready to start with the conclusion, she just went ahead to ask the learners to give her examples of other words which consist of the phoneme /b/. She pointed at individual learners to get the answers while writing the words on the chalkboard.

TC:

> *Jwale ke nako ya lona; mpheng mehlala ya mantswe a qalang ka modumo* /b/.

> [Now it is your turn, give me examples of words starting with the sound [b].]

Lerato*:*

> *banana* [girls]

Sindi:

> *bata* [cold]

Amo:

> *bela* [boil]

Lizy:

> *besa* [making fire]

Kamo:

> *Buka* [book]

Bonolo:

> *bomo* [bomb]

TC then thanked the learners for their answers, which indicated that they understood the phoneme /b/. She informed them that during the next lesson, they would construct sentences using the words they provided (above).

4.3.2.2 The research team's comments on the presentation of the lesson

The research team re-convened to evaluate how effectively the co-researchers presented the lesson. Specifically, TC commented about the different teaching strategies they used to present the lesson, which showed that there was some improvement compared to their presentation in Cycle 1 of PAR.

TC:

> *Re ithutile hore ho na le mekgwa e mengata e ka sebediswang ho ruta bana ba rona ha feela re ipha nako ebile re kopana tjena.*

> [We have learnt that there are many other strategies to teach our learners if we give ourselves time and collaborate as we did.]

While TC was contented about the improvement in the way they prepared and planned the lesson as a team, TB still had concerns about how to assess their learners. She commented:

TB:

> *Ha bana ba rona ba ne ba ka fuwa assessment, hona ho ne ho tla ba dumella hore ba be le maikarabelo le hoba kgothalletsa tjantjello.*

> [If we can assess our learners effectively, this will make them to be focused and motivated.]

There were areas in the lesson presentation where the co-researchers agreed about how they had improved, but there were areas (below) where they were still lacking:

(a) They all agreed that there was improvement in terms of how the teachers planned the lesson:
- The lesson-plan showed how the co-researchers managed to include important aspects of the lesson such as aim, objectives, the integration of language skills, and the strategies to be used.
- The co-researchers also selected and planned the use of instructional materials relevant to the lesson.
- The lesson-plan clearly indicated the progression of the lesson from the introduction, to the body, followed by the conclusion (Appendix H).

(b) There were also improvements in the presentation of the lesson in the following areas. The following comments were made with regard to the introduction:

- The team agreed that TA's introduction was interesting because from the beginning learners participated in the lesson.
- TA maintained focus on the phoneme /b/ by alluding to the examples of the words she selected containing the phoneme /b/.
- TA used concrete learning aids such as a ball, flashcards, and the learners themselves to make the lesson enjoyable to all. TA's use of flashcards is a positive technique to elicit learners' responses.
- TA used different instructional strategies to maintain learner-participation in the lesson; for example, questioning, experimentation and the telling method.
- TA effectively used a variety of learning resources, which to some extent, led to the enhancing of learners' intellectual and emotional capacities (Bušljeta, 2013).
- TA engaged learners in novel activities which encouraged learner participation.

(c) However, the activity that TA performed with the learners during the introduction of the lesson, was flawed. Each word that he called out to the learner who was catching the ball, was not relevant to the activity (throwing and catching the ball) in spite of the fact that the words were relevant to developing the phoneme /b/, TA called out the words randomly, without attaching any significance to the action performed by the learners.

(d) With regard to the body of the lesson, the research team agreed on the following: The co-researchers showed improvement in their use of a variety of teaching strategies and learning materials. TB, like TA, used the questioning technique effectively.

(e) However, TB's understanding of CK of Sesotho phonics is still inadequate. Her asking the learners to break up the words into syllables was supposed to be the segmenting of the words into phonemes.

(f) Although TB started her part well by using a variety of learning materials, she did not continue to engage learners when she was presenting pictures 3 and 4.

- There was little engagement with the learners when she presented pictures 3 and 4.

- Towards the end of the presentation, she reverted to the teacher-centred strategy. She then provided learners with the words, which learners had to segment into 'syllables'. However, she performed the activity herself. Instead of focusing on segmenting the words into letters, she mentioned the word 'syllables' which she he failed to focus on.

(g) In concluding the lesson, TC asked the learners to give further examples of new words which contain the phoneme /b/. This was a way of ensuring that learners understood the phoneme /b/.

(h) The general comments on the co-researchers' performance concerning the lesson included the following:

- There was improvement in using Sesotho as LoLT, and not English. This made it easier for the learners to understand the concepts which encouraged learner-participation in the lesson.

- The co-researchers used questioning as a technique to encourage learners to participate in the lesson, and to focus on the content presented. In so doing, the co-researchers were able to assess learners' understanding of the content.

4.3.3 Observation Phase

Arising out of the above comments, the research team agreed on the following concerning their observations:

a) The lesson template that the co-researchers used to plan their lesson was designed in Sesotho, hence the planning was done in Sesotho. Consequently, the presentation also took place in Sesotho. This was a major achievement for the co-researchers.

b) The co-researchers showed some improvement on how to plan the lesson as discussed in Chapter 2 based on the Lesson Plan Template (Appendix H). The implication is that the co-researchers demonstrated the understanding of the significance of thorough lesson-planning and collaborating in the presentation of a lesson.

c) The presentation of the whole lesson was very interesting and learners participated actively. It appealed to learners' interests and linked with their real-

life experiences which is in line with Ullman's (2011) assertion that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not displayed.

d) There was improvement in the use of a variety of learning resources which was of relevance to the learning activities performed during the lesson. Learning materials are used to make the lesson to be more focused, effective, vivid, meaningful and imaginative (Bušljeta, 2013).

e) Although there was an improvement in the way the co-researchers planned their activities, two such activities were flawed: one on the activity of throwing the ball, and another one on breaking up the words into syllables. This observation meant that the co-researchers still lacked PCK and SMK of Sesotho.

f) The co-researchers also showed improvement by using a combination of teacher-centred and learner-centred strategies such as the questioning technique, experimentation, and the telling method. However, some of the co-researchers reverted to the teacher-centred approach of teaching (TB and TC). Wagner (2012) and Zhao (2012) both cited in Dole *et al.* (2016), emphasise that there must be changes in the relationships between teachers and learners in terms of teaching and learning strategies, and how to assess learning in order to adopt and adapt learner-centred strategies such as problem-solving-learning (PBL) and project-based-learning (PjBL).

g) Despite the fact that the co-researchers used the questioning technique, they did not probe to test the learners' understanding. They also did not provide original and diverse answers to assess their critical and creative reasoning.

h) The co-researchers did not engage in formal assessment, but to some extent there was informal assessment. The use of the questioning strategy to encourage learners to participate in the lesson and to think about the content presented evidence that the learners understood the content by answering the questions and engaging in learning activities.

i) When Lerato (learner) responded to the TB's question on what is happening in the first picture, she answered by saying that she sees herself and her classmates in the picture. This was a moment of brilliance when dealing with learners with learning disabilities. Had the co-researchers provided opportunities for learner-participation and engagement throughout the lessons

in Cycle 1 and Cycle 2, there would have been more instances of brilliance showing how LLDs perform in their classes.

In Table 4.2 below, the team categorised the above observations according to the SWOT analysis approach.

Table 4.5: The SWOT analysis of Cycle 2

OBSERVATIONS BASED ON THE SWOT ANALYSIS			
Strengths	**Weaknesses**	**Opportunities**	**Threats**
The co-researchers showed improvement by using Sesotho as a LoLT.	The co-researchers did not really make an effort to encourage learners to speak Sesotho as a home language. For instance, TC did not reflect on making learners aware of the use of words borrowed from English such as "*bomo*" which translates into "bomb."	The co-researchers' involvement in PAR in enhancing the TPCK in teaching Sesotho phonics will enrich their knowledge of Sesotho concepts in teaching Sesotho phonics to LLDs. Consequently, this practice will also help the learners to improve their language competence in Sesotho.	The co-researchers still have to improve their use of Sesotho as a LoLT. They also have to shift from the tendency to use English in class to using Sesotho.
The co-researchers are becoming aware of using a variety of resources in teaching Sesotho phonics.	Co-researchers still show a weakness in using the different types of learning resources in an integrated way in teaching Sesotho phonics. There is also a weakness in using resources in alignment with the activities planned towards realising the objectives of the lesson.	The co-researchers' participation in the study will enhance their knowledge and skills to select and use relevant learning materials and resources in a creative way.	The unavailability of resources at the school may deter the co-researchers from using modern resources in teaching Sesotho phonics to their LLDs.
The collaboration amongst the co-researchers in planning and presenting the lesson showed improvement which led to the enhancing of TPCK in teaching Sesotho phonics to their LLDs. The phases of the lesson from introduction to body and the conclusion were very clear.	The co-researchers presented some activities, which showed some flaws in the sense that the words that the teacher gave to the learners, who caught the ball, were not relevant to the activity of 'throwing and catching the ball'.	The co-researchers learnt that working collaboratively as they did when planning this lesson, enhanced their knowledge, skills and attitudes in improving the TPCK in teaching Sesotho phonics to their LLDs.	The co-researchers need to sustain the process of working collaboratively in preparing and planning their lessons to acquire new knowledge, skills and values.
There is evidence that the co-researchers were gradually moving away from using teacher-centred strategies to learner-centred strategies	Some of the co-researchers still revert to teacher-centred strategies since it gives them more authority over the learners.	There is hope for the co-researchers to learner-centred strategies as they engage in PAR to improve their TPCK in teaching Sesotho phonics.	The regular use of teacher--centered strategies will not encourage learner-participation. It also disregards that learners learn in different ways and have different learning styles.
The co-researchers have shown some improvement in how they teach Sesotho phonics to their LLDs.	Co-researchers still demonstrated inadequate CK/SMK of Sesotho phonics. They still do not focus on developing phonemic awareness	The co-researchers, by virtue of participating in the study, have an opportunity to READ the policy documents in order to acquire	The unwillingness of the co-researchers to read and enhance their content knowledge of phonics and its teaching thereof, will always

	showing the relationship between sounds and letters (e.g sound [b] and phoneme/letter /b/). They still confuse the concepts syllables and letters, and transfer this wrong information to the learners. They also showed lack of alignment between the lesson objectives, the CAPS language skills and the activities they planned.	knowledge of phonics prescribed for learners at the Junior Phase and Foundation Phase.	stifle their enhancement of their TPCK in teaching Sesotho phonics to their LLDs
The co-researchers have applied, to some extent, continuous assessment in order to ensure that they could progress to the next phase of the lesson.	The co-researchers' limited knowledge of Sesotho phonics, restricted them to assess learners' understanding of the content because some of the activities were flawed and hence there was no alignment between the lesson objectives, the content and assessment.	As co-researchers engage in PAR in order to enhance TPCK, and improve their knowledge of Sesotho phonics, they will improve on how to assess learners based on the different types of assessment.	Inability of co-researchers to plan activities that are not aligned with the assessment types, may imply that there is no evidence of learners' progress or lack of progress in understanding the content.
The co-researchers, to some extent, are aware of the CAPS language skills guidelines, which they must help the learners to develop in an integrated way.	Lack of knowledge in terms of developing language skills, stating the objectives, ensuring that there is alignment between the topic, the lesson objectives, the learning, teaching and assessment activities.	When the co-researchers become aware of the importance of alignment, in developing language skills, stating the objectives, ensuring that alignment between the topic, the lesson objectives, learning, teaching and assessment activities, then there is hope that they can still improve on their lesson presentations.	If there is no action taken to improve on the alignment aspects of the lesson, it is easy for the co-researchers to revert to the old ways of teaching without taking into consideration the alignment part of the lesson.

The insights from SWOT analysis were helpful is determining the findings of the study.

4.3.4 Reflection Phase of Cycle 2

Having completed the observation phase of Cycle 2 of PAR and the SWOT analysis, the research team re-convened to reflect on how the lesson progressed. The research team agreed that there was improvement in the planning and presentation of the lesson. In this reflection phase, the co-researchers were gradually beginning to apply the PAR principles of collaboration, participation, inclusion, co-operation and involvement in planning and presenting the lesson. Therefore, in applying these principles of PAR, the co-researchers shared a common purpose, skills, and support which engendered commitment and a motivation to teach (Tetui, Zulu, Hurtig, Kiracho Kiwanuka & Coe, 2018). They began to understand their weaknesses and strengths. However, there were still areas which required improvement in lesson-planning and presentation.

With regard to the lesson-plan, the co-researchers still have a problem in stating the lesson objectives. The following reasons are given:

- The objectives in the lesson plan were not explicitly stated. As a result, there was no alignment between stated objectives and the teaching and learning activities carried out in class.

- In their planning of the lesson, co-researchers still translated the Sesotho sentences into English such that the meaning in the Sesotho sentences was 'lost' when translated into English. They wrote the teaching strategies that they were going to use in class in English.

- The activity they planned for the introduction was not congruent with the meaning of the words (verbs) that TA called out to the learner who caught the ball. However, the words which TA selected did emphasise the development of the sound [b] and its equivalent phoneme /b/.

- The co-researchers as a team, recognised that they have to improve on their knowledge of developing learners' phonemic awareness as mentioned in Chapter 2. The planning of the activity on segmenting words into syllables and letters confused TB. Her instruction of dividing the words into syllables, turned out to be the segmenting of the words into phonemes.

- Although the co-researchers planned the assessment activities, two of them (activities) were not relevant to the topic.

With regard to the lesson presentation, the research team observed the following:

- Based on the learning activities on the teaching of Sesotho phonics, as presented by the co-researchers, it was evident that they still lacked pedagogical content knowledge of teaching Sesotho phonics, although there was a slight improvement.

- Despite the fact that the co-researchers were showing an improvement in using learner-centred strategies, such as the questioning strategy, they still struggled to apply it effectively. Sometimes, they were impatient to wait for learners to give answers, and then they answered their own questions.

- The co-researchers did show signs of shifting from a teacher-centred approach to learner-centred ones. However, they still failed to engage the learners fully in the lesson by considering their different capabilities and their different learning styles. They merely accepted short responses from them. They did not ask probing questions to challenge their thinking to reach higher-order reasoning levels.

- The co-researchers did not challenge the learners' thinking in class. Consequently, there was little evidence that revealed the developmental levels of the LLDs. It was only in one case, where learner Lerato showed that LLDs have a sub-normal IQ. She responded to TB that the people in the picture, which TB was asking them about, are the same people in the class. This was not the case. However, TB failed to help the learner to attach meanings to that picture and just left her unassisted.

With regard to CK of Sesotho phonics and its teaching, the co-researchers still demonstrated inadequate CK/SMK of Sesotho phonics. Despite their qualifications, the co-researchers still lacked PCK of Sesotho as shown in Table 4.2.

The reflections above, summarised the insights that emerged in Cycle 2 of PAR.

4.4 CONCLUSION

This chapter provided details on how the research team analysed the data generated from the lesson presentations in Cycle 1 and Cycle 2 of PAR. This was based on McNiff and Whitehead's Framework (2011), including the Guidelines adopted by the

co-researchers, to verify the different types of knowledge that make up the TPCK. The two cycles of PAR also exposed the co-researchers' three major challenges: lack of specialised training, use of teacher-centred strategies, and the lack of assessment knowledge and its application. These were the three challenges that the researcher analysed and focused on in terms of finding solutions, assessing prevalent conditions, noting the threats, and considering the success indicators. In the next chapter, the team will analyse the data using CDA principles and the two theoretical frameworks (Social Constructivism and Ubuntu) assisted by the literature review.

CHAPTER 5

DATA ANALYSIS, INTERPRETATION, AND DISCUSSION OF FINDINGS

5.1   INTRODUCTION

In Chapter four (4), the research team analysed the data generated from lesson presentations in Cycle 1 and Cycle 2 of PAR to attempt the enhancing of TPCK in teaching Sesotho phonics to LLDs. The insights emerging from this data analysis led to the identification of the three most serious challenges facing the co-researchers in enhancing TPCK. These challenges are the absence of specialised training, the much criticised teacher-centred approaches, and the lack of knowledge of assessment and its application (*cf.* Table 4.3).

Chapter five (5) aims to answer the research question: *How do teachers enhance their TPCK in teaching Sesotho phonics to learners with learning disabilities*? The discussion in this chapter centres on the following objectives:

- to explore the challenges faced by teachers with regard to their Pedagogical Content Knowledge in the of teaching Sesotho phonics to learners with learning disabilities (LLDs);
- to determine possible solutions towards enhancing teacher pedagogical content knowledge in the teaching of Sesotho phonics to LLDs;
- to identify components that stimulate the enhancement of TPCK in the teaching of Sesotho phonics to LLDs;
- to identify possible threats in enhancing TPCK in the teaching of Sesotho phonics to LLDs; and
- to strengthen success indicators for enhancing TPCK in the teaching of Sesotho phonics to LLDs.

The focus of Chapter 5 is to address the five objectives (above). The researcher therefore include a discussion on how each challenge influences the enhancement of TPCK in teaching Sesotho phonics to LLDs. It will focus on the possible solutions, conditions, threats, and indicators for success when teaching Sesotho phonics to LLDs. In addressing these objectives, the research team employed the theory of Social

Constructivism, complemented by the principles of Ubuntu. These theoretical frameworks, supported by the literature review, guided and underpinned the study. The research team also applied CDA as a technique for analysing data to bring fresh perspectives in enhancing the TPCK in teaching Sesotho phonics to the LLDs.

5.2   DISCUSSION ON THE LACK OF SPECIALISED TRAINING

5.2.1   Lack of Specialised Training

The SWOT analysis in Cycle 1 and 2 of PAR and Table 4.3 indicated how some of the weaknesses of the co-researchers manifest themselves through the lack of specialised training. The co-researchers, TA, TB and TC have relevant qualifications (B.Ed. and ACE) to teach learners at FP and IP at normal public schools. Also, TA and TB also majored in Sesotho, a subject that qualifies them to teach Sesotho as a Home language at this special school since the learners are mother-tongue Sesotho speakers. However, TA and TB are not qualified to teach at special schools; and definitely not LLDs. Although TC is adequately qualified with an Advanced Certificate in Education specialising in Economics and Business Economics as her major subjects, she does not have Sesotho as a teaching subject that would allow her to teach learners at the FP or the Junior Phase, as is the case in the special schools. However, the BEd Honours in Inclusive Education qualification she (TC) enrolled for at the commencement of the study gave her an advantage to teach at a special school.

These three teachers found themselves teaching in a special school by default - a consequence of "their redeployment from normal public schools to this special school, either through transfer or being on the excess list" (Bharath, 2004). Rationalisation and redeployment of educators is a legitimate process implemented by the DoE - it moves educators from over-staffed schools to under-staffed schools in order to ensure equity and to redress the shortage of human resources. This process was cost-efficient in terms of providing qualified educators to poorly staffed black schools, especially those schools in the rural and disadvantaged areas. However, Bharath (2004:2) voices concern:

> *Rationalisation and redeployment became a sensitive issue. Educators, who were secure in positions for many years, were now suddenly expected to move from their*

institutions which were seen as over-staffed to institutions that were under-staffed. According to the education department, educators would be moved to schools where vacancies existed. This could mean moving within their own circuit, district, or region or even to another province.

This implies that rationalisation and redeployment affected the co-researchers negatively. In viewing this situation from the perspective of CDA, the DoE, which is their employer, has authority over them. This authority gives them power over teachers as their employees; a situation which fosters unequal dynamics. This process disempowers the teachers and renders them ineffective as professionals. Consequently, the teachers land in a situation where they must learn to cope in a disenabling environment, which in the case of this study, is this selected special school. What exacerbates the situation is that there is little assistance from the DoE for these teachers. This frustration is articulated by TA:

Workshops tseo re di etsetswang ke lefapha la thuto ha di tswele matitjhere a dispecial schools molemo. Di boemong bo hodimo haholo ho kelello tsa bana ba rona. Le distudy groups tsena tseo re yang ho tsona ha ho na mohla di lesson plan kapa presentation ebang karolo ya lenane tsamaiso.

[The workshops conducted by the DoE are not benefiting teachers at special schools. They are way above the cognitive level of our learners. Even the study groups that we attend, they never include lesson plans and presentations in their programmes of how to teach the LLDs.]

The issue of placement of teachers from normal public schools to special schools has a negative ripple effect in many aspects of the professional career of a teacher. In looking at this situation from the perspective of Social Constructivism, the teachers in this study feel disempowered (Vygotsky, cited in Donald *et al.,* 2008:87). Due to their lack of content knowledge (CK) of teaching Sesotho phonics to their LLDs, it is a clear that their lack of authority as specialists in this field, lowers their self-esteem. The implication is that they will not be able to provide scaffolding to the LLDs to assist them to attach new meanings to content they present to the learners. In addition, these teachers are not in any position to promote aspects related to ZPD as expounded by Vygotsky (Donald *et al.,* 2008:87).

Another perspective from the theory of Ubuntu is that the whole process of placing teachers in a special school without the necessary training and experience is totally

disempowering as it lacks empathy and compassion on the employer's side, regardless of the DoE's attempt in providing teachers with job-security. These challenges also negatively impact on the teaching of Sesotho phonics, thus reducing learners into silent partners, hence stifling their spontaneity and curiosity. The teachers transmit the same feelings of helplessness that they experience with their employer to their learners in the classroom.

According to Cekiso, Meyiwa and Mashige (2019), initial FP teacher-training in African Languages, has been receiving attention lately. Researchers claim that the majority of FP teachers had not received training to teach subjects using isiXhosa as a medium of instruction; in the case of this current study, it is Sesotho (Ibid). The teachers had mixed feelings about the effectiveness of their initial teacher-training in an African Language (IsiXhosa) which they believe did not prepare them to deal with the current curriculum at FP level. According to Cekiso *et al.* (2019), some teachers did not receive training at all to teach in isiXhosa (or Sesotho) but had their training in English as the medium of instruction. This situation exacerbated the challenge of effectively teaching Sesotho phonics to LLDs. Even though TA and TB majored in Sesotho, they showed that their CK of Sesotho was sub-standard. This excerpt from the research team on Lesson 1 exposes the above fact:

TA showed very little understanding of content knowledge (CK) when teaching Sesotho phonics since he did not know the difference between digraphs (e.g. /ng/) and trigraphs (e.g. /ngw/). He introduced the words *ngwana* (a child), *ngwanana* (a girl) and *ngwapa* (to scratch), which were not relevant in developing an understanding of the digraph /ng/, which was the focus of the lesson. Evidently, TA does not have knowledge that digraphs are two letters combined to form a new sound (Ascend Learning Center, 2019).

Also, TB made errors that showed her lack of CK pertaining to Sesotho phonics as illustrated below:

The activity that TB gave to her learners was also not relevant to introducing the phoneme /ng/, although it linked well with the vowels that were contained in the poem.

Teacher C was no exception. Her situation was more serious because she did not major in Sesotho and lacked skills in teaching Sesotho phonics. She confirms this statement:

Ke haellwa ke diskills tsa le tsebo ya ho ruta diphonics tsa Sesotho haholoholo mofuteng ona wa bana.

[I am still lacking the skills and knowledge of teaching Sesotho phonics, especially to this type of learners.]

However, this is no excuse for her lack of CK in Sesotho, which exposed her linguistic incompetence. A teacher with a FP or IP Bachelor of Education degree must have received her basic education in one of the African Languages, either as a HL or as FAL, and one must have trained in an African Language as one of the subject didactics modules (UFS, 2018). Further, CK has also been teaching LLDs for some years - she could have done better. The following excerpt illustrates this notion:

Unlike TA and TB, TC's pedagogical content knowledge (PCK) is very limited because she did not even show any knowledge of the Sesotho phonics, specifically in this lesson. She lacked knowledge and skills to teach the phoneme /ng/, or even to provide learners examples of words which have the phoneme /ng/.

The fact that the co-researchers lack the PCK of Sesotho phonics which was clear from their performance in the study, indicated that their initial training on Sesotho phonics may have been superficial. Based on the SWOT analysis of Cycle 2 of PAR, the co-researchers still demonstrated inadequate CK/SMK of Sesotho phonics. They still did not focus on developing phonemic awareness, which meant showing the relationship between sounds and letters (e.g sound [b] and phoneme/letter /b/). They were still confused about the concepts *syllables* and *letters* and thus imparted incorrect information to the learners. They also showed a lack of alignment between the lesson objectives, the CAPS language skills, and the activities they planned (*cf.* Table 4.5). Consequently, these weaknesses led to poor performance in learner-assessment activities.

In spite of discussing Sesotho phonics and the teaching of it prior to the commencement of Cycle 1 and Cycle 2 of PAR, the co-researchers still showed little understanding that Sesotho phonics goes far beyond sounds and letters. In fact, Schäffler (2015) maintains that phonics, phonological awareness, and phonemic awareness are intertwined when teaching phonics, even though the concepts cannot be used synonymously.

Despite the co-researchers' lack of CK of Sesotho, Doody (2018) insists that in-service training complements the initial teacher-training to allow in-service teachers to continually improve their knowledge in order to adapt to the changing situation at their workplaces. Osamwonyi (2016:83) supports this statement by stating that in-service training embraces workshops, seminars, conferences and refresher courses. However, the co-researchers stated clearly that the quality and delivery of in-service training programmes were sub-standard and did not empower them with the necessary knowledge, skills and attitudes to teach their LLDs Sesotho phonics competently.

TA:

Workshops tseo re di etsetswang ke lefapha la thuto ha di tswele matitjhere a dispecial schools molemo. Di boemong bo hodimo haholo ho kelello tsa bana ba rona. Le distudy groups tsena tseo re yang ho tsona ha ho na mohla di lesson plan kapa presentation ebang karolo ya lenane tsamaiso.

[Workshops conducted by the DoE are not benefiting teachers at special schools. They are way above the cognitive level of our learners. Even the study groups that we attended did not include lesson plans and presentations in their programmes.]

Hence, from the perspective of CDA, the co-researchers became comfortable in their zones of helplessness, thus perpetuating their disempowerment. In terms of the tenets of Social Constructivism, the co-researchers failed as MKOs, facilitators, and mediators to enhance the learning environment of the LLDs. They displayed very little empathy and respect for their learners as propounded by the Ubuntu theory.

The co-researchers' quality of assessment also raises concern about their initial training. According to Yahaya *et al.* (2020), assessment is one of the most important components of lessons to evaluate learners' achievement and progress. Specifically, TA showed limited knowledge of assessment as he failed to determine whether the learners understood the content or not. In addition, TB gave an activity where she instructed the learners to fill in the vowels to complete the words which was irrelevant in determining whether the learners understood the content or not, while TC did not even bother to assess the learners to determine if they understood the lesson.

The way the co-researchers went about assessment proved that they want to maintain their dominance over the learners by ensuring that learners do not progress so that

they will not be in a position to challenge authority. The teachers' inability or reluctance to ask challenging questions entrenches unequal power relations between teachers and learners in the learning environment. Based on CDA principles, the lack of assessment results in passiveness and apathy amongst the learners. Another factor that hinders progress among learners is the co-researchers' inability to engage learners in active participation in the classroom, which contrasts with the principles of Social Constructivism. Consequently, the co-researchers failed to provide guidance to promote the scaffolding process to learners (Vygotsky, 1978). In terms of adhering to Ubuntu principles, the lack of proper assessment techniques revealed that the co-researchers had little compassion and care for their LLDs.

In the section below, the focus is on solutions to circumvent the lack of specialised training.

5.2.2 Solutions to circumvent the lack of Specialised Training

According to Juma, Lehtomäki and Naukkarinen (2017), co-researchers are in-service teachers who have completed their pre-service training. However, the co-researchers face numerous challenges linked to their initial teacher-training or synonymously called pre-service training. In-service teachers should participate in formal and informal programmes during in-service education organised by the DoE on a regular basis in order assist teachers to improve their knowledge in their subject specialist fields, and to maintain proper standards of Education. Since the co-researchers demonstrated a lack of PCK in teaching Sesotho phonics to LLDs as indicated in SWOT analysis in Cycle 1 and 2 of PAR, it is imperative for them to attend further in-service training programmes. The co-researchers acknowledge that they do need frequent workshops that will capacitate them as teachers to teach LLDs. The excerpt below illustrates this point.

TA:

> *Ke sa ntse ke dumela hore kwetliso e a hlokahala le ho matitjhere kgafetsakgafetsa.*

> [I still believe that teachers should be trained on an ongoing basis.]

Pursuant to the above comment, it may be implied that consciously or sub-consciously, the DoE is subtly enforcing its dominance by entrenching helplessness

and submissiveness amongst the teachers. From the perspective of CDA, it is important that co-researchers break free from this helplessness and begin to take control of their situation as teachers of LLDs (Maree, 2011:102). It does not help that co-researchers complain incessantly about the poor quality of workshops when they have the right to critically engage the presenters of workshops and make meaningful contributions. In the true spirit of Social Constructivism, the co-researchers need to recognise that knowledge is constructed through social interaction, and is shared rather than being an individual experience (Vygotsky, 1978), hence it is of utmost importance that they become involved in staff development programmes in the form of workshops, seminars, conferences, refresher courses, and study groups. The co-researchers, through the emancipation via this PAR research study, can literally initiate their own study groups to enlighten their colleagues, and eventually the broader community of teaching. The purpose is to maintain sustainability of their efforts to continue to be better and more effective in teaching their LLDs. The more the teachers engage in such professional staff development opportunities, the more likely they will enhance their quality of Ubuntu, which includes interdependence, sharing of knowledge to promote oneness, empathy, and compassion (Tselane, 2013:424).

5.2.3   Conditions that contribute to the lack of Specialised Training

According to McTaggart (1997:28), the ultimate aim of PAR is the empowerment of co-researchers, especially those perceived as being oppressed and dehumanised – these teachers must collaborate in engendering social change. It is also a way of encouraging capacity-building of all who participate in making a difference in the practice (*cf.* 3.6.5). These co-researchers need to turn their weaknesses into opportunities as indicated in the SWOT analysis of Cycle 2 of PAR (*cf.* 4.4.1). Accordingly, TB expresses this notion below:

> *Re lokela ho sebedisa mekgwa ya ho ruta e mengata ka moo re ka kgonang hore re tsebe ho ruta bana ba LLDs.*

> [We have to use as much as we possibly can the different strategies to teach LLDs.]

In collaboration with the SMT and other colleagues, who are interested in enhancing TPCK in the teaching of Sesotho phonics to LLDs, the co-researchers can create opportunities where they can do the following:

- Enrich their knowledge of Sesotho concepts in teaching Sesotho phonics to their LLDs. Consequently, this practice will also help the learners to improve their language competence in Sesotho;
- enhance their knowledge and skills to select and use relevant learning materials and resources in a creative way;
- read the relevant policy documents in order to acquire knowledge of phonics prescribed for learners at the Junior and Foundation Phases;
- improve on how they can assess learners based on the different types of assessment techniques; and
- apply the principles of alignment in developing language skills. This will ensure the link between the topic, the lesson objectives, learning, teaching methodology, and assessment activities.

In so doing, the co-researchers will be claiming back their autonomy and independence as professional teachers, regardless of their situation of being placed at a special school without adequate PCK in teaching Sesotho phonics to LLDs.

In their quest to improve the TPCK of teaching Sesotho phonics to LLDs, the co-researchers are expected to apply the principles of CDA, PAR and those of Social Constructivism. This will improve power relations by engaging cultural and social components which will directly precipitate change through dialogue with social actors who are in a position to promote change (Fairclough, 2013). Letseka (2013) also supports the notion of continuous enhancement within the context of Ubuntu as a "form of human engagement which allows for critical-thinking, equality, and the optimal development of human relationships." Ubuntu means that each individual's humanity is preferably expressed in relationships with others.

For the co-researchers, it means the expression of compassion, reciprocity, dignity, justice, community-building, and humanity (Lefa, 2015).

The next section deals with threats affecting specialised training.

5.2.4 Threats to Specialised Training

According to Greenwood *et al.* (1993), McTaggart (1997), and Green *et al.* (2001), the process of PAR is empowering, liberating and consciousness-raising for individuals or participants as it provides critical understandings and reflections on social issues. Due to their involvement in the PAR process, the co-researchers were gradually beginning to apply PAR principles of collaboration, participation, inclusion, co-operation, and involvement to enhance TPCK in teaching Sesotho phonics to their LLDs. As a result of this, the co-researchers shared a common purpose, skills, support, commitment, and motivation to learn (Tetui *et al.,* 2018).

Regardless of their endeavours for empowerment, the co-researchers must still continually be vigilant of the looming threats in enhancing the TPCK in the teaching of Sesotho phonics to LLDs. The major threat is when teachers revert to their comfort-zone of helplessness, incompetence, and failure to take initiative and maintain the improvement they have recorded this far in the study. The SWOT analysis of Cycle 2 captures the threats related to their training. These are:

- Failure to improve the use of Sesotho as a LoLT, and not shifting from the tendency to use English as LoLt. In enhancing the TPCK in teaching Sesotho phonics to LLDs, co-researchers will benefit from the effects of using mother-tongue in education. This means that learning to read and write in Sesotho establishes a knowledge-concept-skills-base that helps transition from reading in Sesotho to any second language [L2] (Collier & Thomas, 2004, cited in Cekiso *et al.*, 2019).
- Failure to sustain collaborations in preparing and planning Sesotho phonics lessons to maintain new knowledge, skills and values.
- Reluctance to read and increase content knowledge of phonics and its teaching. This will retard their enhancement of their TPCK in teaching Sesotho phonics to their LLDs.
- Lack of the use of a diversity of new and old resources, methods, and approaches in enhancing TPCK in teaching Sesotho phonics to their LLDs.
- Absence during staff development programmes which provide more knowledge, skills and attitudes on how to teach LLDs.

When the co-researchers are conscious of threats in enhancing TPCK in teaching Sesotho phonics, they begin to share this knowledge with other teachers, thereby neutralising the dominant forces in teaching construct versions of reality that favour their interests (Maree, 2011:102). This kind of interactions are in line with Social Constructivist theory which recognises that knowledge is constructed through social interaction (Vygotsky, 1978). Social interaction, from the perspective of Ubuntu, is a form of human engagement which promotes critical-thinking, freedom from being dominated, and the strengthening of human relationships - all these are ideal in enhancing TPCK in the teaching of Sesotho phonics to LLDs (Letseka, 2013).

5.2.5 The success indicators concerning Specialised Training

The PAR process has conscientised co-researchers about their mandate to enhance the TPCK in teaching Sesotho phonics to LLDs. Their journey has just started and it demands commitment and courage from them to reflect on their improvements and to strive to become better. The excerpt below describes that a teacher is a lifelong-learner.

> *The moment a teacher has completed training in a college of education, it does not mean that he/she is now trained for all times to come. A teaching degree, like BEd, makes [one] enter into service as a teacher. Thereafter [one's] job continues well only if [one] studies every day for in-the-classroom situations and outside the classroom. [When one] comes across problems, [one] is expected to sort them out. There is need [for] more and more knowledge, more and more education, for making better teachers (DoE, 2015).*

The co-researchers as a collaborative team, must turn adverse conditions into success by advocating and practising doable activities. They must design programmes which will guide them in terms of how and what they can do to stay on top of the game. From the perspective of CDA, they will definitely be breaking away from the chains of helplessness and inferiority; and thus take charge of their lives and working situations. They will be acquiring knowledge, skills and attitudes that qualify them as Social Constructivist teachers and this will benefit the learners.

In working together, they will learn to respect and value the other person in the team, thus practising the theory of Ubuntu.

The next session focuses on the second challenge.

5.3 DISCUSSION ON THE USE OF TEACHER-CENTRED APPROACHES

Although the use of teacher-centred approach has some merits, it is gradually losing credibility in terms of being an effective approach in teaching learners. According to Dole *et al.* (2016), the predominant use of this approach leaves the learners bored, demotivated, and lacking in curiousity – this situation leaves teachers in a lacklustre teaching environment with the prospect of going to class to teach disinterested learners. Cycle 1 and Cycle 2 of PAR reveal that co-researchers still predominantly use the teacher-centred approach. For example, the research team commented on TA's lesson presentation (see below):

- The learners did not respond to the teachers' questions, which means that there was little learner participation in the lesson. The implication is that the lesson was teacher-centred. Cain (2020) states that the use of teacher-centred strategies means that the teacher becomes the primary source of knowledge who conveys this knowledge to the learners as the teacher controls the learning environment.
- TB provided answers to her own questions when learners struggled to provide the correct answers [e.g. *ngaka (a doctor), manganga (stubbornness), lengana* (African Wormwood) and *lengau* (a leopard)]. It is therefore clear that her lesson was teacher-centred. In relying on the teacher-centred approach, TB denied her learners the opportunity to acquire and retain knowledge – knowledge they were supposed to apply to improve the real world (Dole *et al.*, 2016)
- TC's lesson was also teacher-centred because there was the lack of participation from the learners. Dole *et al.* (2016) believe that teachers cannot merely be transmitters of knowledge, but need to understand the complexities involved in their new roles as facilitators of new knowledge.

However, in Cycle 2 of PAR (*cf.* 4.4.1), the co-researchers made an effort to create a balance between the teacher-centred approach and the learner-centred one. The quote below, from the research team's comments, supports this statement:

- The co-researchers still apply teacher-centred strategies as opposed to learner-centred strategies.

Emaliana (2017) emphasises that learner-centred approaches enhance learners' analytical skills, problem-solving skills, skills to promote deep-learning, lifelong-learning, self-directed learning, and reflective-learning. and motivation. The following comments from observations provide evidence that the co-researchers were conscious about their new role as facilitators rather than transmitters of knowledge:

- TA used different instructional strategies to maintain learner-participation in the lesson (e.g. questioning, experimentation, and telling strategies).
- He effectively used a variety of learning resources; thus, to some extent, enhancing the learners' intellectual and emotional capabilities (Bušljeta, 2013).
- She engaged learners in novel activities which encouraged learner-participation.

In consideration of this challenge from CDA perspectives, co-researchers have to migrate away from teacher-centred approaches to learner-centred approaches. In so doing, the teacher-learner relationship counterbalances the dominance of teachers over the learners, and eliminates inequality and bias. Learner-centred approaches mean that the teachers need to understand the complexities of their new roles as facilitators of knowledge-building rather than transmitters of knowledge (Dole *et al.,* 2016). Lynch (2016) states that in a true social constructivist environment, teachers need to shift and reshape their perspectives from being the 'people who teach' to being 'facilitators of learning'.

Social Constructivism is at the heart of learner-centred approaches. In line with the main aim of Social Constructivism, the teachers allow learners to engage in authentic interactive learning opportunities, which are learner-centred. It also allows them to gain deeper-understanding at a variety of levels (Land *et al.*, 2000:19). Ubuntu and Social Constructivism cohere very well in maintaining deep-learning. The main aim of Social

Constructivism is to motivate learners to engage in authentic interactive learning opportunities, which are learner-centred. The qualities of Ubuntu such as sympathy, compassion and respect, receive priority in learner-centred approaches.

5.3.1 Solutions to circumvent the use of Teacher-centred Approaches

Pursuant to insights from the reflection phase of Cycle 2, it is evident that, to some extent, the co-researchers have improved their TPCK in teaching Sesotho phonics. They showed signs of using a combination of teacher-centred approaches and learner-centred ones. However, they still have the potential problem of reverting to teacher-centred approaches. It is therefore important for the co-researchers to engage with other co-researchers to live the process of PAR. In other words, the main solution lies in guarding against this practice and standing firm on the principles of PAR. Therefore, in applying these principles of PAR, the co-researchers will be sharing a common purpose, skills, support and created commitment and motivation to learn (Tetui *et al.,* 2018).

The co-researchers must consciously help learners to acquire and retain knowledge when they are engaged in their learning. Teachers must provide scaffolding so that learners can apply what they are learning to the real world. When learners have growth mindsets as opposed to fixed mindsets, they believe in themselves and their own abilities, and they will persist in the face of obstacles (Dweck, Walton, & Cohen, 2014; Farrington, 2013).

The co-researchers cannot afford to cling to teacher-centred approaches where they (teachers) are the only reliable sources of information and the sole dispensers of information (Cain, 2020). According to Grant and Hill (2006), there are five factors that play an important part in teachers' decision to use student-centred pedagogy. Those factors are:

- recognition and acceptance of new roles and responsibilities on the part of teachers and learners;
- comfort level of teachers and learners;
- tolerance for ambiguity and flexibility;
- confidence in integrating technology; and

- integration of the new pedagogy within the larger realities beyond the classroom.

Based on CDA, a learner-centred environment discourages dominance, inequality and bias. It aligns very well with Social Constructivism and Ubuntu which rest on some core values such as being humane, caring, sharing, respectful, and compassionate.

In the following section, conditions favouring teacher-centred approaches is unpacked.

5.3.2 Conditions that favour Teacher-centred approaches

The use of teacher-centred approaches is the weakest link in enhancing the TPCK in teaching Sesotho phonics to the LLDs. The co-researchers need to turn this weakness into an opportunity to regain their authority as knowledgeable and skilled teachers. Once again, in collaboration with and in full support of the SMT and other colleagues, the co-researchers can create opportunities to empower themselves by adopting learner-centred approaches. The advantages are outlined below:

- enrich their knowledge of Sesotho concepts in teaching Sesotho phonics to their LLDs so that they can gain confidence to teach their learners in learner-centred environments;
- gain knowledge and skills to select and use relevant learning materials and resources which will encourage active learner-participation in the lessons;
- acquire knowledge by perusing relevant policy documents concerning phonics for learners at the Junior Phase and Foundation Phase; and
- improve assessment techniques based on activities which learners will be eager and interested in.

Teaching in learner-centred environments ensures that teachers and learners develop mutual trust and respect in the classroom; and there is active learner-participation which builds cordial connections with learners (Dole *et al.,* 2016). In line with CDA, this kind of teacher-learner relationship eradicates animosity, unfairness, and inequality that may prevail in the classroom. In the true spirit of Social Constructivism, when teachers have a sound PCK of their subject they can determine how much knowledge

the learner has acquired and how much support the learner still needs such that the learner can begin to learn independently. This is congruent to Vygotsky's (1978) Zone of Proximal Development (ZPD) principle of learning.

The next section focuses on the disadvantages of teacher-centred approaches.

5.3.3   Threats of using the Teacher-centred Approach

As indicated previously, the major threat lies in co-researchers reverting to their comfort-zone of helplessness, incompetence and failure to take the initiative and maintain the improvement they have recorded thus far in the study. Through their participation in the PAR Cycles, the co-researchers realised that deciding on an action to improve TPCK in teaching Sesotho phonics to LLDs, comes with a lot of commitment. Naturally, it will not be easy for them to relinquish the teacher-centred approaches overnight. These teacher-centred approaches give them authority over their learners and conceals their lack of pedagogical content knowledge. For instance, some comments from the intervention lesson revealed the following.

Although TB started her part well by using a variety of learning materials, she did not continue to engage learners when she was presenting pictures 2 and 3. There was little engagement with the learners when she presented pictures. Towards the end of the presentation, she reverted to the teacher-centred strategy. She then provided learners with the words which learners had to segment into 'syllables'. However, she performed the activity herself.

In the SWOT analysis of Cycle 2 (*cf.* Table 4.5), the predominant use of teacher-centred strategies was a threat that discouraged learner-participation in the lesson. It also disregards the fact that learners learn in different ways by using different learning styles.

The co-researchers' unwillingness to relinguish teacher-centred approaches, which gives them unlimited authority over their learners, perpetuates dominance, inequality and bias (Maree, 2011). In the context of Social Constructivism, this means that the co-researchers failed as facilitators of learning to assist learners to attach meaning to processes that lead to the acquisition of new knowledge. According to Letseka (2015),

they failed to promote inclusivity, equality, and social justice in their teaching and learning environment.

5.3.4 Success indicators linked to Teacher-centred Approaches

The success indicators connected to teacher-centred approaches ironically point towards adopting learner-centred approaches which changes (positively) how teachers and learners relate, what learning strategies are used, and how teachers assess learning (Dole *et al.*, 2016). According to the DoE (2013), the strategy for obtaining good results by using learner-centred approaches is linked to co-researchers participating in all formal and informal in-service training programmes in order to keep abreast of new developments which encompass knowledge, skills and attitudes in their subjects. In so doing, the co-researchers will be strengthening their PCK, and consequently be in a position to recognise and accept the following:

- new roles and responsibilities on the part of teachers and learners;
- comfort level of teachers and learners;
- tolerance for ambiguity and flexibility;
- confidence in integrating technology; and
- integration of the new pedagogy within the larger realities beyond the classroom (Grant & Hill, 2006 cited in Dole *et al.,* 2016).

The co-researchers' involvement in professional staff development programmes underlines their commitment to the principles of PAR; namely, collaboration, participation, inclusion, co-operation and involvement. Through Social Constructivism, teachers collaboratively dialogue and share ideas for classroom practices related to their experiences (Walker & Shaw, 2015:2). In addition, the co-researchers will be validating that Ubuntu as a form of human engagement, allows for critical-thinking, non-domination, and the optimal development of human relationships (Letseka, 2013).

5.4 DISCUSSION: THE LACK OF KNOWLEDGE IN ASSESSMENT

In Chapter 2, the researcher indicated that assessment is one of the important elements to determine learners' achievement in the classroom, with alignment as the

cornerstone in assessing activities (Yahaya *et al.*, 2020). According to Brown (2019), formative assessments techniques include:

- tasks that align with goals and have the potential to reveal gaps;
- open-ended teacher-student conversations;
- use of deep-thinking questions;
- judicious use of testing instruments;
- the quality of timeous feedback; and
- involving students in assessment through peer and self-assessment tasks.

Unfortunately, the above processes were in the main not followed by the co-researchers when they conducted assessment. The insights emerging from findings in Chapter four (4) indicate that the co-researchers lack the knowledge of assessment in the classroom as an aspect of pedagogical content knowledge (PCK). In Cycle 1, the research team's comments based on the three lessons presented by TA, TB and TC, validate their lack of knowlwdge in assessment in the teaching of Sesotho phonics to the LLDs. The excerpt below is evidence of this anomaly amongst the three co-researchers.

TA showed limited knowledge of assessment. He only asked learners to point at random words in the classroom which had the phoneme /ng/, an instruction to which there was no response from the learners. He failed to determine whether the learners understood the content or not. Clearly, TA did not take into account that knowledge of assessment is one of the important elements to evaluate learners' achievement and progress as asserted by Yahaya *et al.* (2020).

The same pattern continued in Cycle 2 of PAR. The co-researchers presented two activities which were flawed in many aspects relating to PCK in teaching Sesotho phonics. The following indicates what TA performed as a classroom activity.

The activity that TA did with the learners during the introduction of the lesson was flawed. Each word that he called out to the learner, who was catching the ball, was not relevant to the activity of "throwing and catching the ball", although the words were relevant to developing the phoneme /b/. TA called out the words randomly, without attaching any significance to the action expected of the learners.

The two activities provided evidence that the co-researchers had no understanding of formative assessment. They prepared the activities just to meet the criteria of a learner-centred approach. Therefore, it is evident that the co-researchers failed to assess the learners formatively since they lacked the skill to align content, (development of the phoneme /b/), the lesson objectives, and the learning activities in order to determine how much the learners know so that they could fill in the missing gaps (Brown, 2019). This is a clear indication that the co-researchers lacked the knowledge of assessment in the classroom.

The second activity, which was also flawed, happened when TB's instruction of dividing the words into syllables, turned out to be the segmenting of the words into phonemes. While this was a case of not understanding the CK of Sesotho phonics, it also meant that it was not possible for the co-researchers to engage in AfL, since they have very little PCK in teaching Sesotho phonics to the LLDs.

To exacerbate matters, TB performed the activity of segmenting the words into phonemes herself. Once more, while this a clear indication of TB's lack of CK of Sesotho phonics, it is also a poor reflection of their inability to provide opportunities for active learner participation in the lesson. The worst scenario was that the co-researchers were not be able to assess progress or lack of progress concerning their learners' learning.

In analysing the situation from the perspective of CDA, it is evident that the co-researchers silence the voices of their learners and perpetuate negative power relations between them and their learners (Van Dijk, 1998). Such practices defeat the principles of PAR such as collaboration, participation, inclusion, co-operation and involvement. This implies that when co-researchers lack PCK of teaching Sesotho phonics to the LLDs, it is not possible for them to assess learners formatively and to provide constructive feedback, especially in the light that they there were no responses from the learners. Eventually teachers perform the learning tasks themselves. From the Social Constructivist perspective, the co-researchers have no idea of their learners' ZPD (Vygotsky, 1978), and consequently cannot assist the learners in terms of enhancing their knowledge, skills and attitudes. The lack of responses from the learners, their silence, and lack of participation in class meant that the spirit of Ubuntu was non-existent in the classrooms.

The next discussion focuses on the solutions towards gaining assessment knowledge.

5.4.1 Solutions to combat the lack of knowledge of assessment

Guerriero (2017) maintains that one of the components of PCK is knowledge of classroom assessment. This means that the teacher must have knowledge of 'different forms and purposes of formative and summative assessments and how this knowledge of different frames of reference influences the motivation levels of the learners. This is the aspect which is sadly missing in the co-researchers' understanding of assessments (*cf.* Table 4.5). The solution is to continue to work collaboratively to maintain inclusivity and co-operation in participating in self-initiated or any other programmes to empower themselves in the critical aspect of assessing their learners. The formal and informal programmes where the teachers empower themselves regarding types of assessments, strategies and techniques for assessment, and alignment in assessment will help increase their knowledge, skills and attitudes in teaching Sesotho phonics.

Such programmes free co-researchers from ignorance, helplessness and dominance over sources of power over them, and motivates them to take control in enhancing TPCK in teaching Sesotho phonics to the LLDs. As Social Constructivist teachers, they will be able to regain their status as MKOs in their classrooms (Land *et al.,* 2000). Consequently, the spirit of Ubuntu will prevail which implies the restoration of human engagement which allows for critical-thinking, non-domination, and the optimal development of human relationships (Letseka, 2013).

The discussion below focuses on conditions that contribute to knowledge of assessment.

5.4.2 Conditions that favour knowledge of assessment

The intervention of in-service training is of utmost significance. The same conditions that apply to the lack of specialised training and the use of teacher-centred approaches are also relevant to the knowledge of assessment. The co-researchers must take advantage of all initiatives for staff development provided at the school by the SMTs

and those that are organised by the DoE or any NGOs to acquire a knowledge of assessment. Since their participation in the study has made them aware of their specific challenges, they can actually request the SMT and the learning facilitators from the DoE to organise workshops and seminars, where they can further develop themselves in the following areas:

- Enrich their knowledge of assessment in teaching Sesotho phonics to their LLDs. They must demonstrate knowledge of the purpose of assessment, types of assessment and the implementation of different types of assessments for different purposes. This practice will also help the teachers to assess learners effectively.

- Enhance their knowledge and skills to skilfully select and use relevant learning materials and resources to facilitate assessment;

- Plan learning activities that will provide opportunities for formative assessment to take place (Veldhuis & Van den Heuvel-Panhuizen, 2020).

- Read the relevant policy documents and prescribed books in order to acquire knowledge of assessment techniques and strategies applicable in the teaching of Sesotho phonics to LLDs. This supports the notion that teachers must engage in teacher-education programmes aimed at enriching their knowledge, overall proficiency, and confidence.

- Ensure that alignment concerning the topic, the lesson objectives, learning, teaching, and assessment activities is valid and reliable (Brown, 2019).

Further, Van den Heuvel-Panhuizen (2020) maintain that classroom assessments aligned with the process of teaching and learning such as asking questions, observing learner performance and giving quizzes or teacher-made written assignments, provide insights into how learners think and into what kind of formative instructional steps teachers can devise. Following on what Van den Heuvel-Panhuizen (2020) state about classroom assessment, it is evident that the co-researchers clearly the lack knowledge of assessment in the classroom. The flawed teaching and learning activities which they presented in Cycle 2 failed to provide opportunities for assessment because the activities did not satisfy the aim of developing the phoneme /b/.

The co-researchers' situation with regard to assessment is very serious. Their lack of knowledge of assessment has deprived them of any authority over the learners. It is a stagnant situation where the voices of the co-researchers and their LLDS are both silent. In fact, from the Social Constructivist perspective, the co-researchers failed as More Knowledgeable Others, in assessing their LLDs. They also failed to determine the ZPD of their learners because they did not know the CK of Sesotho phonics, in addition to not knowing how to assess what they were teaching.

In the next section, the focus is on threats towards the assessment.

5.4.3 Threats pertaining to the lack of Knowledge of Assessment

This threat refers to the inability of co-researchers to plan activities that are supposed to be aligned with the types of class assessment. This reveals that there is no evidence of learners' progress in understanding the content of the lesson. The implication is that the co-researchers' lack of knowledge of assessment in teaching Sesotho phonics reflects the failure on their part in giving learners formative feedback. Formative feedback means that the co-researchers must communicate information to learners, which is intended to modify learners' thinking behaviour, to motivate, and improve their learning (Veldhuis & Van Den Heuvel-Panhuizen, 2020).

The same threats pertinent to the lack of specialised training and the use of teacher-centred approaches, also apply under knowledge of assessment.

- Failure and unwillingness to improve their knowledge of assessment means that the co-researchers cannot evaluate learners' achievement in the classroom (Tosuncuoglu, 2018; Yahaya *et al.,* 2020).
- Failure to sustain working collaboratively in preparing and planning assessment activities for different lessons in teaching Sesotho phonics, imply that the co-researchers will not be able to collectively, focused and timely in gathering, analysing, interpreting and using information, that can provide evidence of student progress (Ministry of Education, 2007 as cited in Brown, 2019).
- Hesitancy to use different types of assessment and different types of assessment techniques means that the co-researchers may never know

how different types of learners, with different learning styles perform when using different assessment types and techniques (Brown, 2019).

- Reluctance to attend staff development programmes which provide more knowledge, skills and attitudes on how to assess learners will result in poor performance in terms of providing learner progress (Tosuncuoglu, 2018).

Failure to deal with threats relating to providing quality assessment in teaching Sesotho phonics, nullifies the principles of PAR on the part of the co-researchers. In fact, they will be confirming their incompetence, powerlessness, and ineffectiveness as professional teachers. Their practice is not in line with the theory of Social Constructivism as advocated by Vygotsky (1978) and to the spirit of Ubuntu.

In the next section, the success indicators pertaining to the knowledge of assessment is discussed.

5.4.4 Success indicators pertaining to the Knowledge of Assessment

The insights emerging from the data analysed in Chapter 4 and in this Chapter (5) indicate that the co-researchers the lack knowledge of assessment. However, the co-researchers are now aware of their inability to assess learners effectively. Their participation in this study has conscientised them to deal with any challenge such that they take action collaboratively in order to bring about improvement. As they improve their PCK in the teaching of Sesotho phonics, they must also improve on how to assess their LLDs. They can do this through formal or informal workshops and goal-directed discussions amongst themselves. With regard to assessment, formative assessment is the most effective type of assessment since it is learner-centred.

According to Brown (2019), assessment for learning (formative assessment) ensures that learners do not merely respond to the co-researchers' questions, but that they encourage the learners to think creatively and critically, and be able to:

- involve them in the processes of defining goals;
- encourage them to participate in open-ended tasks;
- evaluate their own and their peers' work;
- give and receive feedback intended to improve their learning (Owen, 2016).

When the co-researchers commit to do so, it will be a clear indication that AfL is a set of effective assessment techniques in enhancing the TPCK in the teaching of Sesotho phonics to LLDs. Another critical issue in assessing formatively is to provide constructive and timeous feedback to the learners. The co-researchers must give feedback in a positive and constructive way to motivating LLDs (Owen, 2016).

Similar to the success indicators regarding the lack of specialised training and the use of teacher-centred approaches, the co-researchers must commit to becoming lifelong-learners in their endeavours to improve their knowledge of assessment. From the perspective of CDA, the more content pedagogic knowledge (CPK) the co-researchers acquire, the more they will be neutralising offensive and dehumanising power relations between themselves and their employer (DoE), and between themselves and their LLDs. In other words, they bring in a different discourse of independence and new initiatives which counterbalance the discourse of unequal power relations. In terms of Social Constructivism, co-researchers should be fulfilling their role as MKOs, which means that they have more knowledge than their LLDs to provide clues when they teach Sesotho phonics (scaffolding). Consequently, the co-researchers will become lifelong learners, and consequently be in a better position to create lifelong learning with their LLDs (Donald *et al.,* 2008).

5.5   CONCLUDING THOUGHTS

Although the researcher have discussed the three challenges separately, the co-researchers experience them in an interrelated way in the teaching of Sesotho phonics to their LLDs. However, in looking at their performance in the study, there is no guarantee that the co-researchers could have performed better if they were teaching learners in the public schools, for which they are professionally trained. Evidently, they still lack TPCK in teaching Sesotho phonics to their LLDs. Their lack of specialised training, with regard to LLDs, is entrenching the discourse of unequal power relations between the co-researchers and their LLDs. This is evident in their dominant use of teacher-centred approaches which usurp power. This is exhibited when teachers provide answers to their questions, where there is deafening silence from the learners, and very little learner-participation. This reveals that, in spite of their qualifications, the

co-researchers are not yet 'learning specialists'. According to Guerriero (2017:3) learning specialists are:

Professionals in their field [who] can be expected to process and evaluate new knowledge relevant for their core professional practice and to regularly update their knowledge-base to improve their practice and to meet new teaching demands.

In fact, as learning specialists, the co-researchers would have to demonstrate the following: general pedagogical knowledge, content pedagogical knowledge, knowledge of classroom management, knowledge of teaching methods, knowledge of classroom assessment, knowledge of structuring learning objectives, the lesson process, lesson planning and evaluation, and lastly knowledge of adapting heterogeneous learning groups in the classroom as purported by Guerierro (2017). The acquisition of the bits of knowledge culminates in the TPCK of teaching Sesotho phonics to the LLDs. This scenario highlights their plea for intensive training in order to enhance the TPCK in teaching Sesotho phonics to the LLDs.

The fact that the co-researchers provide little formative assessment is an indication of their lack of PCK in the teaching of Sesotho phonics to their LLDs. In fact, their involvement with the LLDs, show very little understanding of the type of learners they have in the classroom and how effectively they can teach and assess them. This scenario brings to reality that the theories of Social Constructivism and Ubuntu will only be realised once the teachers become involved in all in-service training opportunities for them.

5.6   CONCLUSION

The discussions in this chapter focused on the three challenges; namely, lack of specialised training, the use of teacher-centred approaches, and the lack of knowledge of assessment, and how these challenges influence the enhancing of TPCK in the teaching of Sesotho phonics to the LLDs. The researcher have also included an analysis based on the CDA.

The next chapter (6) provides includes the findings, conclusions and recommendations.

CHAPTER 6 :
SUMMARY, FINDINGS, AND RECOMMENDATIONS

6.1   INTRODUCTION

In the previous chapter (5), the researcher focused on the analysis of empirical data based on the challenges faced by the co-researchers, and how those challenges influenced the enhancing of TPCK in the teaching of Sesotho phonics to the LLDs. The discussion was in accordance with the five objectives of the study. In this chapter (6), the researcher presents a summary of the study, the findings, recommendations, limitations of the study, and suggestions for future research.

6.2   SUMMARY OF THE STUDY

The purpose of this study is to enhance TPCK in the teaching of Sesotho phonics to the LLDs. By virtue that the study is PAR in nature, and in line with the objectives, I formulated the research question: *How do teachers enhance their TPCK in teaching Sesotho phonics to learners with learning disabilities?* The following outlines the content of the individual chapters:

Chapter 1 captures the details of how the study unfolded.

Chapter 2 discussed the literature study. Here, the researcher was able to conceptualise the meanings of concepts embedded in the research question. The significance of Chapter 2 was to provide a sound knowledge base of what the expert teachers must do in teaching learners. This chapter revealed that in order to function as experts or specialists in their field, teachers need extensive PCK, good problem-solving strategies, ability to adapt to the needs of diverse learners, good decision-making, excellent perception of classroom events, sensitivity to context, and unlimited respect for learners. The two theories, Social Constructivism (Vygotsky, 1987) and Ubuntu (Lefa, 2015) brought new perspectives in engaging with the literature and with the empirical data.

Chapter 3 explained how the researcher collected qualitative data used in the study. Data collection took place through the observations of lesson presentations by the co-

researchers, the focus group discussions, and document analysis. As the researcher employed PAR, selected teachers who worked closely and collaboratively with the researcher as co-researchers in order to enhance their PCK of teaching Sesotho phonics to LLDs was recruited. The focus pivoted on McNiff and Whitehead's Framework (2011) of conducting a PAR study and on the Guidelines (*cf.* 3.8.1.2) proposed by the research team as to how to enhance TPCK in teaching Sesotho phonics to LLDs.

In Chapter 4, the research team was able to determine the challenges faced by the co-researchers such as the lack of specialised training, the use of teacher-centred approaches, and lack of knowledge of assessment. The co-researchers planned and presented three lessons in Cycle 1 of PAR, and an intervention lesson in Cycle 2 of PAR. These lessons were analysed through McNiff and Whitehead's Framework (2011) and the co-researchers' Guidelines (*cf.* 3.8.1.2). The SWOT analysis of Cycle 1 and Cycle 2 highlighted the areas of strengths, weaknesses, opportunities and threats that the co-researchers need to be cognisant of as they embarked on enhancing TPCK in teaching Sesotho phonics to LLDs.

Chapter 5 consolidated on the emerging insights of how the co-researchers could enhance the TPCK in teaching Sesotho phonics to LLDs. The research team employed CDA to analyse the data from lesson presentations, complemented by the theories of Social Constructivism and Ubuntu. As a social constructivist, Vygotsky (1986) emphasised that learners learn best when there is a More Knowledgeable Other (MKO) in order to develop to their full capacity. However, as the study revealed, the co-researchers lack TPCK and thus fall short to serve as MKOs. Vygotsky's (1968) principle of ZPD, which denotes the difference between what learners can do without assistance and with assistance, did not materialise in the study. It was difficult for the co-researchers to apply the principle of scaffolding since there was no positive interaction with the guided learners. The principles of Ubuntu (Letseka, 2015) of caring, empathising, and sensitivity were not visible in the classroom interactions between the co-researchers and the LLDs.

6.3 FINDINGS AND RECOMMENDATIONS

The researcher structured the discussions of the findings of the study and their implications based on each of the three challenges; namely, lack of specialised training, the use of teacher-centred approaches, and the lack of knowledge of assessment.

6.3.1 Lack of Specialised Training

The study highlighted the plight of teachers who are suitably qualified to teach at normal public schools, but find themselves redeployed to a special school. The situation in which the co-researchers found themselves (lack of relevant skills to teach LLDs), paralysed them into performing at sub-standard levels. However, when a teacher is suitably qualified, irrespective of where he/she teaches, whether redeployed or not, teachers must have extensive pedagogical content knowledge, good problem-solving strategies, skills to adapt to teaching diverse learners, astute decision-making, incisive perception of classroom events, greater sensitivity to context, and unlimited respect for students.

What Guerriero (2017) means is that teachers should not allow any situation to affect them into performing below their professional competence which involves the demonstration of knowledge, skills and motivational variables. For example, it is not expected that a Sesotho teacher can transfer incorrect information such as stating that 'a sentence is a line'.

It is of concern that the study revealed that the co-researchers lack TPCK in teaching Sesotho phonics to the LLDs. When teaching Sesotho phonics, teachers need the knowledge of phonological awareness including concepts such phonemic awareness and phonics, the link between phonological awareness and phonemic awareness, and the difference between these two. It is also crucial for the teachers to have the knowledge of phonological processing and how to teach and assess all aspects related to Sesotho phonics in the classrooms (Schaeffer, 2015:52-63).

Another finding related to the lack of specialised training was that the co-researchers lacked the knowledge of assessment in the classroom which is an integral aspect of TPCK (Yahaya *et al.*, 2020). This finding pointed to their failure to implement

assessment in the classroom and specifically Assessment for Learning (AfL) as advocated by Brown (2019).

Recommendation

The finding with regard to the lack of specialised training points out that redeployed teachers from a normal public school to a special school often fail to perform at expected levels. It is a reflection of the lack of support and guidance from the School Management Team in terms of ensuring that these teachers are equipped with the necessary knowledge, skills and attitudes to teach learners at a special school. The researcher therefore recommend that a needs analysis involving the DoE, the SMTs and the School Governing bodies must take place before the transfer of teachers from a normal public school to a special school. This will ensure if the teachers' competencies match the skills required to teach learners with learning disabilities. This fosters a smooth transition which will benefit the teachers, learners, and all roleplayers.

Although the study unfolds in a special school where the teachers teach learners with learning disabilities, there is very little data that spoke to the real situation pertaining to positve interaction between the co-researchers and their LLDs, and the kind of support the co-researchers needed in order to support the LLDs. The researcher therefore suggest that Inclusive Education be included into the pre-service and in-service teacher- education programmes. These should focus on reconceptualising the roles, attitudes and competences of student teachers in preparing them to diversify their teaching methods, to redefine the relationship between teachers and learners, and to empower teachers as co-developers of curricula. This will promote professionally trained teachers to work effortlessly in any Inclusive Education teaching and learning environment as teachers are key partners in the successful implementation of IE. Since they experience the challenges of inclusion, their voices on ways to improve pre-service and in-service teacher-education are essential. Moreover, the quality of teaching using IE practices requires appropriate and well-designed teacher-education programmes (Juma *et al.,* 2017:71). This recommendation includes all aspects of TPCK, including the knowledge of assessment.

In the section below, solutions to the lack of specialised training are suggested.

6.3.1.1   Solutions to combat lack of specialised training

The study reveals that teachers need to perform as subject specialists in their different fields throughout their careers to ensure that TPCK always meets the challenges of changing situations in the profession. This finding supports the fact that in-service teachers should participate in formal and informal programmes of in-service education organised by the DoE from time-to-time in order to assist teachers to improve their knowledge in their specific fields to maintain proper standards of education.

Recommendation

In this context, the researcher recommend that teachers, with the full support of the DoE and the SMTs as well as SGBs, must encourage teachers to participate in formal and informal programmes of in-service education. The teachers at the special schools must receive training which is relevant to empowering them to handle their learners with diverse learning disabilities.

In the following section, the findings related to the conditions contributing towards the lack of specialised training is discussed.

6.3.1.2   Conditions favouring specialised training

The study reveals that teachers are often unaware of the conditions available to them to change their situation; a situation from the lack of specialised training to a situation where they can perform as teachers who are confident about their PCK. Once teachers are aware of their limitations, they can empower themselves through PAR principles, which are collaboration, participation, inclusion, co-operation, and involvement. Practising these tenets ensures that nothing that can stand against teachers as change agents.

Recommendation

The teachers who trained in PAR as change agents, will always take advantage of the conditions available to them by using McNiff and Whitehead's (2011:120) Framework

to manage any problematic situation and come up with solutions. The PAR processes guarantee growth and sustainability as they help teachers to reflect on issues that hamper their efficiency, and motivate them to take action in order to bring about improvement and change. In this case, the researcher recommend that the SMT, in collaboration with the DoE, provide workshops where all teachers receive training in PAR so that they utilise opportunities at their disposal to continuously improve their TPCK.

In the section below, the findings pertaining to threats pertaining to the lack of specialised training is unpacked.

6.3.1.3   Threats pertaining to the lack of specialised training

In this study, the researcher found that the major threats faced by co-researchers in terms of the lack of specialised training point to teachers' professional insecurities, and those that threaten their comfort-zones. Debilitating issues include the failure to work collaboratively, failure to improve their use of Sesotho as a LoLT, and an unwillingness to read and enhance content knowledge. However, PAR teachers empower themselves to face any challenge which becomes a barrier to them in functioning as specialists, not onlyin teaching Sesotho phonics to the LLDs, but in their different fields of specialisation where TPCK is a critical component.

Recommendation

It is against the backdrop portrayed in the section above (*cf.* 6.3.1.2) that the researcher recommend that teachers make use of and engage in any in-service training opportunities offered to them as platforms to improve TPCK.

In the section below, the success indicators pertaining to the lack of specialised training is discussed.

6.3.1.4   The success indicators to solve the lack of specialised training

The study reveals that the success indicators come to the fore when the co-researchers are willing and motivated to tackle the challenges facing them without any fear or hesitancy. The success indicators reveal themselves the moment the co-researchers apply the principles of PAR. In so doing, they share a common purpose, skills, support, commitment, and motivation to improve their TPCK (Tetui *et al.*, 2018).

Recommendation

It is within this context, that the researcher recommend that the SMT, the DoE and the SGB motivate and support teachers to upgrade their performance to enhance their PCK, and to sustain all such efforts that elicited success.

The next section discusses the findings on the use of teacher-centred approaches.

6.3.2   The use of teacher-centred approaches

The study reveals that the researchers' lack of TPCK in teaching Sesotho phonics to their LLDs, adds to their incompetency. Their regular use of teacher-centred approaches negates the pedagogy of teaching as a collaborative, co-operative and participatory engagement between the teachers and their learners. Authentic pedagogy is where teachers abandon their authority and control of the classroom in order to allow themselves to act as facilitators because they are confident of their PCK. Although the co-researchers were beginning to see the value of using learner-centred approaches, they still lacked confidence in using them because of their lack of TPCK.

Recommendation

Since the co-researchers were beginning to move away from teacher-centred approaches and to adopt learner-centred approaches, the researcher therefore recommend that all roleplayers create enabling environments where teachers are motivated and inspired to embark on posotive changes. It takes much practice and

time before teachers can acquire sufficient TPCK gain the mastery of using learner-centred approaches.

The section below focuses on unpacking the findings related to solutions to move away from teacher-centred approaches.

6.3.2.1   Solutions to circumvent teacher-centred approaches

The study reveals that the co-researchers' attempts to find solutions to avoid teacher-centred approaches depend on their commitment to guard against reverting to archaic approaches when they teach their learners. They need to stand firm on applying the principles of PAR such as collaboration, participation, inclusion, co-operation, and involvement (McTaggart, 1997). As indicated in Chapter 5, it is crucial that they continue applying the principles of PAR so as to share a common purpose, skills, support, and commitment in their quest to move towards learner-centred approaches.

Recommendation

The recommendation emanating from the component above, is that the co-researchers, through the support and motivation from the SMT and the DoE, must practise the principles of PAR such as collaboration, participation, inclusion, co-operation, and involvement in improving the TPCK in teaching Sesotho phonics and any other subject to their learners. The SMT and DoE must organise in-service training workshops, seminars, conferences, and platforms where teachers can learn new skills in using learner-centred approaches.

In the next section, the findings related to the conditions solutions towards the use of teacher-centred approaches is unpacked.

6.3.2.2   Threats in using teacher-centred approaches

The major finding here is that changing from teacher-centred approaches to learner-centred approaches can be challenging. This finding points out that the co-researchers will experience threats as long as they revert to their comfort-zone of helplessness,

incompetence and failure to take the initiative in improving their TPCK in the teaching of Sesotho phonics to their LLDs. In order to eliminate the threats that hinder the process of enhancing the TPCK, they need to engage in the PAR phases of planning, acting, observing and reflecting.

Recommendation

In the above instance the researcher recommend that the co-researchers maintain the principles of PAR. These principles enhance their confidence in becoming teachers who are reflective, committed, critical-thinking, and having sound content knowledge. Teachers must "reclaim their space as agents to create and seize opportunities for critical reflection, transformation, stronger agency, and to gain the experience of being part of a community in dialogue instead of a blunt tool for externally imposed curriculum demands" (Ebrahim, 2011:58 cited in Deacon, 2016).

6.3.2.3   *Success indicators in the use of learner-centred approaches*

The study reveals that in adopting learner-centred approaches as one of the tools of enhancing the TPCK in teaching Sesotho phonics to LLDs, the co-researchers must participate in all formal and informal in-service training programmes in order to keep abreast of new developments in knowledge, skills and attitudes in teaching Sesotho phonics to their LLDs. They must learn how to let go of teacher-centred control by providing differentiation, learner ownership, and self-assessment tools, thus improving rapport with learners. In so doing, the co-researchers will be on their way to developing trust in the classroom, promoting active learner-participation, honouring the individual, building connections with their LLDs, and evoking curiosity (Dole *et al.,* 2016).

Recommendation

It is highly recommended that the co-researchers attend all in-service professional training programmes in order to develop and empower themselves via new knowledge, skills and attitudes in teaching Sesotho phonics to their LLDs and strengthen their TPCK. Their commitment to adhere to the principles of PAR

(collaboration, participation, inclusion, co-operation and involvement) is an opportunity for them to work and to succeed as a team.

The next discussion looks into findings and recommendations related to the lack of knowledge of assessment.

6.3.3 Lack of knowledge of assessment

The study revealed that assessment is one of themost important tools to determine learners' performance in the classroom. However, in consideration of the discussions on the lack of knowledge of assessment in Chapter five it is crystal clear that the co-researchers lag far behind in enhancing TPCK especially relating to their knowledge of assessment, and how to provide constructive feedback. Hence, their efforts to work collaboratively as a PAR team will sustain them as successful change agents concerning assessment.

Recommendation

The study recommends that the co-researchers with the full support of the SMT, DoE and the SGB, encourage and motivate the co-researchers to participate in formal and informal in-service education programmes which focus on enhancing the co-researchers' knowledge of all aspects of assessment.

The next section provides solutions to obviate the lack of knowledge of assessment.

6.3.3.1   Solutions to the lack of knowledge of assessment

The study highlights that the major solution towards lack of knowledge of assessment is for the co-researchers is to continue to work collaboratively, maintaining inclusivity and co-operation in participating in self-initiated and any other programmes to empower themselves to effectively assess their learners.

Recommendation

In this component, the researcher recommends that the co-researchers engage in formal and informal programmes where they empower themselves regarding types of assessments, strategies and techniques for assessment, Assessment for Learning (AfL), alignment in assessment which will help the teachers to increase their knowledge, skills and attitudes and help them in enhancing the TPCK in teaching Sesotho phonics. Brown (2016:6) supports the recommendation as indicated below:

> [A]ssessment is a separate entity (i.e. a verifiable decision-making process) from AfL which is an interactive, intuitive, expert-based process embedded within curriculum-informed teaching and learning. AfL must coexist with assessment; but AfL is an insightful pedagogical practice that ought to lead to better learning outcomes and much more capable learners.

The next section discusses the conditions that contribute towards the lack of knowledge of assessment.

6.3.3.2 Conditions that contribute to the lack of knowledge of assessment

In this component, the study revealed that the co-researchers' lack of knowledge concerning assessment deprives them of any authority over the LLDs. As reflective teachers, the co-researchers can utilise the conditions available to them in order to enrich their knowledge of assessment in teaching Sesotho phonics to their LLDs. They can demonstrate knowledge of the purpose of assessment, types of assessment and the implementation of different types of assessments for different purposes. They need to enhance their knowledge and skills to select and use relevant learning materials and resources to facilitate assessment, and plan learning activities that will provide opportunities for formative assessment to take place (Veldhuis & Van den Heuvel-Panhuizen, 2020). They can also read the relevant policy documents, prescribed books, in order to acquire knowledge of assessment techniques and strategies applicable in the teaching of Sesotho phonics to LLDs.

Recommendation

The study recommends that the co-researchers take advantage of all initiatives for staff development provided at the school by the SMTs and those that are organised by the DoE or NGOs to create conducive conditions towards the acquisition of knowledge regarding assessment. They can also request the SMT and the learning facilitators from the DoE to organise workshops and seminars where they can further develop themselves to increase their knowledge in all aspects of assessment.

In the next section, the threats that obstruct the acquisition of the knowledge of assessment is discussed.

6.3.3.3   The threats in the acquisition of the knowledge of assessment

A key finding in this component pointed to the fact that the co-researchers' lack of knowledge of assessment will always threaten their efficacy in enhancing the TPCK in teaching Sesotho phonics to their LLDs, unless they confront the threats decisively. These threats emanate from their failure or unwillingness to improve their knowledge of assessment, failure to work collaboratively in preparing and planning assessment activities for different lessons in teaching Sesotho phonics, and their hesitancy to use different types of assessment and different types of assessment techniques. They can overcome the threats by attending staff development programmes which provide more knowledge, skills and attitudes on how to assess learners. This will result in providing insight into learner progress (Tosuncuoglu, 2018).

Recommendation

In this component, the researcher strongly recommend that the co-researchers, and the SMTs in collaboration with the learning facilitators (specialists in assessment), conduct intensive staff development training sessions. More importantly, the learning facilitators must be familiar with the needs of the LLDs at this special school. They must also have sufficient knowledge on how to address the areas of concern and challenges faced by the co-researchers and their LLDs at this special school.

6.3.3.4 Success indicators concerning knowledge of assessment

In this component, a key finding was that assessment, in all its variations, is very important in determining learners' academic progress. However, Assessment for Learning (AfL) plays a more significant role in determining the LLDs achievements in learning. Hence, the more practice the co-researchers engage in, the more successful their endeavours will be as knowledgeable assessors.

Recommendation

The co-researchers' success as assessors depends on their commitment to work collaboratively in enhancing their knowledge, skills and attitudes in conducting AfL. The recommendation is for the co-researchers to apply AfL in order to ensure that they design appropriate tasks, elicit relevant information, and respond to it appropriately while their LLDs can play an active role "in understanding criteria and targets, giving each other feedback and making progress toward greater learning" (Brown, 2019:5).

The section below focuses on concluding thoughts of how the study unfolded.

6.4 CONCLUDING THOUGHTS

Although the researcher discussed the recommendations in relation to each challenge, the roll-out indicates the inter-dependence of these recommendations in the real situation of enhancing the TPCK of teaching Sesotho phonics to the LLDs. The lack of specialised training, the use of teacher-centred approach, and the lack of knowledge of assessment, all point to the much-needed training opportunities for the many in-service teachers and even highly specialised and intensified training opportunities for teachers in the special schools. Of importance, is that teachers who participated in PAR, cannot afford to revert to the situation of helplessness and lack of initiative. The whole PAR process is supposed to be sustainable in all teaching and learning environments.

The aspect of TPCK is very complex in the sense that it does not only focus on the cognitive abilities of the teachers and learners, but also on affective-motivational characteristics. According to Guerirro (2017) the cognitive abilities include, to some

extent, many aspects discussed in this study such as professional knowledge (PC), general pedagogical knowledge (GPK), content knowledge (CK) and pedagogical content knowledge (PCK). The affective-motivational characteristics, which the researcher treated superficially in this study, include aspects such as motivation, self-regulation, and professional beliefs about teaching and learning, and subject content.

The study did not exhaust how suitably qualified teachers in special schools who teach LLDs or other learners with special educational needs, can employ the learner-centred approaches in order to ensure that genuine teaching and learning takes place.

6.5   LIMITATIONS OF THE STUDY

Although the study unfolds against the backdrop of a special school which accommodates learners with special educational needs (LSEN), the study falls short in unravelling the nuances of the typical learners with learning disabilities (LLDs). The co-researchers engaged with them as silent participants whose voices were absent and silenced. Of great concern here is that the co-researchers initially worked as teachers in 'norma' schools and later joined the completely different environment of LSEN. These co-researchers, in the absence of emotional support from the SMT and SGB, experienced 'practice-shock' when they started teaching in LSEN environments. Their situation dragged them into a state of inefficacy and stagnation. The study may have yielded different results if the co-researchers were suitably qualified to teach learners with learning disabilities.

In the following section, the researcher focusses on recommendations for further study.

6.6   RECOMMENDATIONS FOR FURTHER STUDIES

In consideration of the limitations of the study (above), it is recommended that another study be conducted with suitably qualified teachers, preferably those who trained for Inclusive Education. The focus must still on LLDs so that the teachers can unravel the real traits of such learners. The challenges in teaching Sesotho phonics are numerous and varied. Another researcher may conduct another study into how teachers handle

other challenges such as the lack of learning resources, negative attitudes towards the use of mother-tongue instruction at special schools, and the teachers' ability to implement the Differentiated Curriculum Assessment Policy Statement [DCAPS] (DBE, 2017).

6.7   CONCLUSION

This chapter concludes the study by highlighting its integration and inter-connectedness in bringing synergy into this reaerch project. It also discusses findings and recommendations based on each challenge and its components. A discussion on the limitations of the study and recommendations for further research was included. Finally, the researcher states that this academic journey was long, fruitful, and insightful in assisting teachers and learners of LLDs to enhance their current performances.

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APPENDICES

APPENDIX A: ETHICS APPROVAL FROM THE UNIVERSITY OF THE FREE STATE

UFS·UV

Faculty of Education

24-May-2018

Dear Miss Ntsoaki Pelea

Ethics Clearance: **Enhancing teacher pedagogical content knowledge of Sesotho phonics in teaching learners with special educational needs**

Principal Investigator: **Miss Ntsoaki Pelea**

Department: **School of Education Studies (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to you application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2017/1525**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele Makgalwa
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education
T: +27 (0)51 401 3777| F: +27 (0)86 546 1113 | E: MokheleML@ufs.ac.za
Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa
www.ufs.ac.za

APPENDIX B: LETTER OF REQUEST TO THE DISTRICT DIRECTOR, FREE STATE DEPARTMENT OF EDUCATION (FSDOE) TO CONDUCT RESEARCH

The District Director: Ntate Moloi

Motheo District

Bloemfontein

9301

Researcher: Pelea Ntsoaki Annacleta

Cell number: 0718510561

Email : ntsoakipelea@gmail.com

13822 Buitfontein

Thaba Nchu

9780

Sir

REQUEST TO CONDUCT RESEARCH AT A SPECIAL SCHOOL IN THABA NCHU

I, Ntsoaki Annacleta Pelea, ID no. 6203040874087, student number 2015332816, am pursuing a master's degree at the University of the Free State. I humbly request permission to conduct research at one of special schools in Thaba Nchu, Motheo District, Free State relating to the topic: *Enhancing teacher pedagogical content knowledge of teaching Sesotho phonics for learners with learning disabilities*

Four teachers will be chosen to participate in the study. To avoid disruption of tuition time, activities which are study-related will occur after hours. Interviews will be conducted during the week to curtail expenses to the researcher and to the participants.

This research study emanated from problems that teachers experience in teaching LSEN Sotho phonics. The study and its findings will benefit the selected participants, other teachers, the SMT of the selected school, and the FSDoE.

The participation of the teachers is voluntary and without remuneration. Participants are free to withdraw their participation at any time when they feel the need to do so, without being disadvantaged in any way. Also, if they feel threatened in any way, or if they feel uncomfortable, or at

risk of harm about certain aspects of the research process, they may withdraw their participation without any questions being asked.

No precautions will be needed as no physical or psychological harm is expected during the research process of data gathering.

Should you wish to obtain further clarity about the research, please feel free to contact me directly; or for more information consult my study supervisor. Her details are:

Dr M. J. Ramabenyane, Room 23, Winkie Direko Building, University of the Free State, Bloemfontein, 9301. Telephone 0514012639, Email: RamabenyaneMJ@ufs.ac.za

Your permission will be deeply appreciated.

Yours faithfully

Pelea

N. A. Pelea (Ms)

(Researcher)

APPENDIX C: PERMISSION LETTER TO DISTRICT FROM FREE STATE DEPARTMENT OF EDUCATION (FSDOE) TO CONDUCT RESEARCH

Enquiries: KK Motshumi
Ref: Notification of research: NA Pelea
Tel. 051 404 9221 / 079 503 4943
Email: K. Motshumi@fseducation.gov.za

Department of
Education
FREE STATE PROVINCE

The District Director
Motheo

Dear Mr Moloi

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY NA PELEA

1. The above mentioned candidate was granted permission to conduct research in your district as follows:

   Research Topic: Research Topic: Enhancing teacher pedagogical knowledge of Sesotho phonics for learners with special Educational needs.

   Schools: Boitumelong Special School, Motheo District.

   Target Population: 3 teachers teaching Sesotho in Foundation Phase and 1 teaching Sesotho in Intermediate Phase.

   Period: From date of signature to 30 September 2018. Please note the department does not allow any research to be conducted during the fourth / academic quarter of the year nor during normal school hours.

2. **Research benefits:** The Department will understand challenges facing teachers at special schools when teaching Sesotho phonics and make sure that only teachers trained to teach LSEN should be placed at these schools as they will be having the necessary skills and deal with these learners.

3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.

4. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 15/08/2018

APPENDIX D: LETTER TO THE SCHOOL REQUESTING PERMISSION TO CONDUCT RESEARCH

TO THE PRINCIPAL: Molotsi T.E.

Boitumelong Special School

P. O. Box 1501

Thaba-Nchu

9775

23 March 2021

Dear Madam

Request to conduct research at your school

I am Pelea Ntsoaki Annacleta, ID 6203040874087, student number 2015332816. I am pursuing a master's degree in education at the University of the Free State (UFS). As part of my study, I am requesting permission to conduct research at your school. My topic is: *Enhancing teacher pedagogical content knowledge of Sesotho phonics for teaching learners with learning disabilities (LLDs).* I have selected teachers from your school to participate in the study. Your school will be used as the research site for this study.

 I would appreciate it immensely if you will kindly grant me permission to enlist the assistance of four (4) teachers from your school teachers for data gathering purposes, and the school site for interviewing processes.

Your permission will be much appreciated.

Yours faithfully

Pelea

Pelea Ntsoaki Annacleta (Ms)

(Researcher)

APPENDIX E: LETTER TO SCHOOLS REQUESTING PERMISSION FOR PHOTOGRAPHS

13822 BUILTFONTEN 4

Thaba Nchu

9870

11 February 2018

The Principal of Boitumelong Special School

Thaba-Nchu

9775

Dear Madam

Request to photograph records and classroom activities

I humbly request your permission to photograph the following documents that relate to my research which will be conducted at your school:

- Class time-table
- Teachers' work schedule
- Teachers' lesson plans
- Sesotho activity books
- Assessment plan
- Assessment record

I will ensure that the following conditions will be met:

- The name of the school will remain anonymous in the final writing of data;
- The participation of teachers will be voluntarily, and they have the right to withdraw at any point of the study without being prejudiced;
- the information collected, records and reports written be returned to you; and
- You will receive a copy of the final report before it is handed in so that you have the opportunity to suggest changes to the researcher, if necessary.

All participation is voluntary, and no incentives will be given to the participants. The information collected will be used for the purposes of the study only, and will be kept confidential.

Your consent will be sincerely appreciated.

Yours faithfully

Pelea

 (N. A. Pelea – Researcher)

APPENDIX F: LESSON PLAN BY PARTICIPANTS

SERUTWA: SESOTHO PUO YA LAPENG MOHLA: Phato/2019.

CONTENT AREA	MOSEBETSI WA MOSUWE	MOSEBETSI WA BANA	DISEBEDISWA
HO MAMELA LE HO BUA	Mosuwe o qala dithuto ka ho hlahloba tsebo e fetileng. O kopa bana ho utlwahatsa ditumanosi.Mosuwe o balla ditlhaku hodimo,o kopa bana ho di ngola dibukeng.Mosuwe o kopakopanya ditumanosi a sa di behe ka tatellano (o,u,a,e,i).O kopa bana ho di balla hodimo	Bana ba ngola ditumanosi ka tatellano le ha ba ba sa di tsebe	DIbuka, dipene, chalkboard
HO NGOLA LE HO HLALOSA	Mosuwe o bontsha bana kopanyo e nepahetseng ya ditumammoho le ditumanosi. O ngola mantswe ka puo ya lapeng/letswele Lengolo,ngola,ngaka,ngala,lengana,manganga ngodiso	Bana ba nka karolo le malebela	Dibuka,dipene chalkboard
HO NGOLA	Mosuwe o sebedisa tafole e ka fatshe ho ngola mantswe 	nga	nge	ngi	ngo	ngu
---	---	---	---	---
la	le	li	lo	lu
ka	ke	ki	ko	ku
ma	me	mi	mo	mu | Mosuwe o kopa bana ho sebedisa tafole e ka hodimo ho bopa mantswe akgetho ya bona	Mosuwe o kopa bana ba fane ka mantswe a kgetho ya bona a bopilweng ka modumo /ng/ Bana ba ngola mantswe ana: Ngala, lengolo,ngaka,ngola,ngwana,ngwanana Ngwapa	Dibuka, dipene, chalkboard

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LESSON PLAN

	SEHLOHO: DITUMANOSI LE MODUMO	NAKO :30 METSOTSO
SERUTWA: SESOTHO PUO YA LAPENG MOHLA: PHATO 2019		
SEHLOPHA: 3		

	MOSEBETSI WA MOSUWE	MOSEBETSI WA BANA
Makeno (5 metsotso)	Mosuwe o qala dithuto ka ho hlahloba tsebo e fetileng. O kopa bana ho utlwahatsa ditumanosi le medumo. Mosuwe o bitsetsa ditumanosi le medumo hodimo, o kopa bana ho ngola medumo dibukeng	
Thutiso (10 metsotso)	Modumo o kopanya le ho tswaka ditumanosi le medumo a di lobokantse: i, o, e, u, a O kopa bana ho di bitsetsa hodimo ha a ntse a di supa O ngola a, u,e,i ,o {table} Mosuwe o sebedisa tafole e ka hodimo ho bopa mantswe Ngala, ngaka,lengolo,manganga	Ban aba ngola modumo /ng/ Ka dihlopha le ka bo mong le ka dihlopha
Hlahlobo (15 metsotso)	Mosuwe o bontsha bana kopanyo e nepahetseng ya mantswe. O ngola mantswe ka puo ya lapeng	Bana ba nka karolo le malebela Ba tlatsa dikgeo mantsweng ana: r-n- fi-la ph-h- rok- d-j- loh- bal- s-k-l- math-
DISEBEDISWA	Dibuka,Dipene,le Chalkboard	
HLAHLOBO	Bana ba ngolla dibukeng tsa bona	

Table within Thutiso cell:

nga	nge	ngi	ngo	ngu	
la	le	li	lo	lu	
ka	ke	ki	ko	ku	

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LESSON PLAN

SESOTHO TERM: 3 LETSATSI....................................

LETSATSI 1	HO BUA Sheba setshwantso o bue ka seo o se boning
LETSATSI 2	HO BALA LE HO BOHA Ba ballwa seratswana bukeng ya padiso
LETSATSI 3	HO BALA LE HO BOHA Ba bala mantswe ba mamela modumo
LETSATSI 4	HO NGOLA Ba ngola tlhaku e kgolo le matswao a puo dipolelong tsena bana ba sekolo mme o ja nama ntate o a kgotha mme o bua le bana
LETSATSI 5	HO NGOLA Pitsetso ka tlotlontswe

APPENDIX G: LESSON PLANNING FORM

<table>
<tr><td>
BOITUMELONG SPECIAL

LEFAPHA LA THUTO
</td></tr>
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<table>
<tr><td></td></tr>
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LESSON PLANNING FORM: GRADE R-3

FOROMO YA TLHOPHISO YA THUTO: KEREITI YA KAMOHELO (K) – 3

<table>
<tr><td colspan="2">**Teacher / Titjhere**</td></tr>
<tr><td>**School /** *Sekolo:*</td><td>**Date /** *Mohla*</td></tr>
</table>

<table>
<tr><td rowspan="2">**Number of learners /** *Palo ya baithuti*:</td><td>**Grade / Kereiti:**</td><td>**Duration:**

Botelele ba nako ya thuto:</td></tr>
</table>

Subject: Language/ Sesotho

Thuto: Dipuo: Kwahollopuo

The level at which the language is taught: Sesotho Home Language

Bophahamo ba ho ruta puo:

Lesson theme (e.g. *Phonemic Awareness***):**

Mmokotaba wa thuto jk:

Situation analysis: Give only variables for this lesson (learners, teachers, society, learning contents, classroom environment).

Maemo a boithuti: Fana feela ka dintlha tse ikgethollang thutong ena (baithuti, titjhere, baahi, serutwa, maemo a phaposi).

Aim / *Sepheo*:

Objectives / *Maikemisetso*:

Skills to be learnt / *bokgoni ho bontsha boithuti*

Topic / *Sehlooho nyalanya medumo:*

Integration of language skills, including handwriting: *Momahano ya bokgoni ba puo ho kenyelletswa le mongolo*

Teacher's Strategies, Methods / *Mawa le mekgwa ya ho ruta*	Learners' Strategies, Methods / *Mawa le mekgwa ya ho ithuta*	Educational media, learning materials and sources / *Dithusathuto*

Description of lesson introduction / *Selelekela*:

Activity:

Development of Lesson/*Ntshetsopele ya thuto:* Teacher's activities and Assessment / *Diketso tsa ho ruta le tekanyetso:*	Learners' activities and Assessment / *Diketso tsa ho ithuta le tekanyetso:*

Conclusion / Qetelo

How do you make provision for *Inclusive Education* and *Diversity* in this lesson? *O ka etsa jwang ho akaretsa baithuti bohle thutong ena le ho ananela ho fapana ha bona?*

Creativity: What did you do in the lesson that is creative? *Ho nahana ka boiqapelo bo tebileng: Ke eng seo o nahanang hore se bontsha boiqapelo thutong ena?*

Which new strategies did you use in this lesson? Ke mawa afe ao o a sebedisitseng thutong ee?

Skills, Attitudes and Values addressed (give examples in each case) *Fana ke mehlala ho bontsha bokgoni bo fihleletsweng mabapi le thuto.*

Homework / *Mosebetsi wa hae*

REFLECT ON THE LESSON / *THUISA KA THUTO ENA*

COMPLETE THIS SECTION AFTER FACILITATION OF THE LESSON

TLATSA KAROLO ENA KA MORA THUTO

a. **Did you address the aim of the lesson (as indicated in the lesson plan)?**

Na o fihlelletse sepheo sa thuto seo o se boletseng tlhophisong ya thuto? *E/*YES

Did you address the objectives of the lesson as indicated in the lesson plan?

Na o fihlelletse maikemisetso a thuto ao o a boletseng tlhophisong ya thuto? *E/*YES

What can learners do and say to demonstrate their understanding as a result of your teaching?

Ke eng seo baithuti ba ka se etsang ho bontsha kutlwisiso ya seo o ba rutileng sona?

	YES/ E
Aim / *Sepheo:*	X
Objectives / *Maikemisetso:*	X
Newly learnt skills / *bokgoni ho bontsha kutlwisiso*	X

b. **Did you accommodate learners with learning problems, and gifted learners according to their different cognitive abilities?**

Na o ile wa kenyeletsa baithuti ba nang le mathata a ho ithuta le ba ikgethang ka bohlale?

YES/ *E*	NO/ *TJHE*
X	

Give examples / *Fana ka mehlala*:

c. **Reflect on the teaching strategies (e.g. predicting, activating prior knowledge, questioning, and group work) that you used: What was effective or less effective?**

Nahanisa ka mawa a ho ruta le ho ithuta (ho noha, ho tsosolosa tsebo ya moithuti, ho botsa

dipotso le sebetsa ka dihlotshwana): Ke dife tseo o di sebedisitseng ka katleho kapa tse sa

bontshang katleho?

d.   What can you improve, or what would you do differently next time?

Ke eng seo o ka se etsang ho ntlafatsa maemo kapa seo o ka se etsang ka mokgwa o

fapaneng?

(e) How do you feel about this lesson? *Maikutlo a hao a jwang mabapi le thuto ee*?

Assessor/ *Morupelli*:	Date/ *Mohla:*

APPENDIX H: RE-PLANNED (REVISED) LESSON PLAN BY THE THREE TEACHERS

BOITUMELONG SPECIAL
LEFAPHA LA THUTO

LESSON PLANNING FORM: GRADE R-3

FOROMO YA TLHOPHISO YA THUTO: KEREITI YA KAMOHELO (K) – 3

Teacher / Titjhere: Mapota V. I.(TA,TB,and TC)	
School / *Sekolo: Boitumelong Special School*	**Date /** *Mohla*: 07/10/2020-25/10/2020

Number of learners / *Palo ya baithuti*: 15	Grade / Kereiti: 2	Duration of period: *Botelele ba nako ya thuto*: I hora le metsotso e 15

Subject: Languages (Sesotho puo ya lapeng (Sesotho Home language)

Thuto: Dipuo:

 Medumo (Sounds)

The level at which the language is taught: Sesotho Home Language

Bophahamo ba ho ruta puo: Sesotho Puo ya Lapeng:

Lesson theme e.g (*Phonemic Awareness*):

Kamano pakeng tsa ditlhaku le medumo

Medumo [b] le tlhaku /b/

Ho kgetholla dinoko

Ho arola ditlhaku mantsweng

Mokgwa wa ho bopa mantswe ka modumo

Situation analysis: Give only variables for this lesson (learners, teacher, society, learning contents, and classroom environment.

Maemo a boithuti: Fana feela ka dintlha tse ikgethollang thutong ena (baithuti, titjhere, baahi, serutwa, maemo a phaposi).

Baithuti ke banana le bashemane ba dilemo tsa palohare ya 8 le 9

Aim / *Sepheo***:**

Qetellong bana ba tla be ba tseba ho le ho utlwisisa modumo [b] le ho bopa mantswe le ho bala mantswe

Objectives / *Maikemisetso***:**

Baithuti ba kgone ho nyalanya ditlhaku le medumo

Skills to be learnt / *bokgoni ho bontsha boithuti*

Ho bala le ho ngola

Topic / *Sehlooho nyalanya medumo:*

Modumo [b]

Ho kopanya modumo [b] le ditumanosi ho bopa mantswe

Integration of language skills, including handwriting: *Momahano ya bokgoni ba puo ho kenyelletswa le mongolo*

Ho ruta bana ho bitsa modumo

Ho ruta bana ho ngola le le ho bala mantswe a rutilweng le a boiqapelo

Teacher's Strategies, Methods / *Mawa le mekgwa ya ho ruta*	Learners' Strategies, Methods / *Mawa le mekgwa ya ho ithuta*	Educational media, Learning materials and sources / *Dithusathuto*
Learner-centred	Questioning	Flash cards/
Scaffolding	Cooperative strategy	Letlapa
Ho botsa bana dipotso ka setshwantsho mohlala: Mosuwe o bontsha bana bolo.		Lehlabathe
T: Le bona eng?		Dikere
B: Re bona bolo.		Dikoranta
T: Re etsang ka bolo?		Magazines
L: Re bapala ka bolo.		Bolo
Bana ba akgelana bolo.		Magnetic alphabets
Ban aba tshwara dikarete tsa mantswe ebe ba a di phahamisa ba bitsa mantswe a dikareteng:		Magnetic animal sounds
Bina		Radio-tape
Bala		Tape recorder
Bona		Television
Buka		
Bua		
Ba etsa modumo [b]		
Ba ngola modumo hodima lehlabathe		
Ba sebedisa dikere ho seha modumo		
[b] ho tswa dimakasining ba manamisa dibukeng.		

Description of lesson introduction / *Selelekela***:**

Activity:

Bana ba akgelana bolo; wena lebitso lahao ke **bina**, wena o **bala**, wena o **bona**, wena o **buka**, wena o **bua**.

Development of Lesson/*Ntshetsopele ya thuto:*

Mosuwe o bontsa bana /b/ a kgutsitse ka di flash cards; o etsa modumo /b/. O phahamisa karete ya /b/ Obontsha bana bolo a ba hlaosetse hore bolo e qala ka modumo [b].O ba bontsha setshwantsho sa bolo a ba hlalosetse hore lebitso la setshwantsho seo le qala ka tlhaku /b/.

Teacher's activities and Assessment / *Diketso tsa ho ruta le tekanyetso:*

O sebedisa dipapetlwana tsa ditlhaku /b/: Mosuwe o etsetsa bana mohlal wa lentswe le le leng a sebedisa dikarete tsa ditlhaku: b-i-n-a = bina. O fa bana monyetla ho bopa mantswe a bona ka dikarete ba ntse ba manamisa letlapeng. O hlalosetsa bana le hore bina e ka fetoha **ina** ha o tlosa /b/ ya qalang. Le besa ya eba **esa.**

.

Learners' activities and Assessment / *Diketso tsa ho ithuta le tekanyetso:*

Nakong ena yohle ban aba sebetsa le mosuwe. Ba pheta modumo [b] mmoho le yena ba bile ba mo etsisa. Ba fuwa monyetla wa ho ntsha /b/ ka hara dikarete tsa ditlhaku tse kopakaneng.Ya e fumaneng pele o ae phahamisa le ho e bitsa /b/ abe a e kgorametsa letlapeng. Ba etsa hona ba le mmoho ka dihlopha tsa bo 3.

Ban aba aha mantswe a boiqapelo mohlala:

Bapala

Bula

Bonolo

Conclusion / Qetelo

Ban aba hlalosetswa hore mantswe a ka arolwa ho boela a kopangwa jwaloka *b-a-n-a =bana*

Bana jwale ba fan aka mantswe a bona a qalang ka /b/.

Banana, bata, bela, besa, buka, bomo.

How do you make provision for *Inclusive Education* and *Diversity* in this lesson?

O ka etsa jwang ho akaretsa baithuti bohle thutong ena le ho ananela ho fapana ha bona?

Titjhere o bontsha bana mantswe ka ditshwantsho ho thusa bana ba saletsetseng morao hore ba bone moelelo wa mantswe mohlala:

Setshwantsho sa bolo ebe o bapisa le lentswe **bolo.**

Setshwantsho sa bana a bapisi le lentswe *bana.*

Creativity: What did you do in the lesson that is creative?

Ho nahana ka boiqapelo bo tebileng: Ke eng seo o nahanang hore se bontsha boiqapelo thutong ena?

Ho bontsha bana ditshwantsho ebe bona ba fana ka mantswe a ketsahalo setshwantshong.

Ho ba bontsha koranteng le magasining /b/ le ditumanosi a,e,i,o,u ebe ba a a di seha ho bopa mantswe.

Which new strategies did you use in this lesson? Ke mawa afe ao o a sebedisitseng thutong ee?

Dipotso le dikarabo, (question and answer) ho ithuta ka dihlopha (cooperative learning) scaffolding.

Skills, Attitudes and Values addressed (give examples in each case)

Fana ke mehlala ho bontsha bokgoni bo fihleletsweng mabapi le thuto.

Bana ba kgona ho bopa mantswe a bona a boiqapelo le ho a bala ho a peleta le ho a ngola mohlala mantswe jwaloka: bomo; bonolo; banana; bapala.

Ba ithutile ho sebetsa mmoho le ho arolelana mohlala: ba ne ba thusana ka dihlopha.

Ba ithutile ho hlomphana le ho arolelana nako mohlala ba ne ba sielana sebaka sa ho sebetsa.

Homework / *Mosebetsi wa hae*

Titjhere o kopa bana ho batla ditlhaku /b/ dikorantenteng le magazining ba bope mantswe ba a kgorametse dibukaneng tsa bona tsa mosebetsi wa hae. Bonyane ba bope mantswe a 10. Bana ba sokolang ho bala ba kopilwe ho ngola mantswe a 5 mme batwsadi ba kupuwe ho ba thusa.

REFLECT ON THE LESSON / *THUISA KA THUTO ENA*

COMPLETE THIS SECTION AFTER FACILITATION OF THE LESSON

TLATSA KAROLO ENA KA MORA THUTO

b.   Did you address the aim of the lesson as indicated in the lesson plan?
Na o fihlelletse sepheo sa thuto seo o se boletseng tlhophisong ya thuto? *E/YES*

Did you address the objectives of the lesson as indicated in the lesson plan?

Na o fihlelletse maikemisetso a thuto ao o a boletseng tlhophisong ya thuto? *E/YES*

What can learners do and say to demonstrate their understanding as a result of your teaching?

Ke eng seo baithuti ba ka se etsang ho bontsha kutlwisiso ya seo o ba rutileng sona?

Bana ba ngola le ho bala mantswe a boiqapelo ba bona.

	YES/ E
Aim / *Sepheo:*	X
Objectives / *Maikemisetso:*	X
Newly learnt skills / *bokgoni ho bontsha kutlwisiso*	X

b.   Did you accommodate learners with learning problems, and gifted learners according to their different cognitive abilities?

Na o ile wa kenyeletsa baithuti ba nang le mathata a ho ithuta le ba ikgethang ka bohlale?

YES/ *E*	NO/ TJHE
X	

Give examples / *Fana ka mehlala*:

Bana ba nang le mathata ba ne ba thuswa ka ho bala ka thuso ya ditshwantsho.

c. **Reflect on the teaching strategies (e.g. predicting, activating prior knowledge, questioning, and group work) that you used: What was effective or less effective?**

Nahanisa ka mawa a ho ruta le ho ithuta (ho noha, ho tsosolosa tsebo ya moithuti, ho botsa dipotso le sebetsa ka dihlotshwana): Ke dife tseo o di sebedisitseng ka katleho kapa tse sa bontshang katleho?

Co-operative strategy, scaffolding and group work.

d. **What can you improve or what would you do differently next time?**

Ke eng seo o ka se etsang ho ntlafatsa maemo kapa seo o ka se etsang ka mokgwa o fapaneng?

Jwaloka titjhere nka leka ho ruta ban aba ka modumo o le mong ka nako eseng e mengata ho latela mofuta wa bana bao ke sebetsanang le bona.

(e) How do you feel about this lesson? *Maikutlo a hao a jwang mabapi le thuto ee?*

Ke kgotsofetse ka hobane boholo ba bana ba utlwisisitse thuto ya ka, ba bile ba kgona le ho iqapela le ho bala mantswe a boiqapelo. Bana ba sokolang ba fumane monyetla wa ho nka karolo thutong.

Assessor/ *Morupelli*:	Date/ *Mohla:*

APPENDIX I: LETTER FROM LANGUAGE EDITOR

590 Miami Road
Hibberdene
KZN
4220
Cell: 0842648401
brian.naidoo25@gmail

PROFESSIONAL LANGUAGE EDITING SERVICES

STRIVING FOR EXCELLENCE

Brian Naidoo (BA Hons English; BA Hons TESOL; BEd Hons.
BA- English major; Univ. Dip. in Ed.[English special];UCT Cert.in
Legal and Business Writing; UCT Cert. in Copy-Editing; PG Research Prog. UFS. Assessor's Cert. UFS. Unisa
Counselling Certificate., Evaluator of Schools for Umalusi.

SPECIALISING IN THE LANGUAGE EDITING OF THESES, DISSERTATIONS, JOURNAL ARTICLES, PROPOSALS, POLICIES AND PUBLICATIONS.

CERTIFICATE FOR LANGUAGE EDITING THE DRAFT MASTER'S DISSERTATION

Pelea Ntsoaki Annacleta

UNIVERSITY OF THE FREE STATE

TO WHOM IT MAY CONCERN

This certificate confirms that the above-mentioned student submitted her draft master's dissertation to me for proofreading. This was duly edited by me and sent back to the student for revisions as per suggestions from me. I make no claim as to the accuracy of the research content. The text, as edited by me, is grammatically correct. After completion of my language editing, the student has the option to accept or reject suggestions/changes prior to re-submission to the supervisor who will check the content and instances of plagiarism, if any.

B. Naidoo   ID: 5606255134081   **DATE: 22/09/2021**

Professional
EDITORS
Guild

Brian Naidoo
Associate Member

Membership number. NAI001
Membership year. March 2021 to February 2022

084 264 8401
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www.editors.org.za

THANK YOU FOR YOUR SUPPORT

APPENDIX J: TURN IT IN RECEIPT AND REPORT

ENHANCING TEACHER PEDAGOGICAL CONTENT KNOWLEDGE OF TEACHING SESOTHO PHONICS TO LEARNERS WITH LEARNING DISABILITIES

ORIGINALITY REPORT

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APPENDIX K: CONSERNT LETTER FROM PARENT

<div align="right">

13822 Bultfonten 4

Thaba- Nchu

9780

12 August 2016

</div>

Motswadi ya kgabane

Lebitso la ka ke Ntsoaki Annacleta Pelea, ke moithuti junivesiting ya Free State hape ke sebetsa sekolong sa bana ba nang le boqhwala sa Boitumelong Special School. Ke sebetsa ke le hlooho ya lefapha hona sekolong sena.

Ke kopa tumello ya ho sebetsa le ngwana wa hao sehlopheng sa bana ba kreiti ya 3 mme ke etsa dipatlisiso thutong ya Sesotho Puo ya Lapeng (Sesotho Home Language). Ho hlokomelehile hore mesuwe le mesuwetsana sekolong sena ba hloka bokgoni ba ho ruta bana ditlhaku tsa nteterwane tsa Sesotho.Ka hona ke fumane ho hlokahala hore ke leke ho ho fumana tharollo bothateng bona, mme ke sebetsa mmoho le mesuwe le mesuwetsana ya bona tabeng ena. Ke na le tshepo ya hore hona ho tla tswela bana mmoho le mesuwe molemo le naha ka kakaretso.

Mosebetsi ona ke o etsa molemong wa bana mme ha ho mokgwa ofe kapa ofe o tla sebediswa ho hobosa bana. Ditaba tsohle tse amehang dipatlisisong tsena e tla ba lekunutu.

Ke tla leboha tumello ya hao ho sebetsa le mora/moradi wa hao.

Pelea N.A

Pelea Ntsoaki Annacleta

Ke kopa hore o ntekenele qetellong ya lengolo lena o be o ngole le letsatsi:

Ke le motswadi ke dumella ngwana wa ka ho tlatsetsa boithutong bona. Ke utlwisisa hantle molemo wa boituto bona.

Ke fa mofuputsi(reseasher) tumello ya ho sebedisa dinhla tsotle tseo a tlang ho di fumana phuputsong ya hae.

Tekeno: *tilebelo*   Letsatsi: <u>14 August 2016</u>