

A STRATEGY FOR ENHANCING THE TEACHING OF ENGLISH LITERACY TO DYSLEXIC FOUNDATION PHASE LEARNERS

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DECLARATION

I, Ncamisile Emelina Mbatha, declare that the master's degree dissertation that I herewith submit for the master's degree qualification *Master of Education* at the University of the Free State is my independent work, and that I have not previously submitted it for a qualification at another institution of higher education.

.....
NE Mbatha

October 2018

DEDICATION

This dissertation is dedicated to:

Miriam (my late mother)

Amos (my late father)

Learners who experience reading difficulty in English literacy
who are wrongly placed at special schools
for learners with severe intellectual disabilities (SID)
all over South Africa.

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ABSTRACT

The literature indicates that there is a global outcry for learners who experience dyslexia in literacy (English) at an early stage of learning (foundation phase). As a result, these learners' learning is impeded by this condition (dyslexia) and they are referred to special schools for persons with mental retardation. The aim of this study was to find a strategy to enhance the teaching literacy (English) to dyslexic foundation phase learners. Dyslexia is characterised by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. The study adapted and adopted the principles of participatory action research as an approach and design to generate data. The critical emancipatory research principle was used as the theoretical framework that guided the study. The generated data was analysed using critical discourse analysis.

This study has extensively explored the methods and strategies that responded adequately to learning needs of the dyslexic learners at the foundation phase. In pursuance of, and based on this aim, the study responded to the following objectives: to justify the need for development of the strategies to enhance the teaching of literacy (English) for learners with dyslexia in the foundation phase; to understand the conditions conducive for the implementation of suitable strategies, learning theories and styles in order to accommodate dyslexic learners; to determine the inherent risks and threats that might hinder optimal implementation of the strategies; and to provide the evidence of the optimal functionality and effectiveness of the envisaged strategies that could be used to teach dyslexic learners in the foundation phase. The study has alleviated the effect of dyslexia experienced by learners. The following were found to be helpful: equipping teachers with a multisensory curriculum designed to combine visual, auditory and kinaesthetic learning modalities, introduction of the teacher, therapy and parent programme, taking one day of therapy per week during the school day, adapting and enhancing methods of assessment and teaching to accommodate learner's needs and diversity.

Keywords: Teaching strategies, learning approaches, dyslexia and foundation phase

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LIST OF ACRONYMS AND ABBREVIATIONS

BDA	British Dyslexia Association
CDA	Critical discourse analysis
CER	Critical emancipatory research
DBE	Department of Basic Education
DBST	District-based support team
DoE	Department of Education
DOK	Dyslexia Organization Kenya
DP	Deputy principal
EFAL	English first additional language
FAI	Free attitude interview
HOD	Head of departments
ISP	Individual Support Programme
KOD	Rather type out, used only twice
LSEN	Learners with Special Education Needs
NEPA	National Education Policy Act
OT	Occupational therapist
PAR	Participatory action research
RADA	Red Apple Dyslexia Association
SAALED	Southern African Association of Learning and Educational Differences
SANASE	South African National Association for Special Education
SAQA	South African Qualification Authority
SASA	South African Schools Act
SBST	School-based support team
SEN	Special education need
SGB	School governing body
SIAS	Screening, identification assessment and support
SMT	School management team
SNA	Support needs assessment
SNES	Special Needs Education Services
SpLD	Specific Learning Difficulty
TA	Teacher assistant
TTP	Therapist–Teacher–Parent

Chapter 1

INTRODUCTION

1.1 General

The research study sought to develop a strategy for enhancing the teaching and learning of English literacy for learners experiencing dyslexia (reading barriers) in grades 1–3. This chapter orientates the readers to this attempt with a background to give context to the problem. This chapter also highlights the theoretical framework, study design, methodology, data analysis, problem statement, findings and recommendations, the strategy, value of the research, ethical consideration and conclusion.

1.2 Background of the study

The South African School Administration and Management System indicated the high rate for drop-out learners from the foundation phase in the Amajuba District Municipality, compared to that of other districts in KwaZulu-Natal. Primary schools around Amajuba District were likely to appear as a difficulty in gaining basic language skills. Home language speakers appeared as non-readers or reading at an elementary level and struggle with spelling, English literacy skills and a linked difficulty in producing written work. Dyslexia could be something of a sensitive subject at the Amajuba District. Learners experiencing dyslexia lack confidence as they struggle to master the English literacy skills that others around seem to manage more easily (Scott, 2003:84). Parents found themselves having to work hard with their children to help them to manage their school English work. Vaughn, Bos and Schumm (2000:313) stated that learners who battle to read or to master reading concepts in the elementary school years (early grades) are often discouraged in school and eventual drop out without mastering the basic skills. John (2001:12) stated that 5–10% of children, particularly boys, are found to be dyslexic. The frustration and anger could be complicated by fatigue and a reduced morale. Being bullied because of their difficulties might also be part of a learner's experience (Scott, 2003:90).

The reason for this is that learners who are dyslexic experience difficulties in recognising sounds and the combination of letters which enable them to read fluently and write words correctly and (Johnson, Pool & Carter, 2013:1; Martin, Martin & Carvalho, 2008:11). These difficulties thus impede their learning because it distracts their ability to develop the requisite skills and acquire knowledge.

Reading and writing words fluently and correctly are the basic learning skills for learners in grades 1–3. Thus, learners' inability to recognise, read and write words correctly, despite the various teaching methods that teachers use when teaching these skills, is a concern for all teachers, parents and the South African Department of Education. For this and other reasons, attempts are made to diagnose learners' learning barriers with a view to find appropriate interventions and support for such learners. The practice of soliciting support for learners experiencing learning barriers, is a generally accepted and practiced phenomenon worldwide (Cook & Malloy, 2014:157). Similarly, in this study, grades 1–3 learners who are diagnosed to experience dyslexia as a learning barrier, could be provided with support. Inclusive schools are tasked with the responsibility of ensuring that learners experiencing learning barriers are provided adequate relevant and meaningful support (Nel, Nel & Hugo, 2012). The schools that are situated in the Amajuba District Municipality where this study took place, did not seem to have had the capacity to achieve this responsibility (see Chapter 4). In the Amajuba district, for instance, grades 1–3 learners who experienced dyslexia were referred to special schools for learners with mental retardation-related challenges.

The reason for this was that dyslexia tends to impede learning at early stages. The study revealed that most learning at the foundation phase depends largely on reading competence, which seems to be a challenge to most learners in grades 1–3. Learners who are dyslexic fail to develop the prerequisite skills and knowledge, and therefore experience difficulties in recognising the sounds and combinations of letters which are necessary for enabling them to read well (Johnson et al., 2013:1; Martin et al., 2008:11). In the area in which the study took place, namely the Amajuba District Municipality, most learners in grades 1–3 who suffer from dyslexia tend to be referred to special schools for learners with challenges related to mental retardation. This is a problem because dyslexia is not necessarily the result of mental retardation but may

be a form of intelligence that often leads to outstanding reading skills (Rose, 2010:8). In fact, dyslexia appears to point to learners' innate learning abilities. This is the case because some learners who are dyslexic sometimes display brilliant performances in fields such as art, science, architecture and astrology (Stark, 2014:36).

For instance, some of those who had been diagnosed with dyslexia include the brightest minds in history, such as Albert Einstein and Thomas Edison, most successful business magnates such as Steve Jobs, actors such as Tom Cruise, artists such as Leonardo da Vinci, and musicians such as Usher (Stark, 2014:39). The study revealed that learners who are dyslexic do not necessarily have cognitive difficulties but tend to experience poor self-esteem, frustration, emotional issues and daydreaming caused by confusion with literality, and difficulty with regard to time management, mispronunciation and poor working memory (Black, 2007:44).

This study unpacked how people who are potentially trapped as a result of dyslexia, can be identified and engaged in determining appropriate support mechanisms and, ultimately, become involved in implementing the support mechanisms. The study also sought to record evidence of the success of these mechanisms in the form of a strategy that was implemented in other similar contexts. For this reason, it was imperative to learn from other countries that have been successful in providing learners who suffered from dyslexia and have provided appropriate support. Thus, appropriate teaching strategies were sought from the literature, to enable teachers, learners, parents and other relevant stakeholders to teach and work with dyslexics (Bradford, 2009:12).

1.3 Problem statement

Grades 1–3 teachers often experience problems concerning teaching learners who are dyslexic (Rose, 2010:7). The same seemed to apply for teachers in the Amajuba District. The reason for this was because these learners displayed one, or a combination of the difficulties to recognise words, to read and write words fluently and or correctly (Johnson et al., 2013:1). As a result of learners' difficulties in this regard, they together with those who experience dyslexia, are then transferred to special schools for learners experiencing mental retardation-related challenges. Thus, the study sought to establish mechanism(s) to respond adequately to the need to provide

appropriate support to the grades 1–3 learners with dyslexia. Wolff (2002:34) stated that dyslexia is associated with remarkable artistic creativity. Therefore, teachers need to establish ways of handling learners with dyslexia at an early stage.

The main reason for this seems to be a fact that these learners cannot read well (Lemperou, Chostelidou & Griva, 2011:56), because they cannot recognise letters, words or sentences. This seems to be the main reason for these learners being referred to special schools for learners with problems related to mental retardation.

1.3.1 Research questions

The question that this study poses and seeks to respond to, and based on the above background, is:

How can the teaching of English literacy to grades 1–3 learners who suffer from dyslexia be enhanced in order to improve their reading skills and competencies?

By responding to this question, the study set out the following aim and objectives.

1.3.2 Aim and objectives of the study

The aim of the study was to develop a strategy to enhance the teaching of literacy in English for grades 1–3 learners who suffer from dyslexia, such that their reading capabilities are improved. Consistent with this aim, the study formulated the following objectives:

- To justify the need for the development of the strategy to enhance the teaching of literacy (English) to foundation phase learners who suffer from dyslexia.
- To determine the components of a strategy that can respond adequately to the learning needs of grades 1–3 learners who suffer from dyslexia.
- To understand the conditions that are conducive to the implementation of the strategy to enhance the teaching of literacy to grades 1–3 learners suffering from dyslexia.
- To determine the inherent risks and threats that may hinder the optimal implementation of the strategy to enhance the teaching of literacy in English to dyslexic learners.

- To provide evidence of the optimal functionality and effectiveness of the envisaged strategy in the teaching of literacy (English) to the dyslexic foundation phase learners.

1.4 Literature review

This section discusses the theoretical framework that guided the study, as well as conceptual theories that would help with the conceptual understanding of objects of the study.

1.4.1 Theoretical framework for the study

The focus on this section examined pertinent issues in the application of the skills in actual learning situations which required a theoretical framework that could be amenable to multiperspectival and multi-theoretical considerations. To this end, critical emancipatory research (CER) appeared to adequately appeal to these considerations and was thus chosen as a theoretical framework that guided this study.

Thus, CER guided the co-researchers–researcher’s communicative actions and engagements, such that they were imbued with mutual respect, care and trust (Mahlomaholo & Nkoane, 2012:98). The underlying focus was on the reconstruction of the grades 1–3 English literacy classes into sustainable learning environments in which pertinent developmental outcomes are supported by the moralities of social justice and hope (Nkoane, 2012:98). Furthermore, the formats and steps followed in CER created it to be more flexible and, as such, amenable to the aim and objectives of this study.

For instance, the formats empowered and encouraged the diversity of different experts and co-researchers. Similarly, entrenched in the co-researchers’ experiences and knowledge, the study considered its components, processes, and conditions which were yet to be appropriately reconstructed and which were conducive to the implementation of the envisioned strategy (Levitt, 2008:54). Moreover, the steps of CER, namely analytical, interpretive and educative phases, seem to have the potential to guide the study in its complex, multiperspectival and multi-theoretical approaches toward the reconstruction of the said strategy. This notion, too, was explored in this

study. Lastly, CER was central in guiding the co-researchers' considerate appraisal and critiquing the teaching and learning practices in the relevant literature.

To this end, conceptual theories pertaining to the learning and teaching of English literacy to learners experiencing learning barriers, in particular, dyslexia at the foundation phase, was imperative. The centrality of this conceptualisation resides in the need for this study to deconstruct these learning and teaching theories to reconstruct (Kincheloe & McLaren, 2002:93) relevant and useful mechanisms or strategies that could that could explicate spiritual leadership lessons, courage , hope and humanness (Ngujiri, 2010:765).

The study involved different stakeholders from different departments. Therefore, the use of CER allowed everybody to construct a relationship with others from the perspective of those who print on look and setting. Collaboration was created among the co-researchers with similar experiences that expressed solidarity through collective action. CER endorsed the researcher to raise the co-researchers with equality and check the study problem from own opinions (Machin & Mayr, 2012; Mahlomaholo & Nkoane, 2002:102). This was related to the study in the sense that it has formed the basic management principle that expressed this framework, including trust, interdependence, reality and social justice (Mahlomaholo, 2010:287).

The study empowered the co-researchers who understood the nature, courses and possible remedies in respect of teaching dyslexic learners. Moreover, such learning and teaching theories would be unravelled/interrogated in order to determine those that were appropriate in terms of responding to the challenge at hand (Torgersen, 2010:56). Forst (2007:304) affirmed that equal dissemination of power was the important methodological belief in CER studies that pursued social justice and change as it permitted to improve relations in the first instance.

The teachers' apparent inability to teach learners who suffer from dyslexia are arguably imbued with profound power-differential realities (Forst, 2007; Kincheloe, 2011:163). This appears to be as a result of the undue dominance of teachers over the already subjugated (Progler, 2004:49) learners who have been categorised as mentally retarded by being referred to the respective special schools in the Amajuba district. The teachers themselves seemed to have deficiency in the appropriate skills

and knowledge needed for handling the situation and contexts related to 'dyslexic learners'. Essentially, this absence of knowledge and skills was disempowered on the part of the affected teachers (Van Dijk, 2001:96). This was notwithstanding the dominance of the departmental officials who were purported to be 'experts' in the diagnosis and development of pertinent support mechanisms for the affected grades 1–3 learners to these special schools. The fact that this did not seem to have been adequately addressed warranted this study.

The limited skills and knowledge in respect of dealing with the contexts of these learners, ranging from diagnosis, identification of learners and provision of appropriate support, tended to require the intense engagement of these affected stakeholders in addressing these problems (Machin & Mayr, 2012; Mahlomaholo & Nkoane, 2002:102). Evidently, diverse knowledge and skills in terms of creating sustainable learning environments (Mahlomaholo & Nkoane, 2002:102) for the teaching of English literacy to grades 1–3 dyslexic learners seemed to be imperative. This may not be limited to the situational analysis and management (planning, organising of relevant resources, leading and control) of teaching and the learning environment concerned (Gray, 2009:495).

1.4.2 Definitions and discussions of concepts

Conceptual theories relating to the learning and teaching of English literacy to learners experiencing learning barriers, in particular, dyslexia, at the foundation phase, was imperative. The centrality of this conceptualisation resided in the need for this study to deconstruct these learning styles and teaching theories to reconstruct (Kincheloe & McLaren, 2002:93) relevant and useful mechanisms and strategies that could also benefit the learners who experienced dyslexia.

Hulme and Snowling (2009:31) stated that dyslexia is a reading difficulty that primarily affects the learning skills that involves incorrect word reading and spelling, causes learners to avoid reading activities in leisure time; consequently, continuous to limit word-level reading and spelling development. In addition, Mulder, Pitchford, Hagger and Marlow (2009:393) indicated that dyslexia is neurologically originated which is characterised by related difficulties to fluent word recognition and decoding abilities. It

reduces reading experience that causes problems regarding reading comprehension that hampers the development of vocabulary and background knowledge.

Teaching strategies are defined as a number of teaching approaches that allow teachers to educate the dyslexic learners by setting the right atmosphere and be sensitive to learners' needs (Rosenberg, 2003:37). Thus, this study sought to adopt teaching strategies that could permit teachers to engage the dyslexic learners to use multidisciplinary teaching approaches that allow learning using more than one sense, namely visual, auditory and tactile kinaesthetic learning styles. The type of learning styles could assist the learners with affected vision who see the words as fuzzy or more round (Stark, 2014:7). The developing of teaching strategies of English literacy for learners with dyslexia has emancipatory implications in building a mutual support for teachers who teach dyslexic grades 1–3 learners (Lerner & Johns, 2009:19) (see 2.3.2). Thus, the study sought to make sense of these features of dyslexia in the context of teaching English literacy to learners in the foundation phase.

The foundation phase is defined as the early stage of formal learning, namely grade 1, 2 and 3 (National Education Policy Act, Act 27 of 1996 [RSA NEPA], 2003:37). The significance of focusing on this early stage of formal learning, namely grades 1, 2 and 3 (Department of Basic Education [RSA DBE], 2003:37), resides in the fact that the prerequisite skills in reading need to be implemented during the early stages of learning. Early identification for learners experiencing dyslexia allows better chances on the road to success. This is the initial stage that introduces young children to a school environment which forms a bridge between home and school (Hulme, 2012:324). In the foundation phase (grades 1–3), the value of phonics-based approaches for dyslexic learners are rather more pertinent to children, as the use of phonics is likely to be less dominant for learners with reading problems. That forms an important part of being a foundation phase learner who experiences dyslexia in English literacy to develop the learner's social, emotional, intellectual and physical progress at an early stage of learning.

English literacy is traditionally defined as the ability to read and write. The Foundation Caps curriculum describes English literacy as the key to reading development, a progression of skills that begins with the ability to understand spoken written words and culminates in the deep understanding of text (Hammer, 2003:20).

1.4.3 Related literature

This section reviews the literature from the best practices that relates to support given for learners experiencing dyslexia as it happens in South Africa, Kenya, Namibia and Britain.

Internationally, the study revealed the growing concern of learners lacking the necessary reading abilities to make success of their academic years at school (Wagner, 2011:320). In Britain, 40% of children experience significant problems in becoming competent readers (Hugo, Le Roux, Muller & Nel, 2005:210). A common challenge was also experienced by Nairobi and Kenyan primary schools, where more than 25% of grade 1 and 45% of grade 2 learners were only able to read single alphabet letters and simple words (Abadzi, 2006:4). The research in South Africa indicated that learners' reading skills were not well-developed from the foundation phase to tertiary level (Pretorius & Machet, 2004:470). The British Dyslexia Association (BDA) was formed to guide government who had no adequate knowledge of dyslexia and its part of educational handling of learners experiencing dyslexia. In South Africa associations that accommodate learners with learning barriers, including those with reading difficulty, such as the Southern African Association of Learning and Educational differences (SAALED), the South African National Association for Special Education (SANASE), the Dyslexia Association Body and the Red Apple Dyslexia Association (RADA), were also introduced and were well-known by multiracial schools (see 2.4.1.1).

In Kenya, the Dyslexia Organization Kenya (DOK) was established to cater for learners with reading difficulties and to eliminate the high rate of drop-out of school caused by similar problems (Gathumbi, Vikiru & Bwire, 2009:17). The Namibians struggled to have a body that could deal with the learners with dyslexia and their rescue relied on UNESCO (Little, 2004:12). South Africa, Kenya and Namibia agreed to develop a process of teacher training to equip them with knowledge and skills to teach learners with dyslexia. The creation of more awareness was seen as the best strategy in South Africa. The BDA played a vital role to be interdependent, committed and accountable to transform the needs of dyslexic learners, assess unique teaching approaches according to their reading abilities and diverse needs (Kemp, Smith & Segal, 2016:22).

1.5 Research design and methodology

This section orientates the reader about the study design and the methods used to generate and analyse data.

1.5.1 The design

The study selected a qualitative method, permitted by McMillan and Schumacher (2006:315). Participatory action research (PAR) was chosen as the appropriate method that encouraged the co-researchers to work together, build relationships and share ideas (Bergold, 2012:193). The PAR approach assisted the co-researchers to draw a thoughtful planning that was required to share ideas and exchange information leading to new knowledge, systems and processes for a strategy. By engaging in iterative and cyclical planning, as well as implementing and critically reflecting together during meetings, the co-researchers endeavoured to work toward developing a strategy to assist teachers in successfully teaching dyslexic learners (Kemmis, 2011:334).

PAR is an approach that guided this study to do research in communities that emphasised participation and action. Parents were able to work alongside with the education and health services to ensure that the assistance delivered, encountered the demands of dyslexic learners. The approach sought to understand the world by trying to change it through collaboration and reflection (Bergold, 2012:173). The PAR method has guided the co-researchers to see the need of teacher support and undergo developments to provide them with the knowledge on how to navigate the curriculum needs and learners' diverse needs.

The objectives of PAR allowed us to create a communicative space for critical discussions of matters without fear, and to express our opinions with regard to issues that affect us on a daily basis (Dentith, Measor & O'Malley, 2012:12; Eruera, 2010:1,9). Good, strong relationships among parents, teachers, learners and health experts were developed and good communications were promoted. Positive impact was created to give additional advice to parents on how to assist and monitor learner's progress collaboratively with the school. Furthermore, PAR promoted the empowerment of and networking between the parents of learners with dyslexia, and the occupational therapist who introduced the therapist–teacher–parent (TTP) programme to assist the

dyslexic learners in order to bring about social change, and ensure collaboration and unity (Lincoln, Lynham & Guba, 2011:134).

1.5.2 Selection of co-researchers

The co-researchers also contributed their knowledge, skills and resources as far as practicable in order to respond accordingly to the challenge. Thus, the commitment and interests of the co-researchers, as well as their potential contributions to addressing the problem at hand, became significant determinants for the choice and participation of the co-researchers which lies in achieving understanding about the research process (Dentith et al., 2012:15). The following people participated in this study: (a) the school principal and school management team (SMT) member who was responsible for providing access to the school, policies and reports on learners with dyslexia; (b) grades 1–3 teachers involved in the teaching of learners suffering from dyslexia who contributed their teaching strategies, challenges and possible solutions in respect of teaching literacy in English to assist learners with dyslexia); (c) the school-based support team (SBST) members who were required to share experiences in respect of the individual support plan and learner interventions; (d) the occupational therapist (OT) who shared and contributed knowledge relating to the psychological assessment report for the referral of learners suffering from dyslexia to special schools; and (e) the education district officials from Special Needs Education Services (SNES) (district-based support team [DBST]) to provide access to and contribute knowledge and experience regarding curriculum support, referrals and professional training services for teachers.

These co-researchers assisted in the reconstruction of possible solutions to understand different perspectives on accessing the strategies of teaching and assessing the dyslexic learners from grades 1–3.

1.5.3 Research methodology

The data was collected through group discussions that was also highly supported by Nachmias and Nachmias (2008:13). The first meeting was held separately with the DBST member and the SMT. This was followed by discussions with all the co-researchers to generate data from teachers, the deputy principal, parents, DBST and SBST members in the form of face-to-face democratic discussions to gain cooperation

that would successfully establish a relationship. Several meetings were arranged between the parents, teachers and the OT, and the co-researchers were informed beforehand about the venue and time with the purpose of discussing challenges faced by teachers during teaching and parents at home. The researcher observed reading classroom lessons to validate suitable strategies to be used during teaching and learning (McMillan & Schumacher, 2010:376). The researcher also used field notes in conjunction with a reflective diary during the research process and tape-recording tool.

1.6 Data analysis and interpretation

The data contained in the conversations during meetings were organised according to the objectives of the study. We adopted and adapted the principles of free attitude interview (FAI) as a technique. This technique had been used successfully in many studies of this nature (Naichmias & Nachmias, 2008:18). Information was also obtained from policy documents, reports and other relevant texts. The FAI technique took the capacity, when couched in CER, to enable co-researchers to participate freely and expressed their views accordingly.

Furthermore, the need to work with the affected learners required team teaching, lesson observations and reflections that provided the opportunity for the generation of textual data with respect to the teaching and learning methods and strategies employed by teachers to teach dyslexic learners on how to read (McMillan & Schumacher, 2010:376). Together with the co-researchers, we have used field notes in conjunction with a reflective diary during the research process. Critical discourse analysis (CDA) was used to analyse data. CDA assisted the study on the need for interdisciplinary work in order to improve meaning of language functioning in creating and transferring knowledge by organising social societies to exercise power (Denzin & Lincoln, 2011:120). The researcher would implement the overriding principle to protect the dignity and wellbeing of co-researchers at all times (Cohen, Manion & Morrison, 2007:56).

The analysis of texts was regarded as a vital part of philosophical enquiry and review (Denzin & Lincoln, 2011:89), based on the social context, as well as on what was acceptable and unacceptable during the process. The CDA method was also helpful to unearth truths within a particular reality (Nudzor, 2013:179). The co-researchers

were provided with educational documents that contained clear and detailed information, namely teaching and learning methods, and the curriculum guideline policies on teaching diversity in the classroom for grades 1–3 for dyslexic learners (McMillan & Schumacher, 2006:326). Therefore, this method was the best suitable for the study and worked hand-in-hand with the type of framework specified by CER and PAR.

1.7 Findings and recommendations

The study made findings and recommendations for each of the objectives, situational analysis and priorities for which data was generated, analysed and summarised. (See Chapter 5 for further discussion.)

1.8 The strategy to enhance the teaching of dyslexic learners in English literacy in grades 1–3

The strategic development to enhance teaching for learners with dyslexia in grades 1–3 will be presented and further discussed in Chapter 5. It also considered the teaching strategies and building of a team for developing and implementing best priorities based on key objectives. Identification of the needs, components and conditions for justifying the inherent risks were found to be authoritative.

1.9 Value of the proposed research

This study provided further motivation to investigate ways in which to enhance teaching and learning of learners who suffer from dyslexia in grades 1–3. The policies of the foundation phase were consulted (RSA DoE, 2001:86), and this strengthened the SBST members. The teachers were encouraged to deliver quality of learning and teaching that envisioned to eliminate the high rate of learners with dyslexia, and who were wrongly referred to special schools without interventions (RSA DoE, 2001:3). The study promoted the notion of life-long readers and inculcated reading skills among learners and teachers (Catts, Compton, Tomblin & Bridges, 2012:177). By involving the Department of Health as co-researcher, the strategy of Screening, Identification, Assessment and Support (SIAS) was considered intensely and correct implementation procedures were followed.

1.10 Ethical considerations

For the purposes of this study, ethical clearance was granted by the University of the Free State to conduct the research in a foundation phase, through the school approval obtained by the supervisor. Permission was also granted from the selected foundation phase school principal. During the process, the researcher presented the co-researchers with consent letters which described the research process. Thereafter, the co-researchers were given a chance to ask questions to gain clarity. They were informed that they could pull out at any time during the process if they so required, as well as their right to be wide-open to any unnecessary bodily harm. All information gathered during the process was retained private, and the results obtained in a secret manner to safeguard the personalities of each co-researcher. No payment was granted to those who participated in the research which was conducted with the sole purpose of assisting grades 1–3 learners who suffered from dyslexia.

1.11 Conclusion

This chapter provided the background and discovered the extent and nature of the difficulties, and predominant prospects reflected for addressing them. The encounters and prospects that related to the connection between the resources and quality education as searched for in the related literature, as well as the theoretical root that gave result to the realisation of the said clarifications, received attention.

The chapter described the PAR principles in the theoretical framework, namely CER. The implication of this approach in the generating of data while addressing the difficulties at hand, was illustrated as being serious. The usage of the socio-cognitive model for CDA in enhancing PAR principles was also expounded. The discussions and summaries of the facts as derived from the analysis of data were deliberated to explain the developed strategic teaching and learning approach for the Grade 1–3 dyslexic learners. The next chapter is a literature review, from which the theoretical framework is established for conceptualisation of the study.

Chapter 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK ON A STRATEGY FOR ENHANCING THE TEACHING OF ENGLISH LITERACY FOR DYSLEXIC FOUNDATION PHASE LEARNERS

2.1 Introduction

This study presented the development of a strategy for enhancing the teaching in English literacy to dyslexic foundation phase learners. Pursuant to this aim, this chapter therefore aims at reviewing the literature regarding strategy development in teaching and learning of English literacy. In view of the nature of the study as in the research question, the chapter also considers CER as an appropriate framework for guiding the study. To this end, the chapter discusses the origin and objectives of CER, the relationship between the researcher and co-researcher, the linguistics used in the CER mode, ontology and epistemology. Thus, best practices from related literature, namely about diagnosing, teaching, assessing, referrals and support given similar learning environments in other countries, are considered. The chapter seeks to determine the specific assistants and skills teachers require to the discourse prerequisite of specific reading barriers in English literacy for dyslexic learners.

2.2 Theory of framework

CER guided the study in this section on the development of a strategy to enhance the teaching of learners experiencing dyslexia. CER is appropriate because it emphasizes issues of power, advocates transformation and emphasises collaborative teaching and learning in meaningful contexts (Mahlomaholo & Netshandama, 2012:42; Nkoane, 2009:22). The reason for this is to ensure that the study is adequately responsive to the realities which learners with dyslexia experience. Pursuant to this discussion, the following issues are considered: origin of CER, its objectives, the relationship between the research and co-researchers in this study, rhetoric/language used in CER, epistemological and ontological stances of CER.

2.2.1 Origin of critical emancipatory research

CER evolved from the critical theory, the origin is appreciable to the Marxist-oriented school in Frankfurt; foremost, information related to critical theory is Habermas (2000:2-3). The originality of CER coming from different philosophers created a great effect in inspiring this study to have a sustainable and constant foundation in collaboration with different expertise. CER was developed in the nineteenth century at the Institute for Social Research in Frankfurt, Germany (Crotty, 2003:45). Certainly, the nineteenth century's most fundamental belief was socialism formed by activists and thinkers who dreamt up new ways to approach society, which was persuasive with the ideas to this study, namely to understand how the content and forms of our thoughts and actions are shaped by ideology in the envisaged teaching strategies.

CER is a powerful agenda of an unprejudiced, democratic humanity of mutual self-determination that encounters supremacy in relationships (Boog, 2003:291). CER permits people from different aspects to work independently on specific perspectives in addressing a common problem of learners with dyslexia who cannot access the curriculum in English literacy due to multiple problems of domination and oppression. Power of relations assisted the researcher to use it as a transformative framework which could locate the stance to opportunities, authority and control (Ulrich, 2003:340). This commitment channelled the researcher to identify the obstacles to social deliverance, namely unsatisfactory relations to power that might occur in the social system that are often overlooked. The co-researchers fundamentally had to be engaged in the practices that address their main aim to emancipate from oppressive situations, practices and theories. The framework focused on the possibilities of radical change to oppressive structures, practices and theories (Biesta, 2010:43; Mahlomaholo, 2012:40-42; Nkoane, 2009:22, 2011:112), empowerment with knowledge, and insights into power relations which evolve through three phases/steps that are iterative and integrated, namely analytic, interpretive and educative (Mahlomaholo & Netshandama, 2012:43-44). They may only be separated for ease of understanding them as opposed to applying them in an actual context. Through these steps, the researcher discovered CER to be appropriate for coaching the development of a strategy to enhance the teaching of learners who experience dyslexia in the foundation phase. These phases were executed reiteratively and involved critically at

co-researchers who shared responsibilities among themselves (Biesta, 2010:45; Hertz-Lazarowitz, Zelniker & Azaiza, 2010:271; Sanginga, Kamugisha & Martin, 2010:699).

During the *analytic phase*, the proponents and activists of CER critique and interrogate the situation to identify potential and undesirable power differential realities that lead to being oppressive (Biesta, Meyer & Joubert, 2008:271). In this phase, facts are analysed concretely, being mutually constitutive to form the subject matter of reflection. Furthermore, this analysis engenders and provoke an interpretation of events that persuade a particular stance to be taken by those affected and who want to bring about a balance of power to the benefit of all the stakeholders in the study.

During the *interpretive stage* the focus is on understanding and interpreting the information and words that have been gathered or discussed during the process as some of the co-researchers might experience difficulties to understand some text due to being illiterate. It also educates about the historical consequences of the situation, historical character and interprets reflection. In this sense, CER advocates for transformation and change to the benefit of the oppressed (Biesta, 2010:43).

The *educative phase* entails engaging the co-researchers in discussions on the knowledge generated as the research unfolds (Lodico, Spaulding & Voegtle, 2006: 294). This phase establishes the link between the research and the target community to gain access so as to articulate an issue of concern (Eruera, 2010:3). The researcher may gain access to collaborate and amalgamate with different stakeholders and experts in understanding of their ethos, experience and aspirations to share ideas and knowledge from different aspects.

2.2.2 Objectives of critical emancipatory research

The CER objectives are the identification of unwanted manifestations (social challenges) in societies, to develop the requirements of addressing the origin causes, predominantly in parts of repression and power, which may be showed in different forms and degrees of power (Watson, Watson & Reigeluth, 2008:68). In support of the above statements, the following CER objectives can be derived: (1) to transform the co-researchers' world and reality for the betterment of their lives; (2) to produce relevant and valuable knowledge for teachers who teach learners with dyslexia; (3) to

emancipate humans from all forms of bondage including ideology, poverty and powerlessness, and (4) to discourage passivity and fatalism (Biesta, 2010:43; Mahlomaholo, 2012:44).

The transformation of the reality of the learners with dyslexia in English literacy in grades 1–3, and the teachers, was important to develop a strategy to enhance teaching to bring enhancement in the teaching quality for learners with dyslexia, and the envisaged strategy to be performed and operationalised by the mechanisms that are in line with the principles and values espoused by CER.

South Africa has received free and equal education for all; whereas, on the other side, best education is for those schools who are exposed and can afford to pay registration fees to join dyslexia association bodies for the development of teachers to handle learners who experience dyslexia in grades 1–3. The intention of the study was to address this negative legacy by mobilising schools to explore the sharing of knowledge and teaching techniques. Co-researchers should organise a support plan that could involve the DBST in developing and presenting workshops, training sessions and support structures for Amajuba primary schools.

Nkoane (2009:22) enriched these views by referring to the sensitivity of critical pedagogies in his “plight of all human beings,” especially to learners who have been oppressed, excluded and marginalised, as fostering modes of inquiry that convert information into actions that address problems. From this and the above exposition of CER, the following objectives can be derived: (1) to transform the co-researchers’ world and reality for the betterment of their lives; (2) to produce relevant and valuable knowledge; (3) to emancipate humans from all forms of bondage including ideology, poverty and powerlessness, and (4) to discourage passivity and fatalism (Biesta, 2010:43; Mahlomaholo, 2012:44). The study therefore focussed on developing a strategy to support learners who experience dyslexia to receive early interventions for the betterment of their schooling before being wrongly diagnosed as learners with severe intellectually disabilities. The objectives of this study amounted to the transformation of reality of the learners and teachers alike, to convey some development in the values of their lives (Tlali, 2013:43).

2.2.3 The principles of critical emancipatory research

The CER principles formed an important aspect to guide the study in this chapter to focus on the co-researchers' and researcher's communicative actions and engagements, such that they would be imbued with mutual respect, care and trust (Mbigi & Maree, 2005:75). Through the researcher's understanding of the realm, the researched 'subjects' that commented on the researcher's interpretation, the mutual understanding, the research partners tried to get to know and trust each other in self-knowledge equivalent to their other-ness. This study therefore valued mutual respect for and among the co-researchers (Denzin & Lincoln, 2011:11), while raising the inner self of caring, humility and trust. It was these values that influenced the research in that an envisaged strategy should enhance learner performance, increase cooperative learning and working among stakeholders, namely teachers, parents, the psychologist and the learners experiencing dyslexia in English literacy in the Amajuba district, and to improve the quality of knowledge acquired (Stein & Mankowski, 2004:21; Steinberg & Kincheloe, 2010:140-141; Van Dijk, 2008:88).

The underlying focus of the principles of social justice, equity and hope (Nkoane, 2002:98) was on the reconstruction of grades 1–3 English literacy classes for learners with dyslexia, into a sustainable learning environment in which applicable developmental outcomes are strengthened. The generated data was prearranged around the fundamental conceptions and notion not pivotal on how we see the world, but as assisting one another to formulate approaches and questions for discovering the good strategy of teaching and learning (Kincheloe & McLaren, 2005:306). This would permit teachers to gain new information for a collective study as basically expanded through a process of mutual understanding, the so-called double hermeneutic process. New methods of implementing the double hermeneutic process have increased the chances of enhancing teaching approaches for learners with dyslexia.

2.2.4 Relationship between the researcher and co-researchers

The relationship between the researcher and co-researchers was based on mutual trust and respect (Grant, Nelson & Mitchell, 2008:591), and evidently imbued with a power differential in cultural, knowledge and administrative issues (Stein &

Mankowski, 2004:21; Steinberg & Kincheloe, 2010:140-141; Van Dijk, 2008:88). A good relationship would promote the conjoint confidence and relationship between the learners with dyslexia, teachers, other stakeholders and parents to be fully committed to the practice. The main reasons were because the principle and approach are based on self-development to treat people as co-researchers rather than research objects or subjects. In this study, the relationship between the researcher and co-researchers sought to enhance a teaching strategy, subjugating an intersubjective space of mediators for converting the teaching of English literacy to learners to experience social justice and hope (Kemmis, 2008:128-129). The aim was to help learners regain their confidence in their performance in English literacy. The co-researchers wished to contribute as mediators to the renovation of teaching of English literacy with humility, respect and trust.

The good relationship will then be built by adopting a pupil-centred strategy (Nkoane, 2012:9), namely to allow the co-researchers' cooperation and partnership in this study to be strengthened by the ethics they valued and perceived as reliable with the democratic principles that also supported the CER theoretical framework (Tlali, 2013:49). The researcher should not be viewed as having great supremacy to have control over the marginalised (Nkoane, 2012:11), but as increasing the circumstances with the purpose of offering a reflection of broad social understanding in structural issues about the study (Freeman, 2004:44).

It is through the words of co-researchers to create a space of authorising (Lopez-Bonilla, 2011:34) by allowing the co-researchers to share their personal (views from teachers who teach dyslexic learners, views from the health department who diagnose learners that are referred to special schools, views from the District Base Support Team for support).

The researcher should raise the co-researchers to the position of a social group and study the research problem in front of all (Machin & Mayr, 2012:240; Mahlomaholo, 2010:287; Nkoane, 2002:42). All the researchers in this study were treated equally without discernment of the attractiveness and rank acknowledged as cohorts and equals with significant inputs towards making. The researcher avoided supercilious behaving, but instead tried to be self-effacing to involve all stakeholders. This

involvement appealed for the co-researchers' credit as cohorts with socially eloquent involvement (Boog, 2003:424).

2.2.5 Rhetoric language used

Language and communication in this study are considered as a dominant tool to nature the understandings of the co-researchers from diverse opinions. The researcher and co-researchers should play a pivotal part to view themselves in larger dissertations to share general social meanings played out in the philology of politics, institutions, and the literature of learning straight in ordinary circumstances (Machin & Mayr, 2012:240). CER acknowledges that humans are dynamic speaking beings and not things or objects, and any research that involves humans should take this into cognisance (Tlali, 2013:52). Therefore, this study admire to create practice of varieties using verbal or printed words to present and treat the co-researchers as respected human beings so that it could be easier for everyone to understand educational, psychological terminology used during the research processes and teachers who teach learners with dyslexia could easily understand the terminologies used in special education need (SEN) in the Amajuba district. Language is not perceived as an underlying of given facts during data analysis. Language itself is what initiates articulations and develops them in meaning-making (Stanford Encyclopedia of Philosophy, 2012). Communication language is significant in this theoretical framework for co-researchers to create implication domain about us, it is important and change actuality through main dissertations as to unveil such possible misrepresentations of realism (Mahlomaholo & Nkoane, 2002:89).

2.2.6 Epistemology on critical emancipatory research

The epistemology is the study of range and nature of facts that justifies trust (Kincheloe, 2010:133). It contributes to the CER phase educative stated from 2.2.1 that conveys about engaging the co-researchers in discussions and knowledge generated as the research discloses (Lodico et al., 2006:294). CER advocates for accommodation of diversity. In the light of this principle, CER supports the notion that knowledge is a communal and social construct (Tlali, 2013:55). The knowledge is shared jointly without misjudging the opinions of others. The accessibility of documents, policies and relevant books related to dyslexia is important to gain clarity

about dyslexia, and profound education terminology should be considered for strong understanding and for the research to advance in knowledge. Co-researchers should gain knowledge to understand the nature, causes and possible therapies in respect of teaching learners who experience dyslexia, and such learning, teaching could be incomparable and cross-examined (Ngujire, 2010:765). The truth must originate from reliable sources and be based on fidelity to the standard, to engage others' contributions with a view to finding solutions (Mahlomaholo & Netshandama, 2012:43-45; Steinberg & Kincheloe, 2010:140-142).

2.2.7 Ontological stance of critical emancipatory research

The ontology of the critical theory paradigm of this chapter was based on relativism. The implementation of this paradigm recognises real sociality as perceived by dissimilar individuals, to determine in what way the views could shape the acts taken (Anderson et al., 2003:153). Ontological distinction investigates the process that allows the researcher to reveal how discernments of social nature influence the methodology we wilfully espouse to know common facts (David & Sutton, 2004:134).

This study sought to contribute towards responding to the reality of needs for learners experiencing dyslexia. The contexts where these learners find themselves in, are complex and imbued with multiple power differential realities. This makes the nature and extent of the learners' English literacy needs to be complex and may not be reduced to one simple problem. Thus, the truth about this matter may not be told simply and may not be universalised. This was related to the study in the sense that it could form the basic management principle that could embody this framework, including trust, interdependence, reality and social justice (Mbigi & Maree, 2005:75).

The study sought to enable the co-researchers who understood the nature, courses and possible remedies in respect of teaching dyslexic learners (Lutz, Slagter, Rawlings, Francis, Greischar & Davidson, 2009:313). This could guide the study to find possible real solutions concerning assessing and identifying learners with dyslexia at an early stage. The co-researchers collaborated with the experts from different practices in the circumstances such that a strategy could possibly be applied effectively (Tsoetsi, 2013:28). From this stance, CER endorses multiple truths that are designed by ethnic, gender and disability values (Mertens, 2015:32). To justify that

the researcher had to face reality considering the learners' background, diagnosing of dyslexia, implementing of teaching strategies, socio-economic factors and early intervention by identifying, assessing and supporting had to be looked at (Dentith et al., 2012:35).

CER is reliant on co-researchers' collaboration and cooperation (Kemmis, 2008:125-130). Therefore, in order to equalise off the inevitable inherent supremacy degree of difference for realism amongst co-researchers, CER adopts values of humility, moral decision-making, trust and respect (Dominiquez, 2008:4; Steinberg & Kincheloe, 2010:142-143).

2.3 Definition and discussion of operational concepts

Operational concepts are defined and subsequently deliberated in relation to develop a strategy that would enhance teaching and learning of literacy in English for learners with dyslexia in grades 1–3. The reason was to ensure easy reading of the chapter. The following operational concepts were considered here: dyslexia; teaching strategies; learning approaches and foundation phase.

2.3.1 Dyslexia

Dyslexia is defined as incompetence or marked difficulty to read or spell, regardless of usual intellectual functions, ongoing neurological conditions that impede the ability to process, identifying graphic symbols, particularly those pertaining to language. The most important signs are poor reading skills due to an incorrect foundation, writing words and letters in upturned order, related difficulties of letters and phonics in the learner's illegible handwriting and speech (Encyclopedia Britannica, 2016).

Rice and Brooks (2004) outlined dyslexia as difficulty to learning which predominantly disturbs the involvement of skills in correct and easy word reading and spelling in phonological consciousness of verbal processing speed and spoken recall. That is the constant problems perceived as motor coordination, language aspects, particular organisation and focus.

Dyslexia is a mutable frequently hereditary disability to learning that involves complications in obtaining and processing phonology due to lack of ability in spelling and reading (Oxford English Dictionary, 2015). A nervous practical problem appears

as a shortfall in word encoding, decoding and nemkinesia caused by a minimal brain dysfunction and poor performance (Stark, 2014:50), namely reading (decoding), spelling (encoding); writing (nemkinesia).

Cumulative knowledge of learning characteristics defined by the term 'dyslexia' displays that they are not confined to gender, class or cultural group but recognised as important learning features that happen to learners and adults (Richardson, Cyhlarova, Montgomery, Lowerson & Portwood, 2004; Stein & Mankowski, 2004). This encouraged the researcher to believe that what they do together with the co-researchers can make a real difference to enhance a strategy of teaching English literacy for learners experiencing dyslexia in the Amajuba district.

2.3.2 Teaching strategies

There is a number of different formulations of learning strategies within educational practice which are the best strategies for teaching learners experiencing dyslexia, namely the visual, auditory kinaesthetic categorisation; styles of learning; and Gardner's multiple intelligence theory (MacKay, 2005:170). Teaching strategies can be defined as all approaches that teachers from the foundation phase may take to actively engage learners in the learning process (Vellutino, 2008:377). The Concise Oxford English Dictionary (2014) state that it is a number of teaching approaches that allow teachers to teach learners at the level of their competency and achieve an outcome in a way which suits learner's individual needs.

RSA DBE (2012:15-21) defined the teaching strategy as an aspect in methods of teaching that adapt learning materials, lesson presentation and organising of learning activities. One teacher can have a dramatic effect on the lives of learners who experience reading barriers (dyslexia) in English literacy in a foundation phase (Smith, 2006:35). That was supported by the phrase which says: "If you can't explain it simply, you don't understand it well enough." Albert Einstein the man synonymous with the word 'genius', and a world-famous dyslexic reported by teachers, explained during his interview in 2018 by Ofer Chermesh, the founder of Ghotit assistive technology for dyslexia, that he was perceptually sluggish, reserved and lost forever in his stupid dreams during his primary school level. That was to confirm the reaction to different levels at which learners function and to maximise the involvement of learners who

experience dyslexia in the activities of English literacy (Mariga, McConkey & Myezwa, 2014:35). Therefore, the learning environment that includes visual, auditory, kinaesthetic and multiple intelligence opportunities as standard practice ought to be formulated to inspire learners experiencing dyslexia to function out of their favourite learning environment (MacKay, Smith, Dobbie & Pell, 2010:170). Moving learners free of their 'comfort zone', in a protected situation, will tell unseen complexities and unanticipated faults (Tlali, 2013:55).

As a result, the developing of teaching strategies of English literacy for learners with dyslexia has emancipatory implications to build a cooperative support plan for teachers who teach dyslexic grades 1–3 learners (Marshall, 2010:145). That will open the great chance to provide learning opportunities for teachers to teach them at the level of their competency, develop materials together and teachers serve as resource and serious peers for each other in the Amajuba district. Therefore, education for learners with dyslexia is in danger, and schools in the Amajuba district need to improve with more comprehensive methods, related to broader teaching approaches for keeping helpless communities and overpowering ineffective teaching in English literacy for learners with dyslexia in grades 1–3. Comprehensive methods could be considered such as early diagnosing of reading difficulties by providing diagnostic tests every month in the first year of schooling, with testing every term in the second year. Teachers could have one-on-one sessions with struggling readers at least twice a week.

2.3.3 Learning approaches

A relevant learning approach can develop a good strategy in learning and teaching which concentrates on learners' realities to gain the teacher's understanding, by using the data as the initial stage for teaching while considering unique needs of learners with dyslexia during the teaching of English literacy. Teachers should avoid doing from saying and creating of norms about learner involvements. The learning approach is demarcated as a technique of seeing at learning and teaching, an abstract view of what language can be learnt to develop teaching techniques of teaching literacy English in grades 1–3 foundation phase learners with dyslexia (Johnson et al., 2013:49). The approach to learning can be described as general values, education and strategies of management used for lessons in the classroom. The optimal

methods of teaching are determined by what suits the dyslexic learners according to their needs and diversity; this teaching approach falls primarily into a 'learner centred' approach (Oxford English Dictionary, 2014).

The best possible learning approaches and specialised programmes to help learners experiencing dyslexia in literacy English for grades 1–3, include multi-sensory, touch, hearing vision to convey teaching (Stark, 2014:36). Multisensory approaches are usually reinforced all the way through the dyslexia collected works as the foremost means of assisting learner's improvement to learning abilities. Therefore, teachers who teach learners with dyslexia would understand a collection of learning techniques that could interrelate and assist learning, responding to the needs and diversity considering the learners' ability levels, background and interests.

2.3.4 Foundation phase

The foundation phase is defined as the early stages of formal learning, namely primary school grades such as grade R to grade 3 (RSA NEPA, 2010:37). The Free Dictionary (2018) defines the foundation phase as the education or instruction in the fundamentals of a field of knowledge necessary for advanced study; a good grounding in early stages that generally produce optimistic results, displays learners at jeopardy in reading and may be of assistance as early as possible to make significant gains in basic reading skills.

It is an important part of the preliminary phase of prearranged teaching, planned predominantly to bring together foundation phase learners to a school situation, that provide a bridge between the home and school-based atmosphere (Hulme, 2012:324). In the foundation phase (grades 1–3), the value of phonics-based approaches for dyslexic learners are more pertinent to learners; the use of phonics tends to be less powerful to learners who struggle to read (Flynn, Zheng & Swanson, 2012:32). That forms an important part of being a foundation phase learner who experiences dyslexia in English literacy and to develop a strategy to enhance teaching and learning in order to stimulate emotional, intellectual and physical improvement at an early stage of learning. Therefore, the study could encourage teachers who teach the foundation phase grades 1–3 with dyslexia to identify learners for early intervention (Barkeley, 2009:91).

2.4 Related literature and development of constructs

This section reviews the literature from the best practices to enhancing the teaching and learning of English literacy to grades 1–3 learners who experience dyslexia derived from studies in South Africa, Namibia, Kenya and Britain, which are regarded as the most affected countries. Learners with low literacy levels perform poorly, especially in primary schools. In Britain, a number of educational interventions and programmes are available for learners experiencing dyslexia (see 2.4.1.1). The following best practices and lessons learnt from these study processes were fundamentally taken, along the contextual of the elucidations of the functioning ideas. Thus, this study searched in what way projects in these countries operationalised their respective problem-based, resources-based, cooperative, collaborative and outcomes-based solutions and learning. This exploratory exercise are related to the clarifications prepared with the CER principles equally expounded under the theoretical framework above. The underlying purpose was to identify the developments constructed for the study's objectives, working out possible principles to give guidance to the creation of an appropriate approach to enhance teaching and learning in English literacy for grades 1–3 with dyslexia in the Amajuba district.

2.4.1 A need for developing a strategy to enhance the teaching and learning of English literacy to grade 1–3 learners who experience dyslexia

This section discusses the need for developing a strategy to enhance the teaching and learning of English literacy to learners who experience dyslexia under the following sub-headings.

2.4.1.1 Coordinating team

A coordinating team are composed of relevant stakeholders to work together successfully, and their actions need to be well coordinated (Stringer, 2013:11). A good team considers and establishes clear expectations for co-researchers by setting ground rules that could be respected by all team members. The tendency of team members is to conform to a perceived majority view and to become more committed to the team plans and strategies. The occasions and trials require the coordinating team to be interceded by experts that represent the benefits of the marginalised primary school learners. The attitude of the co-researchers should have a constructive

position and be considerate of the purpose and supportive involvement in an attempt to support and discuss issues that are raised and embody each other's views. Different teams were established from different literatures in support of this study. The BDA was formed to enlighten the British department of education who had no adequate knowledge of dyslexia and do provide guidance on the identification, diagnoses and educational treatment to learners experiencing reading difficulties. The established BDA in Britain was formed to work as a team to promote early identification of a specific learning difficulty (SpLD) and support to ensure the opportunity to learn for learners with dyslexia, but only for those schools who paid the membership fee for affiliation (Griffiths, 2014:23). In Kenya, the DOK who worked as team, were struggling to create awareness on the existence of dyslexia (Gathumbi, 2009:17).

The Namibians had no standing team. Their ministry of education relied on UNESCO and Dyslexia International for the process of disseminating the information on dyslexia as widely possible in Namibia (Little, 2004:7), and bodies were formed to assist teachers as far as dyslexia was concerned (Osman, Aya & Ahmal, 2015:405). The challenge that faced the Namibians was that there was no standing associations or clubs to assist learners with dyslexia. In South Africa, there were associations that accommodated learners with learning barriers, including those with reading difficulty, namely SAALED, SANASE, the Dyslexia Association Body and RADA but they were not well-known by black primary schools, moreover in rural areas.

2.4.1.2 Vision for developing a strategy

Gathumbi et al. (2009:17) defined vision as a commitment to which people oblige to replicate their individual dream. The goal or dream set the standards for and accredit dyslexia knowledge and professional expertise recorded in the literature search as being to improve the quality and enhancing a strategy to teach learners with dyslexia (Gathumbi et al., 2009:17; Convery, 2013:44; Mutenda, 2008:2). This view was also supported by the literature from Britain, Kenya, Namibia and South Africa and appeared to be mostly through instituting and used by different teams. The disempowerment of taking control and responsibility from co-researchers' decisions and actions to forget the future and to bring about positive social change, could impede the sharing of one common vision of the envisaged strategy.

Common challenges have been discovered in literature from Kenya, Namibia and South Africa. The formation of the Dyslexia Association's vision had some deficits, with primary schools being affected, which are often being viewed as an imposition by the Department of Education on the grounds that they were not consulted in the development of steps (O'Brien, Atkinson, Burton, Campbell et al., 2008:280). The development of a team's vision are not respected, valued and listened to in developing the innate abilities for the benefits of communities and societies (Convery, 2013:44). Concurrently, the Kenyans and the Namibians purpose sought to realise the future of the dyslexic learners to overarch the values which partly improved and supported learners with dyslexia in issues to be addressed by all of the education regulatory bodies in their inspections of educational provision. In view of the inability to include all at once to pursue a common goal, it appeared that as though perceptions such as a feeling of exclusion, imposition surfaced. In all these instances, each association could develop its own goal which directs its focus or action plans. Implications of sharing a vision could allow the team to socialise the strategic plan for the future of learners with dyslexia. Ensures that the co-researchers share the same vision and goals for long term strategy.

2.4.1.3 Situational analysis

Common challenge was faced by the literature for teaching learners experiencing dyslexia which includes their personal backgrounds, and cultural differences in terms of ethnicity, values and community sectors. Contextual factors seem to affect the goals, planning and support needed by the communities. Lack of care and trust could affect the good planning which could lead to the accomplishment of goals. Failing to look at the collaborative efforts that could make the team to work together in solving dyslexic problems.

2.4.1.4 Priorities in implementing the envisaged strategy

(a) Policy framework on inclusion

The New Law – Dictionary (2018) defines 'inclusion' as the guiding principle, extensive significant objectives of policies that are being drafted. The SIAS policy (2001) on inclusion gives direction on practises.

The Equality Act (2010) in Britain, the most recent legislation, emphasises the need for an organisation to be proactive in meeting the needs of both learners with dyslexia and the teachers, whereby schools are required to publish an action plan that creates equal opportunities among learners.

The Kenyan policies were partially involved in its intervention strategies to support the individuals with dyslexia. The country required a hesitant ultimatum for direction to prudently design strategies regarding dyslexia in support of the learners experiencing difficulties in their learning (Cottrell, 2014:189). In South Africa, the education policies seems to look at the problem of dyslexia, partially but not seriously. The main focus was to familiarise the current curriculum to accommodate all learners with learning difficulties, not specifically to dyslexia (Department of Education [RSA DoE], 2003:2).

South Africa has tried to implement the policy strategy based on SIAS. The SIAS purpose was to provide policy context with standardisation procedures to classify learners who need extra care to enhance teaching and learning, family disruption, language issues, poverty and learning difficulties (RSA DBE, 2014:9). According to the Curriculum Guidelines Policy, Grade R–12 (2012), special schools are encouraged to provide outreach services to grades 1–3 at primary schools, with guidance to support teachers who teach dyslexic learners. Despite this, the problem of dyslexia is not yet well-addressed in policies and some recommended strategies are not applied from the best practices.

(b) Planning

Planning nurtures a feeling of togetherness for all team members and respect in support of the principles of CER and PAR to provide social justice, equity and hope (Nkoane, 2012:9). Good planning develops the educational value of identification that the dyslexia offers in guidance on early interventions (Torgersen, 2010:54).

Common challenges affected South Africa, Namibia, Kenya and the BDA for planning services in relation to learners from primary schools with dyslexia towards determining the exact helpful targets for positioning the experts to deliver their ambitions. Stark and Griffin (2008:32), a dyslexia specialist and member of RADA, who wholeheartedly believed in a multidisciplinary approach to diagnose and treat learners with dyslexia. The treatment and support was only available and known by those who could afford

to pay or had a medical aid scheme. For the BDA in Britain, planning provides services for learners with dyslexia, and more general information for only those who could afford to pay (Vellutino, 2008:471). Without proper common planning in all the practices to provide the guidance and inspiration towards improving the current situation for the best, creates challenges, incompetency and disrespect. It has been recognised that without a proper planning to dyslexia analysis it causes uncertainties and misunderstanding to correspond to the complexities found about dyslexia (Lodico et al., 2006:49).

In 2013, the Uwezo Association in Kenya identified that the mechanism for good planning for early identification and screening were non-existent in public primary schools, and as a result of this, most of the team members fell apart and ran away from their tasks. A common problem in failing to develop good planning appeared as a serious challenge in Britain, South Africa, Kenya and Namibia, and led to later recognition of learners with dyslexia without diagnosing and reflected the changing nature of tasks demanded in the primary schools in grades 1–3 (Hulme & Snowling, 2009:46).

(c) Provide direct support

A common challenge has affected South Africa, Britain, Kenya and Namibia to provide direct support on up-to-date knowledge that make changes for better life in education (Stuart, 2006:28). The associations' benefits from support were made for those with access and who live a better life (Stuart, 2006:27). The priority of providing direct support to the education system might be a big challenge, which covers more than one million learners with dyslexia in South Africa in the lower grades. Providing a support was shown as a concern to the practices. Misunderstood of the proper guide to follow could jeopardise the use of skills and knowledge of situations to develop teaching provision in dyslexia (Cottrell, 2014:34). Similar problems appeared in Kenya and Namibia where they failed to improve cooperative cohorts to progress new notions and increase dissemination to the association's expertise to set uniform norms and to lead the agenda for a change of standards in English literacy for dyslexic learners which may impede the smooth running of the envisaged strategy. English literacy could be perceived as an impediment for home language speakers (Zulu) because some learners tend to keep a low profile while one or two could be angry and unhappy.

Home language speakers seem to be super organised yet somehow failed to understand the English language and unable to produce the level of work of which the teachers think their capable. The best practices had faced challenges to come up with easy-to-follow information to parents and teachers who teach dyslexic learners about how to navigate the changes in terms of curriculum needs and learners' diverse needs. It was critically difficult for each of the practices to work in isolation, no support among the stakeholders to create new ideas collaboratively.

(d) Teacher training

The process of teacher training in South Africa, Kenya and Namibia was deficient and teachers were unprepared with skills and knowledge to teach learners with dyslexia (Mendez, Carpenter, LaForett & Cohen, 2009:1-14). Common challenges affected the untrained teachers in Kenya and Namibia to deliver a good quality education for learners experiencing dyslexia. South African primary schools developed the use of one method of teaching, a "one size fits all method" due to inadequate training of teachers, which may not suit the learning styles and diverse needs of all learners with dyslexia (Snowling & Hulme, 2005:13). A common misunderstanding of intervention programmes for young learners who experience dyslexia also became a serious problem mentioned in all the literature (Denton & Vaughn, 2008:81; Wanzek, 2013:164). It was difficult for teachers to implement different learning styles such as multi teaching sensory approach to accommodate diversity for learners who are visual, auditory and tactile kinaesthetic (VAK). Lack of knowledge drove teachers to develop negative attitude towards learners who experience reading difficulties (Stewart, 2014:67). No parental recognition and involvement, struggle to improve the curriculum and falling apart of morals (RSA DoE, 2008:28), cause reading to be at a low level. According to the researcher's observation, an undesirable effect on the inspiration of learners in their classroom was revealed following the effect of their performance in class with an impact to the learners' reading levels.

The lack of teacher training in teaching learners who experience difficulties with literacy (dyslexia) was experienced in South Africa, Kenya, Namibia and Britain. The teachers surveyed felt unsatisfied that the initial provision of teacher training was essential to teach learners who were struggling with spelling and reading (Newman, 2012:29). In Kenya, about 74% of the teachers felt unsatisfied about the preliminary

training of teachers in teaching skills and needed to determine and teach learners with dyslexia in the foundation phase. The government of Kenya and Namibia also experienced difficulties in obtaining professional development for teachers. The requirement of the education segment in Kenya was to make it pertinent, inclusive and competitive locally and across many countries (Republic of Kenya, 2012:9).

In South Africa, there are indications of poor improvement in reading skills from the foundation phase up to higher levels (Pretorius & Machet, 2004:41). Poor reading skills could lead learners to frustration. A dyslexic learner develops low self-confidence leading to poor grades. Teachers are experiencing problems of not being familiar on what is expected from them. It makes it more difficult for learners to obtain interpretation skills if teachers themselves are confused to instil good understanding of reading. The engagement of underqualified teachers has a negative effect on the value of learning and teaching (RSA DoE, 2008:9).

(e) Parental involvement

Parental involvement is an operative partnership that determines positive mutual themes that allow for a continuum from multifaceted school-grounded actions to simpler home-based activities (Lemmer, 2007:278). Support from parents of learners with dyslexia was a challenge in Kenya, Namibia and South Africa. The basic needs of learners with dyslexia and the ones without dyslexia cause a serious challenge and balancing the needs of two distinct learners is often a challenge. According to Alexander (2000:293), the manifestation of dyslexia in children in a family affects the social and emotional development of the siblings. Parents do not understand the condition and start seeing dyslexic children as those who cannot carry out instructions and children who are always confused due to their memory problem. Parents become stressed and have prominently a lack of involvement in their children's progress.

Analytic processes led to the realisation of common concern of family instability in Kenya and Namibia. The social and cultural environments where learners are raised could prejudice the ability to do well; poverty, where violence usually happens produce learners who are at risk of failing at school. The combination of separate and environmental causes produces an increase of dyslexia, hunger or homelessness and children have little energy to focus in school (Richek et al., 2009:48). Many families in Britain and South Africa experience challenges caused by parents who are at work

most of the time, and/or parent illiteracy, but some changes in these families can be hazardous to learners experiencing dyslexia, emotional and physical well-being and to their progress in school (RSA DoE, 2008:28; Vaughn et al., 2000:320) (see 4.2.4(e)). Learners with reading difficulties coming from poor backgrounds do not get enough support and guidance from their parents. Learners that are not exposed to reading books and are not motivated to read, are not likely to develop a positive attitude towards reading (see comments on 4.2.4(e)). No parental support during education journey to support teachers who struggle to teach learners with dyslexia.

(f) Teacher assistant

Evidence from the literature shows the teacher assistant (TA) as the most critical participant in solitary that traces on what happens during learning and teaching (Mundy, 2008:123). Classrooms without TAs are conducted at a speedy pace to meet the programmed curricular schedules which cannot accommodate the influx of learners for individual teachers (Gathumbi, 2013:56; Kang'ahi, Indoshi, Okwach & Osodo, 2012). In South Africa, primary school teachers are experiencing a teacher–learner ratio which is not proportional and puts pressure on the abilities of the teacher to provide phonological skills work to dyslexic learners. Teachers are dedicated and working in a hard environment to educate learners under difficult circumstances. Primary schools without TAs, in my context, scuffle to help learners to attain their expected ability. Both South Africa and Britain acknowledges the fact about the overwork in the English programmes, making it a major hurdle for effective classroom practice without having the assistance of a TA. Primary schools in Sri Lanka in Namibia without TAs are facing challenges, including high learner enrolment leading to a decline in learners attending school due to inadequate support from teachers (Gathumbi, 2013:44). Common challenges affected teachers without TAs in the four best practices mentioned above (see 2.4), that English teachers are left with the sole burden of assisting learners to develop competence within a 35-minute lesson without any help (Kodero, 2011:8) (see 4.2.4(f)).

(g) Funding and resources

Funding and resources that are disadvantaged face significant consequences in teaching and learning (RSA DoE, 2011). In Kenya, English performance continues to decline due to the inadequacy of basic funding and resources used for teaching and

learning English (Gathumbi et al., 2009:45). Kenya has been found that inadequacy for effective teaching in English literacy at primary schools. The 2006 results of analysis reports from the Nyeri and Nairobi primary schools confirmed that English performance was low due to inadequate funding and resources (Ministry of Education, 2008). A common concern in primary schools in Namibia, Kenya and South Africa is insufficient resourced libraries with no primary reading books. There is a lack of physical resources, overcrowded classrooms and inadequate learner support materials such as reading books and teaching resources. Most of the children in rural areas are facing challenges of being taught under the tree and in old buildings, while others sit on the floor (Sizani, 2012:7). Pretorius and Mampuru (2007:47) claimed that only 27% of schools in South Africa have libraries and the Department of Education has noted that some learners are enrolled in schools that are ill-equipped, overcrowded, and in desperate need of renovation. It is challenging for both teachers and children to teach and learn under vulnerable situations with not enough support material. Sizani (2012:9) asserted that poor teaching resources, such as overcrowded classrooms, inadequate facilities and underprivileged educational management could obstruct the process of teaching and learning, supplementary to learners experiencing dyslexia. A common problem is experienced in South Africa in the Amajuba district where overcrowded classrooms impede the learning presentation of the individual education plan (see 4.2.4(g)).

2.4.2 The components of the strategy to be put in place in response of the identified need

Components serve as ideas or reflection points that should be taken into account as their observation can lead to the success of the framework to develop a strategy to enhance teaching for learners with dyslexia in grades 1–3.

2.4.2.1 Coordinating team

Diverse practices from different countries use different coordinating teams to accomplish positive aims for collaboration in support of learners with dyslexia (see 4.3.1). The BDA team extensively comprehended in the field of education that factors related to respectable literacy teachers for dyslexic learners in the foundation phase are likely to enhance learner achievement (Cottrell, 2014:34). A team of cluster

leaders, who were also practicing that improvements in literacy among dyslexic foundation phase learners, occur over explicit reading skills. Teaching practices are done by well-trained teachers to handle learners with reading difficulties. Teachers who are capable to identify reading problems are applying suitable teaching approaches to teach the dyslexics. To establish a rigorous successive method to improve listening and speaking, to teach spelling and reading done in orderly phonics, are aiming at determining the most appropriate programme or support, and challenging the power of delivery (Ziegler, 2017:55).

The DOK team in Kenya has intensified its desire to engage the general public and raising awareness of dyslexia, to address the needs of the pupils, youth and adults who have dyslexia. Namibians worked collaboratively with UNESCO, focussing on developing and gradually promoting effective methods for teaching learners with dyslexia and providing sufficient textbooks and other reading material (Stark, 2014:31). RADA, with different expertise, tried to create more dyslexia awareness throughout South Africa to obtain legislative exemptions. The Amajuba team members had gained knowledge to a clear understanding of the requirements of all learners with dyslexia, as well as the ones with exceptional educational necessities. They succeeded to practice and assess typical educational methods to involve and give support according to their reading abilities and diverse needs (see 4.3.1).

2.4.2.2 Shared vision

Best practices in Britain shared a common vision with partners under the Dyslexia SpLD Trust to share their common goals and building trust (Bergold, 2012:191). Common solutions from Britain and South Africa creating the liability of the teams, aimed at attracting the key findings together and endorsements that have been made in reports prepared by the trust partners over the past four years. Rose (2009:78) introduced the identifying and teaching of learners with dyslexia and literacy difficulties which lead to the radical renewing of exceptional learning needs, concluded in a new bill for 2014 to display why a National Strategy for Dyslexia and Literacy was desirable. That was a set of developments to support the direction to primary schools in order share new developments of new practices from the light of innovative official and visionary structures within the learning situation. The common vision shared by Britain and South Africa had a great influence on this study in the provision of self-respect,

valued and listened to and be supported and encouraged in building fulfilling personal and social relationships in developing innate abilities for the benefits of committees and society with learners with dyslexia.

Sharing a common vision will influence the study with overarching values that will underpin and inform the strategy with the principles of responsiveness and respond to the needs and concerns of learners with dyslexia. From the Namibian study team research, a clear understanding was gained of inclusion address and respond to a vision that allowed access to all the co-researchers, access to quality of opportunity with the aim of ensuring active participation during the study process. This was supported by Senge (2000:4), that the essence of togetherness and the efficiency of sharing a common vision nurtures whoever reciprocated admiration. This study then focused on a vision to add knowledge to novice and experienced teachers who teach learners with dyslexia in grades 1–3 on how to assist learners at risk to gain the ability to read fluently at foundation level and to learning in general. Policymakers and administration in education could also gain useful information on how to make decisions with regard to the policy procedures compliant for the multiplicity in the learning situation (RSA DBE, 2013:135).

2.4.2.3 Situational analysis

The best practices overcame their obstructions and gained strength and opportunities to conquer the development of the strategy to maintain the real teaching of learners with dyslexia.

2.4.2.4 Priorities to develop the strategy

(a) Policy framework

The policy framework aims at strengthening the co-researchers to build the necessary support infrastructure that is in place in order to develop learner's skills in literacy and capabilities (RSA DBE, 2013:136). In Britain, the Revised National Teaching Standard developed the policy framework aimed to cover all the professional aspects which emanated in September 2012, supporting the duties of teachers to enhance teaching that could react to the strong point and necessities of all learners experiencing dyslexia. That could entail teachers to be familiar with time and in what way the differentiated approaches could be implemented effectively. The South African and

British policies succeeded in increasing the participation of learners so that effective teaching can be achieved, and progress be visible (White Paper 6, 2001:13; British Revised National Teaching Standard, 2012). The implementation of White Paper 6 could be affected if there is an absence of recognising and respecting the differences among all learners in the school, where learners are not treated equally. It could also be affected if the co-researchers, especially the teachers who teach foundation phase learners, tend to lose focus on adaptation of the support system available in the classroom.

The study gained a clear manageable policy to concentrate on the study and knowledge building of the review programme that targeted the main areas that concern the implantation of the envisaged strategy such as phoneme awareness, rights and responsibilities and justice of all co-researchers. South Africa succeeded to influence the legislation bill to be edited for South African primary schools to deliver suitable teaching strategies that are liable to learners' literacy prerequisites over a reply to every learner with dyslexic requirements (Bradley, Danielson & Doolittle, 2005:486). The research was in support of the Policy Guidelines for Accommodating Learner Diversity (2013:34) in implementing good learning and teaching strategies for learners experiencing learning difficulties. The National Curriculum Statement in South Africa utilises diverse education methods of teaching and needs for various intelligences and learning approaches that offer assistive devices and adapted material suitable for learners with dyslexia (RSA DBE, 2013:95). The study gained access and commitment to ensuring that the policy was evidence-based and outcome-focused. The priorities of the study to be continued to be given to research as it is believed that this provides a relevant and up-to-date information coming from different expects.

(b) Planning

Planning determined the researcher and the co-researchers to prove significant impact on how primary schools in the foundation phase and other learning settings in English literacy should operate (Epstein, 2007:156). South Africa, Kenya, Namibia and Britain endeavoured to bring justifiable change, working hand-in-hand to deliver mutual support of teachers who teach dyslexic learners (Stuart, 2006:22-29). Planning is needed to provide current information about practice, theory, assessment and professional education policy, with a vital role in preparing teachers of foundation

phase to support dyslexic learners in English literacy (Eberson, Eloff & Ferreira, 2007:68).

For good planning, the Kenyans, Namibians and South Africans tried to improve the learning experience by developing a cooperative teamwork planning for new ideas that could promote a team spirit to other stakeholders to gain more knowledge on diagnosing and assessing these learners in English literacy.

The expertise from the BDA and RADA confidently planned and provided direction to take drastic decisions that could drive the practice of new technology to support dyslexic learners, provide easy-to-follow information to parents and teachers who teach dyslexic learners about how to navigate the changes in terms of curriculum needs and the learners' diverse needs.

(c) To provide direct support

Collaborating and direct networking with different experts can move the research to a right direction to provide relevant support (Kemmis, McTaggart & Retallick, 2004:34). It has been recognised that without the provision of direct support, the findings of dyslexia cannot be understood (Punch, 2009:33). The SpLD Trust in Britain and RADA in South Africa apprehended that the important way that the team members wanted and required was direct support to access to good quality reliable information, especially to provide guidance to make the right decision for learners with dyslexia before referring them to special schools for mental retardation (Stark, 2014:234). The focus on this study was on learners with dyslexia; there is a wide range in Kenya and Namibia of other experts seeking support, including teachers who teach dyslexic learners in the foundation phase, health professionals, employers, policymakers and subject advisors (O'Mahony, 2010:57).

The BDA team plays a key role in enabling all learners with dyslexia and supporters to have a right of information to deal with diverse needs (Bacon & Handley, 2007:79). Kenya provided direct support by increasing awareness through a Dyslexia Week to take place on a yearly basis and also by accepting the teacher aid to provide assistance to all primary schools that contributed a great impact. Therefore, duplicating this will be able to grow the understanding and knowledge of dyslexia to be shared as widely as possible in the Amajuba district.

(d) Teacher training

Teacher training by the BDA, DOK and RADA is extensively considered in learning institutions with factors associated with virtuous knowledge of teachers for dyslexic learners in the foundation phase; teacher training is likely established to enhance developments of learner achievement (Newman, 2012:30). Some methods of teaching dyslexic learners have been in place and they are still in use in the primary phase level in Kenya (Mariga et al., 2014:29), namely the alphabetic method, the phonics method, and the whole-word method. The enhancements in literacy among dyslexic foundation phase learners occur through reading and explicit teaching of well-trained teachers. Planning of developing skilled teachers is to identify reading difficulties by using suitable teaching strategies to teach learners. In South Africa, the Provincial Department of Education saw a need to develop teachers to incorporate intervention activities through programmes such as Quality Improvement Development Support and Upliftment Programme (QIDS-UP) to develop teachers in addressing barriers to teach dyslexic learners (RSA DoE, 2013:6).

The best practices had the common ambitions to provide training for further motivation and competence to a wide range of programmes designed to aid development of literacy skills for learners to work independently. Teacher development adopted in Britain, South Africa, and Kenya assisted learners to use a flexible curriculum in English literacy, assisted to further acquire the basic skills to become independent (Nel et al., 2012:56). Therefore, the development of teachers could promote a positive attitude in implementing speaking and listening, logical phonics to determine the most appropriate programme of support for grades 1–3 dyslexic learners in the Amajuba district. Training and capacity building for foundation phase teachers could make a great impact for learners experiencing dyslexia. Specialised programmes designed could assist learners who have not responded to more ordinary teaching methods. These could include being multisensory, using vision, hearing, touch and possible other senses, to bring about learning. Multisensory methods were generally supported throughout the dyslexia literature as the best means of helping children to gain literacy skills (see 2.4.1.4(d)).

(e) Parental involvement

Generally, utilising of parental involvement generally produces positive outcomes that demonstrate common themes that allow a continuum between the school and parents of young learners in grades 1–3 who are dyslexic which will be assisted to create important improvements in reading basic skills (Abbott, 2008; Denton, 2010; Hulme, 2012; Hulme & Snowling, 2009). The Parent Support Trust was formed in 2008 by the BDA. The dyslexia organisations mentioned above were created mostly as parent support groups to promote and bring communal amenities for learners with dyslexia when there was little available in mainstream primary institutions. Parents were required to be in condition of communication with teachers (Brooks, 2013:69). Good relationships allow the parents to not feel ignored but instead permit concerns to be taken seriously. For parental involvement this study will focus on building hard to have a thorough knowledge of learners with dyslexia and to be readily available through publicity in the foundation phase grades 1–3 in the Amajuba district.

This study continually re-evaluated teaching and assessment methods to bring opportunities for teachers and learners with dyslexia in English literacy in grades 1–3 to participate in the learning process collaboratively in the Amajuba district.

(f) Teacher assistant

In South Africa and Britain, TAs worked under the instructions of classroom teachers to join, work together, to meet every learner's needs and diversity (Giangreco & Doyle, 2007:46). South Africa and Britain had approved and saw the appropriate necessary need to acknowledge the fact that primary schools are overloaded; drastic decisions need to be taken seriously to provide the primary schools with TAs (Gathumbi, 2013:7). The BDA organised a good strategy to invite all underqualified teachers to volunteer in the educational sector with the purpose of improving assistance to teachers with overcrowded classes. The situation in primary schools in South Africa, Kenya and Nairobi is critical to demand the presence of TAs to support and innovate the teaching and learning skills to become more sufficient. Similar maintenance in all the literature practices could entail in gaining the learners' attention and to manage and control the frustration of teachers who teach learners with dyslexia.

(g) Funding and resources

Providing funding and resources advance the teaching and learning experience of teachers in the educational sectors (RSA DoE, 2011:22). The National Education Infrastructure Management System Report (2011:55) provided full figures of resource deficiency and funding in the educational institutions across South Africa. Angie Mothsekga, Minister of Basic Education in South Africa, published legally binding norms and standards for school infrastructure. Good news for new developments sounded promising for the benefits of schools to have running water, classrooms with electricity, access to internet, flushing toilets and nonviolent classrooms with a maximum of 40 learners. The co-researchers considered the common factors specified by the literature on basic levels of infrastructural conditions that every primary school have to encounter in order to function properly. The South African Schools Act, Act 84 of 1996 (RSA SASA, 1996:4) imposes the amendments of the Norms and Standards (2013) deliberately intended in South Africa, and other acts from Britain, Kenya and Namibia, to ensure that all learners attending schools should ensure accountability of the minimum standards obligatory to empower effective learning and teaching improvement.

2.4.3 The conditions conducive for the successful implementation of envisioned strategy supporting improvement in education provision

The role and input of team members in the group effort should be clear. Members need to be well-informed of the activities taking place during the process as well as the basis behind them.

2.4.3.1 Coordinating team

A coordinating team is a dedicated team focussing at promoting mutual respect until the mission is accomplished in support of learners with dyslexia (Hackman et al., 2007:223). The BDA extensively agreed that the field of education in the associated factors with virtuous literary teachers for dyslexic learners in the foundation phase will enhance learner success (Cottrell, 2014:34). A coordinating team supports and promotes parental support groups for encouraging teachers to gradually communicate with the schools to monitor the learners' progress and give support where necessary (Churton & Klein, 2007:42). RADA has tried to create more dyslexia awareness

throughout South Africa to obtain legislative exemptions. The knowledge and strategic techniques implemented by the association's expertise from Britain (BDA), South Africa (RADA) and Kenya (DOK) could assist the dyslexia team in the Amajuba district to focus with obliged directions to monitor and promote the team support group (Stringer, 2013:13).

The associations (BDA, RADA, UNESCO and DOK) from different literature studies played a big role to be interdependent, committed and accountable to transform the vibrant empathetic requirements of learners experiencing dyslexia and to assess unique educational methods engaged in providing special attention according to their reading abilities and diverse needs.

2.4.3.2 Shared vision

A shared vision is vital for the effective functioning of collaboration (Kabi, 2013:53). Different members with different expertise shared a common goal and tasks to embark on working together in order to develop a feasible implementation plan for the envisaged strategy to enhance teaching and learning for learners who are experiencing dyslexia in English literacy in grades 1–3 at Amajuba. The formulation of a common vision was a joint endeavour formed by different associations from Britain, South Africa and Kenya and worked as good partners (Wilson, 2012:5); thus, all the experts from different spheres collaborated and worked together to share a common vision within the primary schools that could give progressive results to focus attentively (Landsberg & Vogell, 2010:33). In Britain and Kenya, UNESCO and RADA for South Africa were uniquely adopting the development of a broad vision at the opening stages of the partnership that was necessary to create the initial movement (Titovs, 2011 quoted in Seabata, 2013:7). That could develop a long-term goal for proficient capability of teachers in the core curriculum progress and valuation of learners experiencing dyslexia.

A similar stance showed that most primary schools, under the literature mentioned above, shared a common interest in humans to show a respect for individuality, material and financial resources in order to develop the quality and education relevance of learners experiencing dyslexia in their member institutions (Titovs, 2011 quoted in Seabata, 2013:7).

2.4.3.3 Situational analysis in developing a strategy

A similar stance from different experts was revealed from the literature mentioned above. Mutual respect for individuals with positive interests was a good sign to all of them.

2.4.3.4 Priorities to develop a strategy

(a) Policy framework

The policy framework accommodates all developments, valuation and instructional programmes to discourse the educational necessities of dissimilar gatherings of knowledge (Booth & Vaughn, 2000:143). In support of the policy imperatives, the BDA in Britain agreed on the policy of early identification of SpLD that safeguarded the procedures in the identification support of learners with dyslexia (United States Equality Act, 2010). The DOK in Kenya also came up with a policy to have appropriately trained teachers in Specific Learning Difficulties Policy Act (Approved Teacher Status Certificate in Specific Learning Difficulties) in every school.

South Africa established the SIAS Policy Act (2014:7) with the purpose to provide the identified standardised procedures, provide assessment programmes where learners required supplementary sustenance to improve their involvement and inclusion in schools (see 4.4.4(a)). Education in Namibia made a joint effort with the International Bureau of Education's policy focusing on generating an inclusive environment, which basically implies respecting, understanding and recognising cultural, social and diversity (UNESCO, 2008:17). There is no comprehensive curriculum reform policy framework for the education and training sector for Kenya. Kenya tried to embrace the National Curriculum Policy to guide the curriculum reform process at all levels of education (Cottrell, 2014:178).

(b) Planning

Planning provides and improves the good practice between the team members (Agger, Spohr, A.B. & Nielsen, J., 2001:108; Rocha, 2010:355). Putting values into action, the BDA has listen to and acted upon the needs of dyslexia fostering a feeling of togetherness for all members of the participating team that is the best principles on CER (Grant et al., 2008:591). The purpose was to grow the befriending networking order to develop a dyslexia-friendly practise and build a culture of total equality (Agger

et al., 2001:108; Rocha, 2010:355). DOK discovered that dyslexia could lead to frustration if there is no proper instruction and analysis, leading to school let-down and low honour. Therefore, it was advisable for the research to make sure that all the right planning intervention should be correctly followed and well-implemented for better results of the study. Good planning in South Africa, Britain and Kenya focused on developing a strategy to support all disadvantaged learners who experience dyslexia to receive early interventions for the betterment of schooling before being wrongly diagnosed as learners with a severe intellectual disability. In line with this stance, the aims of this study amounted to the transformation of reality of the learners and teachers alike, to encourage quality improvement in learners' lives (Tlali, 2013:43).

(c) Direct support

The practices in Kenya and UNESCO set standards and accredited the improvement of direct support to promote dyslexia knowledge and professional expertise. That dissemination and sharing of best practices could be a good example in influencing the Amajuba district to promote and provide impartial and objective advice and support to teachers and learners and those with whom they come into contact. In respect of the pedagogy in South Africa, the support was nevertheless a critical task to classify the strengths and weaknesses in reading for a particular individual and to address these directly as early as possible in the foundation phase (Sternberg & Grigorenko, 2002:82). A common goal was targeted by Britain and South Africa for providing direct support that was to provide confidence, self-determination and righteousness to parents, teachers, school policies, structurally-formed committees and the school community (Mbigi & Maree, 2005:75). This could be controlled and developed the knowledge and materialisation of different opinions from different expertise to make changes in their supportive societies.

(d) Teacher training

Teacher training provides current knowledge about principles, relevant methods and teaching techniques and programmes for educational professionals.

Provisioning of teacher development could inform the researcher and the co-researchers to prove significant impact on how primary schools in the foundation phase and other learning settings in English literacy operate (Lyon et al., 2003). Co-researchers endeavoured to bring justifiable transformation often over a combination

in real settings with the involvement of teachers who teach dyslexic learners (Stuart, 2006:29). Namibia discovered that training of teachers might create and have a main part in preparing the foundation phase teachers with skills and knowledge needed to assist learners with dyslexia in English literacy (Wanzek, 2013:163). Teacher training in South Africa could also improve good relationships to promote innovative notions that could influence positive interest to enhance teaching in other districts in English literacy for dyslexic learners. A team was developed to be self-assured for innovative skills to support dyslexic learners. The common idea for training teachers from literature practices in Britain, Kenya, Namibia and South Africa succeeded Britain with soothing evidence to parents and teachers who teach dyslexic learners about how to navigate the changes in terms of curriculum needs and learners' diverse needs. This gave effect to the DoE (2012:36) to be modified in South Africa aiming to offer suitable teaching strategies for primary institutions, leading to the accountability of learners' English literacy prerequisites done in reaction requirements of dyslexic learners (Bradley et al., 2005:486).

(e) Parental involvement

Parental involvement influences learners' reading level and improves their educational level more or less if parents are well-educated and open to monitor their children when working at home (Arias & Campbell, 2008:89). It encourages learners to accept support and guidance from parents and teachers, dissimilar to learners whose parents are not knowledgeable and with no interest to assist their children in schoolwork (Lemmer, 2007:769).

Britain and South Africa supported a strategy of forming parent support groups that could make a great impact in collaboration with the school and learners' progress. Britain highly supported the involvement of well-educated parents who played a vital role in educational factors, such as disclosure to design, prospects to engage in learning activities, value of initial interpretation, teaching and chances for suitable instruction, which are known as factors that influence reading (Vaughn et al., 2000:347).

(f) Teacher assistants

Teaching assistance is a fundamental component in the school, successively, providing more required necessities straight to learners (Campeau, 2005:34). In

support of TAs, teacher resource centres in Kenya and Namibia were used to deliver professional development activities and to support teachers in their work in the classroom (Symeonidis, 2015:112). Britain offered a supportive environment in which it could be explored and investigate the role of TAs in educational settings. The supportive structure given to British TAs assisted and guided them in the journey towards becoming perceptive, responsive and decisive educational leaders as TAs years distinguish the importance of TAs as valued, useful and helpful in the institutions (Gathumbi, 2013:57). The results found in South Africa was supportive because TAs' general effort and relationship to learners in the primary schools, in particular, might be clear and insightful (see 4.4.4(f)).

(g) Funding and resources

Appropriate funding and resources support learners with dyslexia to acquire proper information by providing good quality of teaching (Alnaim, 2015:67). South Africa emanated with the improvement of the early childhood development institutions that are carefully supervised and well-maintained by safeguarding a qualitative foundation for learner's first entering educational institutions (Bergold, 2012:14). A common positive support from Britain and Namibia emanated in the transformation of social and moral values that could guide all primary schools in the future, beginning in the earliest months of life (National Early Childhood Development Policy in Namibia). This national policy of Namibia played a vital role to assure more equitable access by maximising human fiscal resources. That was supported by Caroline Drummond of the British Council who looked at what schools at the foundation phase required to support dyslexic learners to meet their diverse needs in the teaching environment (Gipps, Hargreaves & McCallum, 2015:2).

Therefore, this can grow the knowledge of implementing suitable assistive devices and indulgence of dyslexia so that information could be discussed among teachers who teach learners experiencing dyslexia as widely as possible. It has been recognised that a verdict of dyslexia could be confusing and worrying (Kromer & Delis, 2006:83). The significant approach that learners require, and the support needed, was a right to virtuous eminence of consistent facts, especially to assist with the realistic situation before referring them to special schools for mental retardation. The focus on this study was on learners experiencing dyslexia, which was an extensive variety of devastated

learners seeking support, including teachers who teach dyslexic learners in the foundation phase, as well as health professionals, employers, policymakers and subject advisors (Dombrowski, 2005:47).

2.4.4 The inherent risks and threats to be mitigated in pursuance of ensuring successful operationalisation of the emerging strategy to enhance the teaching of learners experiencing dyslexia

This section presents a detailed discussion of possible threats that may easily be showing if certain critical conditions are ignored or not taken care of.

2.4.4.1 Non-establishment of a team

A variety of people from different backgrounds were invited to establish a team, some co-researchers felt doubts of inferiority in front of others in the sense of being hesitant to offer input for a fear of being criticised of having dismissal ideas about dyslexia (Stringer, 2013:18). Fading to devise a positive thinking that is grounded in a solid permissive of a strong relationship amongst the co-researchers could fail to form a team. Some experienced problems to decide on general opinions such as significant data and perspectives, scared to question and facilitating conversations during the meetings (Beatty, 2010:190). In the schools in Kenya, most teachers were underqualified that might have caused them to feel threatened and assuming that they were incapable teachers who could not handle learners with dyslexia. Feelings like this may lead to the team feeling cracked, unwelcome, resulting in resistance to provide inputs during the process (Ziegler, 2017:49).

The process will be a failure if a team failed to build commitment to become a team with a vision. Failing to welcome the expertise into the planned process without effectively influence each other as co-researchers to respect and listen to everyone for the benefits of the co-researcher's the needs, styles and motivations (Beatty, 2010:438). In South Africa, Namibia and Kenya, most primary schools who are mostly affected by reading difficulties are located in rural areas where most families are illiterate. The risks of failing to develop the capability to understand: when studying indistinct facts on what the research team has observed, and also inviting perspectives from diverse stakeholders, might hinder the development of a progressive team due to the socio-economic factors surrounded by the communities where team members

originated from (see 4.5.1). Priorities cannot be accomplished in supporting improvement in education provision if the team members are not committed, united and respect the principles and policies made by the stakeholders (Blogger, 2012:14).

2.4.4.2 Failing to share a common vision

The formed associations from the selected literature (BDA, RADA, DOK and the Namibia Education policy) could be the failure if they failed to share one common vision (Senge, 2015:171). The RADA in South Africa might experience the inherent risks and threats to be mitigated in pursuance of ensuring successful operationalisation of the association strategy if they failed to stick to their vision to provide learners an opportunity and chances to enjoy lasting confidence in their abilities and to assist them to become academic achievers (RADA, 2013:4). The four associations mentioned above could fade their goals if they did not put the values into action and stood up as umbrella bodies aimed at reflecting the values to foster a feeling of togetherness for all members and respect other experts invited in the implementation of the process (Beatty, 2010:190).

2.4.4.3 Situational analysis

Many primary schools in Kenya, South Africa and Namibia were in isolation and unfortunate. Pupils coming from such backgrounds failed to achieve levels of reading similar to that of their peers and became small for not performing to the expected level. Socioeconomic disadvantage, negative environmental circumstances, reduced access to resources and uneducated parents cause a robust impact on a child's language and literacy development (Harts, 2011:19).

2.4.4.4 Priorities to develop a strategy

(a) Policy framework

The policy framework play an important part in the transition process in the articulation of principles and privileges in order to form a policy context for all learners (RSA DoE, 2000; White Paper 6, 2001:11). Nations lean towards the introduction of law at dissimilar opinions during the progressive process. In Kenya and Namibia there was a risk of the establishment of practices and procedures all the way through the schooling arrangement which are improbable for equal education. Common hindrance

could occur in South Africa and Britain if the less influential barrier prevailing law constitutes to inclusion, later determination be not necessary to legislative reform to be well-known (Correa-Torres, 2008:124). The later reviewing of the existing policy law-making to understand what difficulties might be revealed to the policy appear to be a common threat to all the above-mentioned countries, especially at school levels (Zimmerman, Howie & Smith, 2011:218) (see 4.2.4(a)).

(b) Risks planning

The definition of planning, as normally accepted by co-researchers, consists of different stakeholders, teachers, health professional specialists and NGOs (Palmer & Shulte, 2002:33). It could be risky for the team associations if different members failed to carry out formal assessments of tasks, need to inform decision-making and ensure that appropriate member services are received (RSA NEPA, 1996). Namibia, South Africa and Kenya discovered difficulties to maintain the production of a proper plan that could not safeguard the existing actual planning which essentially got place and proposed guarantees to the co-researchers, and learners experiencing reading problems (MacKay, 2006:298). The mentioned practices could experience a disaster if the transition of planning could not inform the experts of their responsibilities to evaluate the proper planning developments and react to several necessities.

(c) Mislaying direct support

To some extent the issue of direct support could be treated during effective training and development of teachers. The controlling of the education programme in the classroom for all was a main pedagogical, as well as organisational, common trial to support primary in Kenya, Namibia, Britain and South Africa. Teachers were experiencing neglect, no concrete understanding of knowledge with the continuing care to assist learners surrounded by active practices in day-to-day preparation (Cook, Possingham & Fuller, 2013:915). Common risks seemed to appear in South Africa, and Kenya was in danger of attempting to specify the curriculum with complex collections of support activities and common evaluation processes (see 4.5.3(c)). Similarly, schools seemed not to be familiar with the support systems that they could develop for themselves. In South Africa, the SBST could not offer practical support that teachers and learners expected to be given (see 4.2.4(c)).

(d) Teacher training

Teacher training provide support and develop teachers on a continual basis, because the challenges they face are great and they have to make many decisions (Denton, 2008:83). At this point in time, the majority of teachers from primary schools with dyslexic learners in Kenya, Namibia and South Africa have not been able to conduct remedial programmes effectively because the vast majority are not specially trained to teach and handle dyslexic learners with reading barriers in English literacy (Abosi, 2009:96). Lack of adapting the appropriate curriculum in English literacy for learners with dyslexia in grades 1–3 was to differentiate the content, assessment and to give sufficient time for teachers who teach dyslexic learners. Teachers conveyed undesirable communications towards learners by discouraging their logic of ability (Snowling & Hulme, 2005:68). Frustrations and anger developed and rising from those situations could lead to complications with low energy and reduced self-confidence.

Teachers have a negative attitude towards learners with dyslexia. Teachers are not considering in their mind that the second and third grades are critical school years. Teachers do not safeguard that learners with dyslexia create the change by configuring the ability to understand extra challenges and more valid writings. Emotional and behavioural difficulties affecting attention, concentration and responsiveness to teachers and other team members who are involved in the process which are caused by many dyslexics manifesting attentional difficulties are made worse by undifferentiated teaching practices (Mendez et al., 2009:1-14).

Pretorius and Machet (2004:39) stated that “[i]f the first button on a man’s coat is wrongly buttoned, all the rest are certain to be crooked”, meaning that learners with dyslexia failed in schools and usually the difficulty was caused first by failing to read; therefore, reading was taken as the first button in the garment of the early stage of learning.

(e) Parental involvement

A common parental concern in South Africa, Namibia, Kenya and Britain is that teachers may incorrectly perceive their grades 1–3 learners in the foundation phase as unintelligent because of experiencing dyslexia in English literacy. Such insights are probably giving the result of minor expectations of teachers, causing harmful influence on support used by the classroom teacher to support the learner’s improvement. The

homes, social and cultural environments in which learners are plugged with poverty, family instability and neighbourhoods surrounded by common violence could cause disturbance of implanting the good strategy to enhance teaching (Griffiths, 2014:290) in the Amajuba district. Therefore, it is a mismatch between the primary schools chosen in the Amajuba district and the families in defining roles for parents *versus* teachers and the whole team.

A common concern of parents of the poor readers was that teachers may inappropriately consider the learners to be lazy or unmotivated, and in so doing their expectations of, sensitivity towards, and desire to encourage and help the foundation phase may be reduced (Rechek, 2009:44). Lots of parents trust that the analysis of the dyslexia problem depicted learners as suffering from a natural disorder of a similar type. That could drive out any propensity of educators to criticise learners experiencing dyslexia for incompetent educational performance.

(f) Teacher assistant

Common risks affected the primary schools in South Africa, Kenya and Namibia for the non-availability of the TA. Major problems appeared from the primary schools in the Amajuba district, Nairobi and Sri Lanka without TAs who could not maintain the on-task performance and inspiration rendezvous of learners, refurbishment of purposes that promoted individuality that focused on proper teaching if learners experienced learning difficulties (Radford, 2011:122) (see 2.4.2.4(f)).

(g) Insufficient funding resources

Studies done in Kenya by Abosi (2009:201) indicated that teachers are aware of the causes of reading difficulties in English literacy in the foundation phase, namely lack of school reforms, poor classroom management, and deficiency of learner's motivation, and non-existence of teaching and learning strategies to accommodate dyslexic learners. That was a very common threat at the Amajuba primary school that will impede the implementation of the reading methods that are already in place mentioned from the solutions above.

The findings of studies by Makoe (2007:60) as well as Pretorius and Mampuru (2007:41) indicated that South African schools are poorly resourced with insufficient libraries and with limited reading books suitable for the lower grades. Children

experiencing dyslexia in the Amajuba district have the least opportunities to be given a chance to read and spend furthermost of learning phase in a disadvantage learning environment.

2.4.5 Evidence that the developed strategy is capable of enhancing the teaching of English literacy to learners experiencing dyslexia

A number of components, previously accessible in Section 2.4.2, were discussed. Therefore, the promising solutions could be used as indicators that could mean success to develop a plan capable to enhance teaching of English literacy.

2.4.5.1 Establishment of teams

The establishment of teams composed of relevant expertise from different associations were formed, namely the BDA in Britain, DOK in Kenya, RADA in South Africa and UNESCO on behalf of Namibia (Gathumbi, 2009:17). The associations worked successfully to promote early identifications of specific learning difficulties in Britain, supporting opportunities created for learners experiencing dyslexia (Meadan, Angell, Stoner & Daczewitz, 2014:43). South Africa established the RADA (see 2.4.2.1) to create dyslexia awareness and obtained legislative exemptions for early childhood development in learners between 5 and 11 years.

2.4.5.2 Sharing the common vision

Sharing a common vision from different partners was indicated as a success to the envisaged strategy to support different experts to set goals and priorities built on trust (Bergold, 2012:189). The British Dyslexia Association thrived to share common goals and provided the self-respect which succeeded to stimulate team building (Stoner et al., 2014:42). Associations formed in Kenya, Britain and South Africa endeavoured and committed themselves to work harder with the accordance of sharing new ideas and unique talents to accomplish the purpose of developing teaching strategies in the society. A similar stance happened in South Africa and had a great impact that could influence the sharing of common thoughts and interests for the betterment of promoting effective education in the Amajuba district.

2.4.5.3 Situational analysis

The situation was practicable and different stakeholders from the literature association responded positively to enhance teaching and learning for learners experiencing dyslexia. Unified and great opportunities were exposed and became efficaciously for the up keeping of stimulating an effective study process.

2.4.5.4 Priorities

(a) Policy framework

The transition of the policy framework successfully aimed to strengthen the associations from different literature. Education policies in South Africa emanates from promoting and provide proper education for learners with learning difficulties looking at the needs and diversity (Bradley et al., 2005:486). The SIAS policy was initially established in South Africa for screening, identification assessment and support to accommodate learners with learning difficulties and to be taken care of (National strategy on SIAS, 2014:11). Similar in that stance, is that improvements could promote the Amajuba district to gain more support to assist and cater for learners who are dyslexic within the society.

(b) Planning

The four countries, namely South Africa, Kenya, Namibia and Britain, successfully planned to determine the expertise from different associations to prove significant impact on learning settings to operate (Lyon et al., 2003:156). The current knowledge practice, assessment and education policy for the teaching specialists was successfully planned in equipping teachers with knowledge and skills in the foundation phase early childhood development programmes. A similar stance appeared in Kenya and South Africa when creating a transition plan that sustained to build collaborative structures that enabled them to promote new ideas with the purpose of gaining more knowledge and current professional skills in primary schools (Torgesen, 2010:52).

(c) Direct support

Direct support was provided in a collaborative stance among the different experts from different literature chosen to promote the correct procedures in the diagnosis of learners with dyslexia (Kromer et al., 2006:83). Kenya succeeded to apply and provide support by expanding and increase awareness campaigns on dyslexia on a weekly

basis, which contributed a lot of support to the primary schools in Nairobi. South Africa developed a strategy that allowed the resource centre nearby their communities to do outreach programmes that could provide professional development and mainstream teachers, to special support from teachers teaching at special schools (Dombrowski, 2005:45). This opportunity in South Africa had successfully promoted the sharing of current issues and educational knowledge around the Amajuba primary school that encouraged schools to become fully inclusive to cater for all types of learning difficulties (DoE, 2001:11).

(d) Training of teachers

Teacher development succeeded to train teachers to develop teaching strategies and learning approaches from different countries.

Methods of teaching dyslexic learners have been in place in Kenya and they are still in use in the primary phase level in Kenya (Lunenburg, 2010:6). These are: the alphabetic method, the phonics method and the whole-word method. Therefore, the study would be able to develop strategies for the Amajuba foundation phase learners who experienced dyslexia by elucidating dyslexia specialist teaching, making its notions and skills more reachable to teachers, experts and parents. The co-researchers gained a positive spirit to feel more self-assured, signified acknowledgement of skilled facts in the education of English literacy for grades 1–3.

A child who has continually failed in reading, despite the teacher's use of all classroom methods they knew, should be remediated before the problem becomes too severe. Remediation is based upon sound instructional principles focused upon the needs of learners on the basis of careful diagnoses (Wilson et al., 2004:38). Remediation in Kenya and Namibia falls into the following three categories: **On-the-spot remediation**: The teacher directly observes the learner, pinpoints the errors and corrects them immediately. **Classroom remediation**: The learner is observed and helped individually. **Clinical remediation**: Working with the learner outside the classroom, which is conducted by a special educational specialist (MacKay et al., 2010:170). This creates great opportunities to encourage learners who experience dyslexia to function externally out of the learning favourites, taking them outside their self-security zones of a sense of belonging that discloses unknown depths and, unanticipated of low performances (MacKay et al., 2010:170).

(e) Parental involvement

Parental involvement is a contribution as of a right (Hulme, 2012:179), meaning that education systems in different educational sectors positively recognised that parents have a right to be involved in the choices made for their children as was supported and protected in legislations. South Africa allowed close relatives to act as advocates and participated in the public meetings to improve management abilities that became successful to lobby for more inclusive communities (Brooks, 2013:69) (see 4.6.4(e)). Kenya and Namibia encouraged the contacts between the school and parents, striving to release pressure and build faith that could allow all learners to experience a happy family life (Campbell, 2008:10). Common understanding encouraged the best practice to highly involved parents in the school situation because parents played a vital role in knowing their child's development when the learner's background was needed, particularly when a child started to experience learning barriers. South Africa created the SIAS process where it was much more of a demand to work with parents when doing support needs assessment (SNA)¹, SNA2 and SNA3 (see 4.2.4(a)) and dyslexia therapy programmes (see 4.2.4(e)).

(f) Teacher assistants

In the literature, the British association has developed a support strategy of hiring TAs a nursery-based dyslexia/SEN screening-baseline assessment to early interventions in order to prevent literacy deficits to have a long-lasting effect on primary phase learners. That gave us as a team a great opportunity to provide direct support to individuals as it is implicated in the above-mentioned priority by increasing the awareness of dyslexia (Blatchford, Russell & Webster, 2012:4). Hence, on the other hand, the South African Department of Education (RSA DoE, 2001:15) has started a learner support to assist in giving early guidance to learners who experience barriers to learning. This provision could be a little difficult, reasonable or high-demanding level.

(g) Funding and resources

Funding and resources at the primary school at the early stages of the year were taken seriously by Britain and South Africa (see 2.4.2.4(g)). SASA (RSA, 1996:4), established by South Africa in education, emanates to promote the use of proper resources and encourages the support system such as a school governing body

(SGB) to support the effectiveness of the teaching and learning progress that ensures quality education in schools. Similar delivery acted once more in both Britain and South Africa to develop a subsidy programme for funding for the schools that cater for learners with a high level of support to be able to purchase their adapted teaching materials and to develop educational projects suitable for these learners who experience learning barriers (Sizani, 2012:48). The evidence of success emancipated to the primary schools at Amajuba district because most of them could discover the actual resource controlling approaches that became fully attached using different expertise and diverse planners on improving the qualitative schooling and knowledge.

2.5 Conclusion

This chapter has deliberated the intensities of dyslexia close by and across many countries, the challenges of dyslexia with its language disorders, teaching and learning strategies and diverse approaches and virtual reality to be used in enhancing teaching of English literacy for dyslexic foundation phase learners. The theoretical framework has been discussed, following its objectives and principles. Successful teaching involves a wide-range of school-grounded changes to be successful. The entire school should be dedicated in plummeting obstacles of reading difficulty of all dyslexic foundation phase learners and responding positively to learner's needs and diversity. The next chapter turns to the research design and methodology, where the research methodology and design for data generating and study in the admiration of the study objectives and aim will be discussed in detail.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY FOR A STRATEGY TO ENHANCE THE TEACHING OF ENGLISH LITERACY TO DYSLEXIC FOUNDATION PHASE

3.1 Introduction

The study pursued to develop a strategy for enhancing the teaching in English literacy to dyslexic foundation phase learners. To achieve the above-mentioned aim, this chapter discusses the methodology followed such as the co-researcher's documentation, data generation and analysis. PAR is used as an approach for data generation. Its principle and tenets are consistent with the demands for doing this research. For example, the study obliged the researcher to work with teachers, parents of dyslexic learners as well as learners. The study was designed for these co-researchers to work together towards finding a solution to their common problem. This is in line with PAR (Eruera, 2010:1; Wood & Zuber-Skerritt, 2013:2). The focus is on the methods and techniques used to generate, analyse and interpret the data using CDA. The plan maps out the implementation of the study, it sets out activities, tasks, resource allocation and activities timeframes for the five objectives.

3.2 Approach on participatory action research

PAR has been used to report power involvement and to face actual encounters. Bergold (2012:1) defined PAR as an approach that opposes the favour of possibility, the implication and effectiveness of including co-researchers during the research process. PAR practices democracy, handling people equally, liberating, and life-enhancing qualitative inquiry that remains distinct from other qualitative methodologies (Kemmis, 2011:334). This study sought to develop innovative strategies to make sure that every learner and educator gain every opportunity to access additional support needs to enable the school to respond effectively to diverse learning and development for learners experiencing dyslexia. PAR is geared towards empowerment and are emancipatory in nature (Eruera, 2010:1). Teachers are empowered with practical

experience and knowledge through ongoing support to assist them to integrate effective techniques into their daily practices.

PAR entails chances for co-researchers to unveil their individual opinions and knowledge (Bergold, 2010:334). The amalgamation of diverse expertise allowed the study to generate more contributions. The fear of being argued for wrong impressions prevent individuals to articulate their own opinions in front of other people. The logical reinforcements of the PAR approach are consistent with the “postmodern tradition that embraces a dialectic of shifting understandings” where “objectivity is impossible” and “multiple or shared realities exist” (Kelly, 2005:66). That empowers the coordinated team to ensure that every learner and educator access additional support to allow the school to respond effectively to the diverse learning and development of learners with dyslexia. This enhanced the study to stay focussed on its guiding principles/priorities that the support intervention strategies are in place for those learners with dyslexia that are vulnerable to educational marginalisation and exclusion.

3.2.1 Historical origin of participatory action research

PAR originated and can be traced from the work of Kurt Lewin in 1944, the founder of action research (Gillis & Jackson, 2002). Lewin, a Prussian psychologist and German-American psychologist, embodied the philosophy “that people would be more motivated about their work if they were involved in the decision-making about how the workplace was run” (Guba & Lincoln, 2011:129). In this study, parents of learners with dyslexia were accommodated and also if the learner needed intervention support programmes.

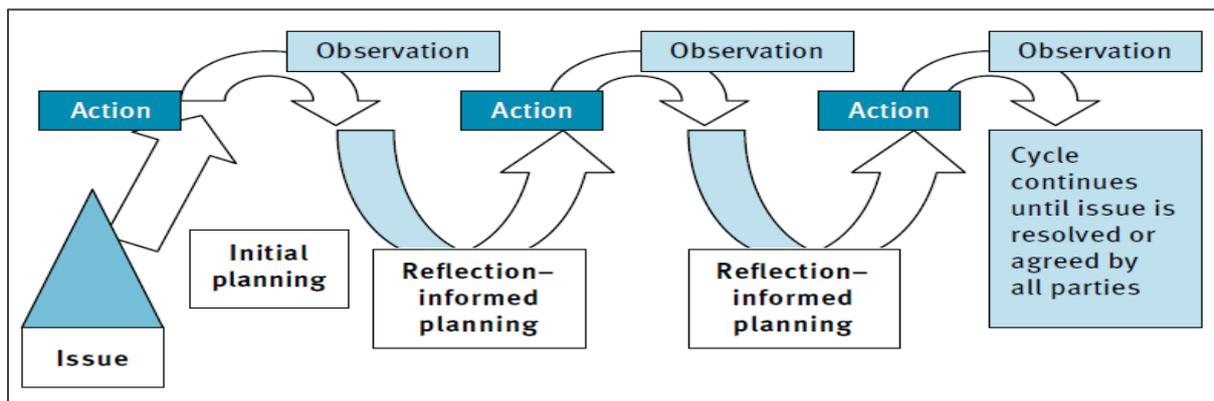
During the study process, parents were fully engaged as part of the research to take drastic decisions for learners with reading difficulties. PAR speaks to problems of discrimination, exclusion, and assimilation supporting individuals to resolve matters coming with change, despite the fact of reviewing the influence of modifications (Stringer & Genat, 2004:33). Learners with dyslexia in the Amajuba district could be supported in altering difficulties of learning that typically result to a life of discouragement and distress. This study involved different stakeholders participating in a practical process, having discussions and exchanging views to come up with a strategy for learners experiencing dyslexia. Given such a scenario, strong hopes for

learners have been secured for solid analysis to clarify the reasons underpinning difficulties and to secure effective forms of interventions.

The PAR line of Freire (1970) empowered the participating members of society about matters related to English literacy. PAR is applicable to match CER that could attain rich data from the co-researchers and enable the voices of the team to be heard and captured.

3.2.2 Cyclical mode in participatory action research

The PAR cyclical mode was envisaged as functioning in various interactions, namely action, planning, acting, reflecting and observing. The diagram in Figure 3.1 summarises how PAR operates in an interactive, cyclical mode.



Source: Wadsworth (2008)

Figure 3.1: The active cycle of participatory action research

The cycle takes the following steps:

In the first step the researcher sells the idea to the co-researchers through discussions. A problem at the chosen school's desire for change has been identified by the coordinating team. Preliminary cooperation was among the coordinating team in the interest of co-researchers in preparation of how the problem of learners with dyslexia could be solved.

During the second step in the first meeting we developed an action plan which provided direction for learners experiencing dyslexia that could be mitigated under the DoE on National strategy on SIAS (2008:14).

The third step included the outcome from the action were experiential over again by the co-researchers. This step was highly supported by the coordinating team to focus on intervening early in terms of identification, screening, assessment and support. To support this, in the United States, support for learners with dyslexia was boosted by the Disabilities Education Act of 2004 which provides reinforcement of a permitted model of service delivery to early intervention (Ludenburg, 2010:4).

During the fourth step, the coordinating team agreed on the third meeting to implement the TTP programme, which then promoted the process of planning, action, observing and reflecting. The TTP programme proceeded with the action process of the intervention programme for learners with dyslexia, where by the school programme for teachers would be monitored and a home programme for parents also monitored by the OT.

The cycle continued in as many interactions as needed to develop a strategy for literacy teaching skills in phonemic segmentation and knowledge of letter sound, phonemic segmentation styles (Kemp et al., 2016:45). Kemmis and McTaggart (2005:277) indicated that success is not by following the steps authentically but to have a sense of original improvement to evaluate the practices. The implementation of the cycle strategy enabled the co-researchers to understand the repeated practices and planning, action, observing, reflecting, recurrence, act and observe until a problem is being solved (Kemmis & McTaggart, 2005:339).

The coordinating team has successfully implemented the steps in PAR (Luke, 2009:45) that emphasised the problem originated in the community. Radical transformation occurred in the community area, the co-researchers also became the beneficiaries for actively participation using community resources and the researcher became a learner too.

The **dyslexia plan of action** (Table 3.1) was drawn up as a way forward to ensure comprehensive provision for learners with dyslexia.

TABLE 3.1: DYSLEXIA PLAN OF ACTION

Activities	Person responsible	Monitoring	Evaluation	Timeframe
Stage1 Developing an understanding of dyslexia	Coordinated team	SBST, DBST, HOD and research coordinator	Group discussions in different tasks	30 minutes
Stage 2 Training of teachers on teaching strategies and learning approaches	Research coordinator, educational psychologist and DBST	Coordinating team, educational expertise	Teachers expectations are being met, lesson presentations in English literacy and lesson preparation to accommodate learners with dyslexia	45 minutes
Stage 4 Understanding diagnostic assessment	SBST, educational psychologist, health psychologist and therapist	Coordinating team, the school	Diagnostic profile indicating the functional limitations of a dyslexic learner	1 hour
Stage 5 Early interventions in provision of learners' needs	Principal, HOD teachers of grade 1–3, SBST, DBST and parents	Principal, HOD teachers, SBST	Barriers to learning that impact learning capacity for learning development and parental involvement to teachers and learners	1 hour 30 minutes
Stage 6 Learners involvement and progress in English literacy	Coordinating team	Research coordinator, HOD and teachers	Learners' performance, teaching approaches, classroom environment and resources	30 minutes
Implementation of TTP programme	Occupational therapist, teacher, parent of a learner with dyslexia	SMT members, SBST members, occupational therapist and teacher	Improve ability to perform therapeutic tasks, for example fine motor skills and reading	6 months (once a week)
Development of ISP	SBST learner support, teacher and parent	SBST committee	Specific individuals, special treatment/learning/support programme	Ongoing process

3.2.3 Objectives of participatory action research

The ultimate objective of PAR empowered the coordinating team to reassess and reinterpret the existing knowledge and behave accordingly (Chapmand, 2009:1). PAR actively involved the co-researchers in the quest for facts to monitor upcoming activities to assist learners in becoming substances, involving a cooperative education society study. PAR assured the knowledge gained to shape the lives of ordinary people. The precise balance of activities had to be customised to the specific strong

point and faintness of learners with dyslexia in the key elements of English literacy instructions.

PAR procured a position against domination and dissimilarities that are prevalent in ordinary lifetime (Netshandama & Mahlomaholo, 2012:12). PAR could advance the study by incorporating team members as partners, building research pertinent to the dyslexic learners' needs. PAR fosters capability, community growth enablement, integrity and involvement (Lincoln et al., 2011:123). PAR enabled the co-researchers to develop abilities that assisted them in conducting the research, enhanced their knowledge about their local environment and increased their skills as advocates for social change (MacDonald, 2012:34). Similarly, the co-researchers experienced success by developing to have a sense of belonging at school, better understanding about dyslexia which could increase independent values and behaviour.

Therefore, PAR promoted a vested interest in addressing the agreed upon goals in an atmosphere of trust and reciprocity. If it was in the hands of the team to do their best to apply ethical principles and invited co-researchers to assist in terms of balancing the many different elements of the PAR process. PAR has provided more chances for the co-researchers to assimilate the principles with exceptional constructive knowledge and being practical to us. Kemmis and McTaggart (2005:575) stipulated that PAR respects the research practices as a matter of using, building and rebuilding research techniques to throw light on the environment, process of objectives learned by co-researchers.

PAR created the hope that the team continues to have faith in people, continues to support processes of reflection and circumstances in which the co-researchers searches. Co-researchers collaboratively understand and act for the more comprehensible, true, authentic, and what is morally right to enhance teaching in the Amajuba district.

3.2.4 Components of participatory action research

Zuber-Skerritt (2003:213) identified seven components of the PAR process. The first component approved that the delinquent created from societies itself is well-defined, considered and unravelled by the community, formed by active methodology to

improve collective preparation for a change for learners with dyslexia in English literacy.

The second component is radical transformed societal realism to improve a better future of the co-researchers. Members of the society were the most important beneficiaries in the study. PAR is democratic, thus enabling the co-researchers' participation, justifiable, as it acknowledges equity of grades 1–3 learners' value, liberating by providing self-determination in learners with dyslexia, incapacitating circumstances; and lifetime enhancing with the expression of the team with its full human potential.

The third component of PAR contains full involvement of co-researchers from different expects to participate in the whole study process (McMillan & Schumacher, 2006:315). This permits co-researchers to formulate good relationship and proceedings that allows the necessitating coherent justification of informative work to others.

The fourth component of PAR contains a collection of incapable, exploited and oppressed individuals. In this step the study focused on developing a strategy to enhance teaching for learners experiencing dyslexia in pedagogical barriers, looking at such as inappropriate learning approaches and learner support material required for specialised intervention skills and a high level of support.

Creswell (2008:146) mentioned the fifth component of PAR as the ability to build a better cognisance among each other's resources to be activated for independent improvement. Greater awareness has developed the co-researchers to be familiar with typical learning behaviour of dyslexia such as phonological awareness, verbal memory in verbal processing speed. The co-researchers ensured that everybody was participating fully, using one attitude to accomplish the study aim.

The sixth component affirms PAR as more than a scientific process which the society contributes in the research process being facilitated in a more precise and true study of societal realism. This is to provide a collected information of a genuine useful strategy to enhance teaching and learning for learners with dyslexia.

The seventh component of PAR allows the researcher to be a dedicated organiser and an ultimate learner who does not foster forcefulness but solidarity. It allows for full

involvement for teachers to enhance teaching as they are the custodians of the curriculum. The researcher worked collaboratively with the co-researchers and not become a super being and allows other views from other team members.

3.2.5 Epistemology

Knowledge is power. Cooperation among the team sharing knowledge for learners experiencing dyslexia on developing and enhancing teaching skills were valuable for understanding their educational needs. PAR also encounters the idea that the collected information is mutually formed, surrounded by the ways and means of values that promote human interaction (Kemmis, 2011:1370). The co-coordinating team understood that educators require supplementary information. Attain knowledge on how to handle learners with dyslexia, to understand single transformations and how to equalise appropriate teaching approaches to those modifications (Nel et al., 2012:66). For action researchers, solutions to problems are negotiated among the interests of stakeholders with different powers and resources. Thus, the researcher accepted that information was indeterminate, developing, and circumstantial and importance overloaded. The coordinating team maintained each other by contacting other experts who were familiar with the skills to encourage collaborative work at team level. Empirically significant direct face-to-face meetings, imaging, feeling the existence of vitality, being a person, home and development. Knowledge articulates reality over inner personality through insight passing its procedures of performing (Titovos, 2011:14).

3.2.6 Ontology

Ontology designate the theory of existence. The improvement of strategies to brighten the mechanisms of social reality for people, concerning what occurs, what it looks like, the parts that it is made up of and how these cooperate with each other (Qhosola, 2016:107). Ontology is practicality (Punch, 2009:18). Practicality is assumed to exist the aim to elucidate the social world in terms of regulations over and over again, together with basis and outcome.

The nature of practicality (Reason, 2008:26) for the action co-researchers was to accept that the common world that is occupied is formed, context assured, social, and placed on the basis of more inclusive interests. The researcher pursued to uncover

how influential social dissertations restrain human potential toward seeing new social activities (Stringer, 2013:73).

The philosophical underpinning of PAR is similar with the postmodern tradition that holds an insecure language of identifications whereby impartiality is difficult, and many common certainties occur (MacDonald, 2012:36). PAR reflects a version of the world and reality created by both researchers and co-researchers guided by their own consciousness. The reality in PAR is co-constructed by researchers and co-researchers collaboratively to address problems in the community (De Vos, Delpont, Fouche & Strydom, 2011:498).

3.3 Ethical consideration

The intervention first started with the ethical considerations. The researcher secondly obtained permission from the Ethics Committee at the University of the Free State with the ethical clearance number UFS-HSD2017/0793. The KwaZulu-Natal Department of Education granted permission to conduct a research and have access to schools. Thirdly, the coordinating team was formed and put together with their credentials obtained as co-researchers. Fourthly, the vision and mission of the team was developed, the policy was formulated, and the SWOT analysis was also considered focusing on the strengths, weaknesses, opportunities and threats. A strategic plan and priorities were then put in place. The methods and techniques were recognised with the implication of generating data. The coordinating team reflected from what was done and developed strategies to enhance the teaching of learners with dyslexia.

Ethical deliberations are attached data to daily interactions of the researcher and co-researchers. Different journalists have recognised dissimilar comprehensive proper subjects, but the researcher chose to use the ethical considerations as embraced (De Vos et al., 2011:61).

A letter from the Department of Education authorities was approved for consent to conduct the research at a primary school in the Amajuba District Municipality. The principals designated for the study were given information concerning the objectives of the research and the process that would be followed during the study. Neuman and De Vos (2002:59) appealed for informed permission for 'voluntary participation'; therefore, the co-researchers were informed that participation of the study process

was voluntary, and it would be accepted if they preferred to end their participation at any point in the study, and written consent would be essential. Parental consent was granted of participating learners. Written consent would also reduce all inconspicuous field opinions and familial discussions.

Possible rewards, difficulties and risks to which the co-researcher might not be covered, as well as trustworthiness, were explained. The co-researchers were free to withdraw during the process whenever they desired, and not enforced to answer questions that they were uncomfortable with. Co-researcher's discretion was secure, safeguarded and practiced. The researcher would at no circumstances uncover the co-researchers to any bodily destruction or embarrassment (Leedy & Ormrod, 2014:102; McMillan & Schumacher, 2006:335). The rights of co-researchers were secured and considered to confidentiality and secrecy by using pen names without bare to any danger. The researcher prearranged refreshments during meetings, while co-researchers had offered their time. Accessible in a kind and satisfying situation.

3.4 Data generation

In view of the fact that the co-researchers were sharing a common social problem relating to the teaching of learners with dyslexia, they decided to communicate with one another to describe the degree and nature of the difficulty at hand. Possible remedies were shared in an extent that such remedies were effective, as well as the possible underlying reasons for the successes. The data generated in the discussions were recorded and later prepared bestowing to the study's objectives as set out above (see 1.3.2). Thus, in order to facilitate the generation of data through meetings (Nachmias, 2000:13), the team imperatively adopted and adapted the principles of FAI as a technique. This technique has been used successfully in many studies of this nature (Leedy & Ormrod, 2014:38). Some information was contained in the policy documents, reports and other relevant texts. The FAI technique has the capacity, when couched in CER, to enable co-researchers to participate freely and air their views accordingly. Furthermore, the need to work with the affected learners would require team teaching, lesson observations and reflections which would also provide the opportunity for the generation of textual data with respect to the teaching and learning methods and strategies employed by teachers to teach dyslexic learners how

to read (McMillan & Schumacher, 2010:376). Together with the co-researchers, field notes in conjunction with a reflective diary during the research process, were used.

3.5 Data analysis

The data was analysed using CDA. The serious position of CDA empowered the research to attain its aim and objectives. The CDA pursues to foreground the viewpoints, the fatalities, control of mistreatment, equal opportunity and supremacy (Springer, 2010:147). Therefore, three stages of discourse analysis were designated to provide the outcomes of the research, namely textual analysis level, the cognitive analysis level and the social analysis level. The CDA analysis is a complete analysis, combined with interactions and understanding.

3.5.1 Textual analysis

The CDA in this study pursued to disclose how texts are created so that certain viewpoints could be articulated skilfully and elusive of direct challenge.

The analysis of texts was regarded as a vital feature of ethical examination and assessment (Fairclough, 2003:218), based on the social context, as well as on what was acceptable and unacceptable during the process. Text was explained deeper. The CDA method would also support to unearth truths within a particular reality to develop a strategy to enhance teaching for learners who experience dyslexia. The analyst generated data that was present in a textual form and recordings.

During the meetings in which the coordinating team obtained intelligible ideas, the researcher began by transcribing the discourse in order to create textual data for the purpose of analysis. The co-researchers were also provided with educational documents to analyse texts and to clearly understand the SEN terminology. The documents contained clear and detailed information, namely teaching and learning methods, and the curriculum guidelines policy on teaching diversity in the classroom for grades 1–3 for dyslexic learners. This has permitted the study to harvest the challenges, solutions and conditions as a guiding process to enhance teaching for dyslexic learners.

3.5.2 Discursive analysis

Discursive analysis is described as a set of collective break-down that analytically scrutinises speech to address societal transformation (Fairclough, 2003:211). The level of the discursive analysis was thus used to identify and analyse potential areas of weakness and disunity among these levels and for each of the five study objectives. The gaps are certainly connected to occur between the three levels reaching at a united speech breakdown of co-researchers during the action process and individual and social understanding (Van Dijk, 2006:359).

During the team meetings, a first major problem to attend to as a team was to observe the environment of societal power, control abuse, particularly in ways that supremacy was stated in talk texts. A form of change took place in the parent–teacher conversation; such control extended to the actions and the minds of other team members which resulted in power abuse which further implied control in the interest of dominant co-researchers, meaning that dominant social co-researchers also experienced such control over text and talk.

Fairclough (1993:138) contended that at a textual level, analysis includes critical semantics, while at the background level of analysis is writing making, delivery and explanation. Finally, the social practice analysis discovers the amount to which the text supports or replicates broad hegemonic on how the relation is viewed to convince predominant circumstances (Fairclough, 1993:138; Van Dijk, 1993:250). Social analysis is prepared with the sensational understanding and fighting of collective dissimilarity (Lopez-Bonilla, 2011:87). It is a discovery of matters involving to supremacy regarding to exposed chances in which the co-researchers classify leading belief from unjust dissertation (Fairclough, 1993:138). This central idea of the critical discourse of this study was on power, and more precisely in the social power of all the co-researchers that participated.

3.5.3 Social analysis

Van Dijk (2008:43) the outlined social level as a type of discourse analytical research that mainly studies the abuse of social power, supremacy, and inequity being indorsed. It is repeated, argued by transcript, and conversations are in the common and radical setting. With such nonconforming enquiry, the researcher proceeds with an

unambiguous point to appreciate, uncover, and eventually repel group unfairness. The researcher ensures that there was not any superior position and that the research values and interest are clear, and the principles apparent. During the meetings, a breakdown was done from the numerous approaches to access and reveal similarities among discourse access and social power. The numerous co-researchers were actively influenced, the more powerful were participating.

The researcher was not separated from the societal hierarchy of power and position but subject to the study process. Also, the researcher was regularly engaged and motionless occupied slightly than in a power position among the co-researchers. The social analysis took into account that interactions were in a state of existence and power relations prevail, norms and values have a pertinent part that was also supported by Machin and Mayr (2012:68).

3.6 Research profile

3.6.1 The school

The school included in the study is situated in the location of the Osizweni area (which is more of a home land) within the Amajuba District Municipality, located in the north-western corner of KwaZulu-Natal. The Amajuba District Municipality comprises four circuits. The study selected the Dannhauser circuit using one school because they practise inclusive education and was taken as the best school, whereas they were facing a big problem of learners with dyslexia. The school was actively involved in educational peer programmes; however, they have a high rate of learners who are being referred to special schools due to learning difficulties.

The school is categorised as a section 3-school, the learners endure the school day because of the nutrition feeding arrangement called the National School Nutrition Programme provided by the Department of Education. The school starts at Grade R to Grade 7 with the enrolment of 1 060 learners, one principal, three department heads and 27 educators. The study focus was at the foundation phase grades 1–3, with a total number of 14 educators and the department head. The school was dominated by IsiZulu medium speaking learners; English literacy is taught as a second language. The school was selected as the best primary school to launch Inclusive Education, yet the school has a big challenge of learners with dyslexia. This may have an impact on

inviting learners from the disadvantaged, oppressed and marginalised in English literacy. Contradictions aroused when the DoE started to convert primary schools with big enrolments without considering the availability of teaching skills and experience of teachers to cater for learners with learning difficulties. The area is bounded by poor socio-economic factors such as poverty and unemployment.

3.6.2 The team

3.6.2.1 Team coordinator

The role of the coordinator was to coordinate the research process. As a subsequent coordinator of the team, the researcher identified the relevant team members from different spheres. The expertise, competences and experience of teaching learners with special education needs on a Special School Resource Centre was made available to the coordinating team.

Execute leadership and management responsibilities of the research process were carefully connected to many experiences of directing the foundation phase learners with dyslexia. As a deputy principal in the Special School Resource Centre for learners who are cognitive impaired, the researcher successfully facilitated schools in the Amajuba district to implement curriculum differentiation for learners with needs from Grade R to Grade 7. Other responsibilities included providing educator's development and training around the foundation phase grades 1–3 to implement the multidisciplinary teaching strategy called THRASS®—Teaching Handwriting Reading and Spelling Skills, for learners with reading difficulties to all the nine circuits in Amajuba district.

Gaining such experiences allowed the researcher to provide guidance, establishing venues for meetings, issuing agendas drafted by all co-researchers to put resolutions into practice; thus fulfilling the role of convening, facilitating, monitoring and filing all accomplishments with the assistance of co-researchers (Ziegler, 2017:12). That also contributed to the development of analysing the generated data, through the arrangement supported with the confirmation of the understood data (Fairclough, 2003:218).

The researcher was in harmony with and intended to inspire procedures of the amenities, be cognisant of exactly how it is used to safeguard a caring situation for the team. It also encompassed the efforts to modify for simplicity to bring a sensation of self-assurance. The researcher should be responsible for the explanation of manuscripts as vital feature of conceptual study and review based on the social context on what is acceptable and not acceptable during the process (Fairclough, 2003:218). The researcher also needed to supply suitable relevant documents to the co-researchers with clear and detailed information; planning together, holding meetings and act and observe (Kemmis & McTaggart, 2005:339) with the research team and engaged with the co-researcher and parents of the grades 1–3 learners.

3.6.2.2 School principal

A school principal is a leader on the operation of a school and even on learners' achievements; a school without a powerful leader is unlikely to be turned around (Peters, 2007:107). The effectiveness of the principal in this study contributed in direction setting to develop a shared understanding of what the school with learners with dyslexia should look like, what needs to be done to get it there. A principal plays a big role in providing guidance that improves the teacher's classroom practices. In this study, the chosen principal is what the curriculum expects, namely with an Inclusive Bachelor of Education Honours degree, a member of district team who facilitate in professional developments of mainstream schools to implement SIAS in the whole Amajuba district and she successfully managed to implement Inclusive Education (White Paper 6) by starting a deaf project at the school which was successfully implemented. With her experience, she could transform the administrative arrangements by altering programmes by making sure that the team arranged time for planning in order to talk about the improvements of instruction that could accommodate all co-researchers (Mertens, 2015:37).

3.6.2.3 Member from the district-based support team

The DBST member (pen name Mrs Zama), made a successful implementation of the comprehensive teaching sustenance method identified by the SIAS Policy (2014:36). She is an expert serving as Education Specialist in Special Needs for 11 years at schools in the Amajuba district. She was also the DoE coordinator who worked with

disability forums with physical, blind, intellectually disabled people. As DBST member in this study she contributed a great impact to be fully responsible for the final approval, observing to provide assurance of the sustenance programmes needed by the research and teachers who teach learners with dyslexia. In this study the DBST put a further plan of action together in the intervention strategy: (i) parent counselling, training of teachers; (ii) providing monitoring support; and (iii) providing support services allocated to schools and learners with dyslexia. Therefore, the DBST in the study were not only for assessing and referring learners with learning difficulties but also to find ways to develop a strategy to enhance teaching and changing what is happening at Amajuba primary schools so that learners experiencing dyslexia could be assisted where they are already and without being wrongly placed at special schools for SID.

3.6.2.4 Member from the school-based support team

The SBST were the mediators constantly informed and involved by parents in decisions taken in supporting learners with dyslexia. The SBST member was the coordinator of the learner support committee serving from two different schools due to promotions. She has served at the present school as a learner support for six years.

With her SBST experiences she could guide the team working together with teachers who had dyslexic learners. She assisted the team on how to prepare the SIAS process, following the correct procedures to screen, identify, assess and support learners with dyslexia. Assisting on how to involve the parents and inform the parents about the decisions taken in supporting the dyslexic learner, and also sharing the knowledge with the team on how to compile the individual support plan for a learner with learning barriers.

3.6.2.5 Head of department and teachers

The school was well-developed with highly qualified educators who were experts in teaching and inclusive for a quite long time. The knowledge and experience they have had contributed to the development of TAs and give direction on the classroom duties they were expected to perform in assisting learners with dyslexia. Involvement from head of departments (HODs) and teachers has developed a better understanding of diverse needs of learners with dyslexia (Alber, 2005:636).

Therefore, Involvement of teachers in this process might change their teaching methods, attitudes, behaviour, curricula and situations to come across the needs of all learners with dyslexia from grades 1–3. The HOD was fully involved with the implementation of management skills in an inclusive site to monitor and deal with pedagogical and organisational challenges. The experience had provided the team with the knowledge of management practicalities to continue providing ongoing support for a study to benefit from effective techniques of the daily teaching process (Vernon-Feagans, Kainz, Hedrick, Ginsberg & Amendum, 2013:1175).

3.6.2.6 Occupational therapist

This team member was a qualified OT working at the Niemeyer Memorial Hospital in the Amajuba district where he served as a chief OT. The OT had four years' experience of working with learners with dyslexia. He achieved good results assisting learners with dyslexia successfully. The skills and the knowledge he had contributed to the progress of the study and giving guidance on screening and supporting learners with reading barriers, was valuable. He ensured that the school was cognisant of dyslexic learners' needs, to take a proper transition TTP programme (MacKay, 2005:178). He assisted the team to focus on the specific support therapy programmes for learners and parents at home and learners and teachers at school.

3.6.2.7 Parents

Parents in this team are the members for the support group at the disability forum at the Amajuba District Municipality. They attended the Autism South Africa workshop which has developed them on adapted teaching programmes for learners with learning barriers. The experiences they have contributed had a great progress of the study in parental involvement aspects. Parents played an important part in the clarifications of for the learners' background and were considered as significant cohorts in the process, supported by PAR and CER. Parental involvement forms the most vital influences in effective learning and learning. A healthy parent–school connection nurtures enduring education (Van Wyk, 2012:88).

3.6.2.8 Learners

Six learners were identified to partake in this study. It has been realised that the social relationships, learning needs and learners' emotional growth need to be regarded seriously when decisions are taken to receive additional support. Such decisions should involve learners' presents, supported by the Autism phrase which says: *"nothing about us is without us"*. That is the TTP programme, screening and assessment. The aim of the study cannot be accomplished without involving learners experiencing dyslexia.

3.6.3 Relationship with co-researchers

The relationship was grounded on respect and mutual trust (Grant et al., 2008:591). Based on the principle of self-development and participation to treat people as co-researchers, slightly than study matters or objects. A good relationship is shown by responding to the experiences and needs and have people involved (Nkoane, 2012:98). Co-researchers collaborated in the study to generate a more thorough common account and be more devoted in the effective use of the outcomes (Reason & Bradbury, 2010:112). Collaboration with the co-researchers in decision-making was directed by a wish to free production of knowledge giving more chances to share opinions in describing the possible limitations (Moolenaar, Slegers & Daly, 2012:251).

PAR unlocks the formation of public spaces whereby co-researchers and researchers reshape their understanding in communities and show a good relationship that may impact their daily life (Lemmer, 2007:27). Co-researchers were collaboratively included in all features of the study development requiring negotiations and reciprocity (Sylva, Melhuish & Sammons, 2011:334). The relationship between the researcher and co-researcher is to allow input, not only into results, but also into the definition of the problem or issue to be researched. Proponents of PAR embrace the impression that of collective building that all inquiries are entrenched with values to promote social relations (Lincoln et al., 2011:133).

The researcher arranged preliminary visits to interact with the co-researchers with the aim of attraction and cooperative involvement to liberate, create, and empower the societies (MacDonald, 2012:40).

PAR encourages mutual involvement and closeness between the researcher and co-researcher to nurture friendship by conducting regular meetings (Dentith & Peterlin, 2011:134). The team collaboratively discovered true facts that simultaneously generated the justifiable new knowledge of the environmental strategy. The researcher stimulated the co-researchers to think about the new dimensions for the improvement and development of the critical awareness (De Vos, 2002:420). A great opportunity was granted for co-researchers to authenticate the generated data reflecting free participation.

The researcher created the hope that the entire team would support the processes of reflection and circumstances in which the co-researchers could explore together in a comprehensible and suitable way of indulgence for development and expansion (Kemmis & McTaggart, 2005:578).

3.7 SWOT analysis

The SWOT analysis wishes to classify the strengths, weaknesses, opportunities and threats in the implementation of the above-mentioned strategy (Winzer, 2005:32).

3.7.1 Strengths

The team was composed of strategic leaders at the focal point for organisational learning to promote a culture of inquiry, search for the lessons in both successful and unsuccessful outcomes.

The team has proved useful guidelines and regulated the procedures and tactics used to teach dyslexic learners, provided relevant strategies to improve spelling and reading problems in English literacy to be overcome by learners in early stages of schooling (De Vos et al., 2011:56). A strong team should have wide implementation programmes to support delivery and take account of the links between the aims. Development through practice in terms of acquiring and responding to new knowledge are driving the team service to focus more on matters relevant to learners with dyslexia. This was the involvement of developing a more supple evaluation strategy that focused on the individual attention, rather than a 'one size fits all approach'. (All the animals must climb a tree.) It was of utmost importance to concentrate in such a way that it would be pertinent to each individual's conditions and particular objectives. As a team we

recognised that commitment was the first priority in pronouncing the authenticities of the reading problem in each opportunity in order to modify the understanding of phonics and alphabet. Also, to promote discussions by organising 'safe zone' gatherings where open conversations and engagement are predictable and allowed (Schoemaker, Krupp & Howland, 2013:3). This improved the team's ability in anticipation (Krupp, 2013:3).

The co-researchers were from different experiences and with various angles resulting in a conducive environment for everybody to be accommodated. The team created different perspectives in terms of dyslexic learner support and opinions such as the TTP and SIAS strategy. This supported the creation of synergy for a team and extracted a dedicated team aimed at seeing the co-researchers achieving the tasks (O'Connor & Vadosy, 2011:28). Good communication was vigorous in our team and elevated the spirit of sharing virtuous notions and best practices amenably (Giangreco, Doyle & Suter, 2013:661).

3.7.2 Weaknesses

A continuation of teachers' negative and confused positioning when dealing with or teaching learners with dyslexia could impede the process to improve the learning experience that could animate and invigorate the school (Campbell, Gilmore & Cuskelly, 2014:82; Riddick, 2003; Rowan & Bigum, 2010). The success of the process depends first and foremost on the commitment of the team who knows what they are doing and why they are doing it. This could jeopardise the non-existence of support among the team members as well as deficiency of professional skills to deal with learners who are dyslexic (McCormack, Gore & Thomas, 2006:104). Failing to take pivotal action after cautious reflection and inspection of problematic lenses that need endurance, bravery and open attention (Schoemaker, Krupp & Howland, 2013:3) could also be a weakness. Failing to call dissimilar (even opposite) opinions to contest our personal intelligence and that of others which would help us to produce new solutions to eliminate difficulties and develop our tactical decisions, creating our decision-making to enhance teaching and learning for dyslexic learners in grades 1–3 (Schoemaker, Krupp & Howland, 2013:5), was also a weakness.

3.7.3 Opportunities

The Department of Education (RSA DoE, 2001:15) has started a learner support programme for learners who experience barriers to learning from little demands, reasonable or great level. By so doing, this programme has encouraged the team to increase and enhance the implementation of teaching strategies, learning styles and suitable teaching approaches used by teachers who teach dyslexic learners in English literacy to become successful and support learners in a close environment as an essential part of all support teaching methods (Jordan, 2014:13). The implementation of the multisensory approach that accommodates all learners experiencing learning barriers.

On the literature, the British association has developed a nursery-based dyslexia/SEN screening–baseline assessment to early interventions in order to prevent literacy deficits having a long-lasting effect on primary phase learners. That gave us as a team a great opportunity to provide direct support to individuals as it was a catch-up priority, by increasing awareness of dyslexia which was also supported by Griffiths, Hill, Bailey and Snowling (2003). To encourage multisensory approaches to be implemented by teachers in the underpinning to teach dyslexics (see 2.3.3). Adapting and planning educational programmes to meet the needs of individuals or dyslexic learners for English literacy and to support particular learning needs such as special assessment allowance (concessions), could be an opportunity.

A great opportunity for the team was to be compelled to incorporate intervention activities through programmes such as the TTP intervention programme in attempting to address the spelling problems that could give positive impact to improve learners' performance in English literacy at home and school (RSA DoE, 2013:6). Collaboration between the team members, including parents of dyslexic learners, played a vital role and became powerful in ordinary experiences and feeling (Spaull, 2015:4). Therefore, the cooperation of different co-researchers created a connection to generate data. The team was therefore fundamentally transformative to change one condition to a better condition in providing serious involvement, with specific attention to develop phonological skills (Elliott & Grigorenko, 2014:23).

3.7.4 Threats

One of the biggest threats were failing to have thinking strategies that was strongly grounded to understand a good relationship among the co-researchers, which required taking a broad view of important information and perspectives during the meetings (Beatty, 2010:231).

The process could not be accomplished if the co-researchers failed to build commitment as a team and effectively influence each other to understand the impact that we have on each other, the needs, styles and motivations among ourselves (Beatty, 2010:23). Failing to develop the capability to understand facts during the analysing of indistinct information on what we have observed as a team and also invite perspective from diverse stakeholders, was also a threat.

Our priorities could not be accomplished in supporting improvement in educational provision with the aim of unlocking the teaching aids in order to take care of the diverse needs of the dyslexics, if the team fails to increase the capacity to decide. Resetting of the second choices by openly asking the team: "What other option do we have, divide big decisions into pieces to understand component parts and better see unintended consequences" (RSA DoE, 2013:25).

Emotional and behavioural difficulties affecting attention, concentration and responsiveness to teachers and other team members who were involved in the process which was caused by many dyslexics manifesting attentional difficulties, was made worse by undifferentiated teaching practices (Mayes, 2006:36). Socio-economic disadvantages, negative environmental circumstances, reduced access to resources and low levels of parental education were known to have a strong impact on a child's language and literacy development (Van Wyk, 2012:89).

Teachers felt threatened thinking that they were incapable teachers who failed to handle learners with dyslexia; the team felt unwelcome when teachers resisted to bring their actions during the process (Nel, Muller, Hugo, Helldin, Backmann, Dwyer & Skarlind, 2011:78). A team contains a variety of people from different backgrounds; there was a feeling of inferiority among some team members in the sense that they became hesitant to provide input for fear of being criticised of having their ideas about dyslexia dismissed (Alexander-Passe, 2007:21). One of the parents approached the

researcher telling that she was afraid to voice out some issues concerning the child's behaviour at home. Inferiority complex and fear might endanger the study process to be successfully.

3.8 Priorities for the envisaged strategy

3.8.1 Priority 1: Developing a collaborating team

Learners with dyslexia are at the heart of all what the team is aiming at (Armstrong & Squires, 2015:7). The team aimed at making the biggest difference for the dyslexic learners in English literacy in the foundation phase not by trying to work directly with each and every one of them, but by working to improve the context or educational environment in which learners with dyslexia live (Cottrell, 2014:123). The collaborating team was selected using a voting process. Selected members comprised of the DBST, the OT, the researcher, four parents, the foundation phase HOD and three teachers from each of grades 1, 2 and 3. The aim of the team was to provide direct support for individuals, improving the learning experience, working with parents, teachers, schools, Department of Health, DBST, DoE, to change the lives of people with dyslexia in the foundation phase. The team was also responsible to set dates of meetings, organising venue and invitations.

3.8.2 Priority 2: Developing a common vision as a team

The coordinating team recognised that there was a need to share a common goal to achieve the strategy to enhance teaching and learning for learners experiencing problems with English literacy. As a team we committed to articulate the realities of dyslexia and changed the primary school in understanding dyslexia and what it means for the learners who live with it every day, which was supported by Stuart (2006:587). The initial meeting understood the goal to scope out the work required to develop the strategy and develop a plan; to secure the funding to develop the strategy; and to have the strategy in place by 2018. The team agreed to use the same venue (school hall) for all the meetings. The team also agreed to meet twice a month, namely on the first and last Fridays of each month during 2017–2018, until the mission to develop a strategy has been accomplished.

3.8.3 Priority 3: Developing knowledge on dyslexia

The coordinating team recognised that dyslexia can be worrying and confusing for the learners, teachers and their families. The important way individuals want and need support was to have access to good quality reliable information in a form that suits them, especially to help them make the right choices for them and their families. For some, this could be accessed through information sheets, while for others watching a video explanation would suffice. The team provided a significant amount of information but there was more and more demands for meaningful conversations to acquire knowledge and discuss options. While the team's focus was on grades 1–3 learners with dyslexia or the parents and careers of those with dyslexia, there was a wide range of other people seeking support, including professionals, employers and policymakers. The coordinating team had a key role to play in enabling those with dyslexia or those who support people with dyslexia to have access to information that meets their needs.

3.8.4 Priority 4: Early identification in provision for learners' needs

The selected coordinating team arranged for the identification of all learners experiencing dyslexia from grades 1–3. The SBST and the learner support coordinator of the school were responsible to conduct the identification process of learners experiencing dyslexia. The coordinating team came up with a strategy to develop an individual education programme that needed to be designed by the class teacher and learner support coordinator. The team had to arrange the learner profiles for each learner and arrange a photographer for identity-size face photos. The process was planned to take place from August 2017. The school principal was also nominated to monitor the whole process as the SBST coordinator.

3.8.5 Priority 5: Implementation of the therapist–teacher–parent intervention programme

The coordinating team agreed on one voice to start the TTP intervention programme which would be implemented for a period of twenty full days. All learners identified with dyslexia, as well as their parents and teachers, were expected to visit the OT at the Niemeyer Memorial Hospital for therapeutic screening. The OT would be responsible for the implementation process in the TTP intervention programme. Parents were also assigned to monitor the learners' progress at home and also follows the intervention

activities that needed to be done at home to improve phoneme awareness. Teachers were responsible for implementing the suitable learning styles, evaluating and reporting learners' progress in English literacy. The process commenced from the third week of July 2017.

3.8.6 Priority 6: Providing additional support for teachers

During the meetings, developments through practice in technical material and human resources were driving the service process to address a wider range of issues that were relevant to people with dyslexia (Rose, 2009:129). Additional support was provided to eliminate and seriously focus on the problem of understaffed personnel. Teacher aid became an important priority of the coordinating team that had to be considered. This involved the development of more flexible teaching and individual support services that would focus on the specific concerns for the individual learner's attention, rather than "a method to teach using same approach" (Lohrmann & Bambara, 2006:158).

3.8.7 Priority 7: Parental involvement

Parents volunteered to assist in the strategy process and assist teachers during the TTP implementation process. The coordinating team was responsible to conduct the interview process to select the parents who would be assisting teachers during teaching and learning. The reason was that parent should all be involved at an early stage of development to share ideas and current knowledge about dyslexia during the whole implementation process.

3.8.8 Priority 8: Teacher assistant

TAs has to provide and give support to class teachers during teaching and learning sessions. Drastic judgement was engaged by all co-researchers to provide TAs with incentives for travelling costs twice a month.

3.9 Strategic plan to enhance teaching and learning for learners with dyslexia in English literacy in the foundation phase

The coordinating team recognised that key to the success of the strategic plan was to work collaboratively with teachers, parents, the DBST, and other expertise from the

Department of Health, as supported by the CER and PAR. The determination of inviting many partners was to democratise the manifold perspectives committee (Creswell, 2008:21) as supported by CER.

3.9.1 Implementing a strategy

The Dyslexia Action Plan was drawn up as a way forward to ensure comprehensive provision for learners with a diagnosis of dyslexia and to develop a strategy to enhance teaching of English literacy in grades 1–3, despite the fact that English literacy interventions were not making adequate progress. It was decided by the co-researchers and being accustomed in the research process. The co-researchers agreed and supported that the planning should have clear aims of the research process. That was to improve provision for children with dyslexia and embed good practice across schools in the Amajuba district. Therefore, coordinating team activities were conducted at the meetings session discussed below:

3.9.1.1 First phase

The permission to access the chosen primary school by the researcher was attained. The researcher produced the permission to conduct the study and it was shown to the SMT. The participation forms were signed by the co-researchers and brought back to the researcher.

During the first phase, action has just begun whereby the envisaged strategy could be organised and planned. I as a researcher held the discussions with the SMT and DBST official from the SNES section. Researcher introduced herself and clarified the aim and the interest to conduct the study. The school principal also joined in the middle of the discussions. As a researcher went back and started afresh to update the principal with the full purpose of the research as PAR requests for an attentive team.

The aim of the study was well-understood by the SMT and DBST, challenges uncounted by the school were alluded concerning the learners who experience dyslexia in the foundation phase. In the discussions it has been realised that the research needed to be involved with other expertise from outside and inside the school to enhance teaching and learning for those who experienced dyslexia. The immediate co-researchers bought the idea of the envisaged strategy with excitement. The date

for the second meeting was set to involve the other co-researchers. The agenda was drawn for the following meeting.

3.9.1.2 Second phase: Formation of a team

The team gathered on the set date. The team comprised of the researcher, learners, and parents of learners with dyslexia, SMT members, OT and district officials from the SNES section from the Amajuba district. The HOD from the foundation phase conducted the meeting. The researcher was given a slot to expound the purpose of the meeting and also elucidated the term 'dyslexia' to those who did not understand it. All co-researchers saw the study as the best solution for learners who experience dyslexia at school and to the surrounding area. The co-researchers further agreed to formulate a strong team that will come up with a strategy to enhance teaching for dyslexic learners. The concerns to participate in the study were given to all participating new co-researchers and brought back to the researcher.

3.9.1.3 Third phase: Development of vision and mission of the team

The coordinating team developed a vision and mission for working towards a world where learners with dyslexia in English literacy in the foundation phase can reach their full potential. Lemperou et al (2011:38) stated that the vision is a best anticipated future that delivers inspiration and guidance among the team members, as well as what the teachers of learners in primary schools would achieve in the future in a collective strategy.

Our vision: A world where learners with dyslexia in English literacy in the foundation phase can reach their full potential.

Our mission: To contribute in working towards the transformation of future lives, to provide education improvement, and give direct support to individuals.

The meeting sessions continued and implemented as stated on the priorities above (see 3.8).

3.9.2 Monitoring process

Grades 1–3 teachers were working together, monitoring took place in each grade. The SBST was given a task of designing the individual education plan in support of learners

experiencing dyslexia, according to the needs and diversity of learners for each grade, while the learner support committee ensured that teachers stick to it. For the monitoring of work by teachers, the HOD sustained with the supervisory task and moderated the assessment procedures. The main goal was to evaluate the excellence and measure the good practices during the process. Meetings were held every first and last week of the month in order to monitor and consolidate the work in terms of the teachers' professional development. The use of PAR allowed the researcher to utilise these methods and to identify a social problem along with the co-researchers and carry out a process of fact-finding during the monitoring process. Conceptualisation, preparation, application and assessment were implemented to concurrently resolve complications and to create new understandings on how to handle learners with dyslexia in the foundation phase (Jeynes, 2003:202). We reviewed the information exchanging ideas to safeguard that it was up to date.

3.10 Conclusion

The chapter has engaged on the application to use PAR for conducting the research. PAR discusses situations to the phases and stages that differentiate this kind of method from other correlated study approaches. The different co-researchers involved in the study were further outlined with the view to representing their different roles played and contributed towards the success of the study. Data collection procedures and processes were also highlighted, setting the stage for the commencement of the research and also ensuring continuity during the research continuum. CDA was the strategy that helped with data generation as well as to study the research processes and so contributed towards knowledge creation. The essence of the data captured will become clear in the discussions in Chapter 4 in making sense of the data gathered.

Chapter 4

ANALYSING DATA, PRESENTING AND DISCUSSING FINDINGS IN A STRATEGY TO ENHANCING TEACHING AND LEARNING FOR LEARNERS EXPERIENCING DYSLEXIA IN ENGLISH LITERACY

4.1 Introduction

This chapter focuses on the presentation, discussion and elucidation of generated data. The pseudonyms were used to protect and respect co-researchers personality. This is done with the view to clarify the challenges experienced, in order to determine appropriate solutions and incorporate appropriate mitigating circumstances for the inherent risks that might hinder the successful implementation of the identified solutions. In the conclusion, the chapter provides a summary of major findings to map out the structure for the next chapter.

4.2 The need for developing a strategy

This section analyses the challenges associated with the teaching and learning of English first additional language (EFAL) by grades 1–3 learners who experience dyslexia. These challenges are discussed and analysed under the following sub-headings: the establishment of a coordinating team, shared vision, situational analysis, joint planning and critical priority areas pertaining to teaching and learning.

4.2.1 Establishment of a team

A coordinating team creates spaces that afford opportunities for team members to work together well to collaborate and share their individual skills, expertise, decision-making capabilities and provision of constructive feedback (Ziegler, 2017:7). This was imperative for responding adequately towards developing a strategy to enhance teaching of learners with dyslexia. Team members should develop a sense of mutual trust to stay united (Stringer, 2013:11). Teamwork engenders collaboration (see 2.4.1.1). Team members should endeavour to find ways of solving problems,

especially in the case of dyslexia. The team engenders the creation of new knowledge and the acquisition thereof (see 2.2.6 and 2.2.7).

In the discussions with the school teachers, parents and the SMT, teamwork was deficient, with no collaboration to create a positive climate (see 2.4.1.2). The teachers from grade 1–3 blamed parents for not supporting the school when they were invited for the learners' progress in learning. On the other hand, the Grade 3 teachers accused the Grade 2 teachers for failing to do their duties (that of teaching) properly. Non-existence of coordination and dedication among teachers was elucidated when there was no common understanding between parents and teachers when the Grade 3 teacher (pen name Miss KB) said:

G2 teachers are not doing their work properly, they keep on progressing the learners whereas these learners can't read and write. "Othisha baka Gr 2 abenzi kahle umsebenzi, baphusha izingane ebangeni elilandelayo zinaka gakakwazi ukufunda nokubhala."

The conversation above pointed out that teachers of grades 1–3 English teachers did not collaborate or work together to share their skills, experience and expertise in support of learners with dyslexia. That was an indication that there was no collaboration of grades 1–3 teachers regarding teaching of learners with dyslexia.

Two other teachers from Grade 2 supported each other with the purpose of opposing what Miss KB said, very angrily:

Don't shift the blame to us, it is the duty of the Gr 1 teachers to do the spade work of introducing the sounds and phonemes so that these learners can read and write. "Ungasoli thina umsebenzi ka Gr1 thisha ukwenza umsebezi kusukela phansi eqala imisindo nosonhlamvukazi ukuze labantwana bakwazi ukubhala nokufunda."

The use of 'us' by the grade 2 teachers indicated that there was no solidarity among the teachers which may have affected the grades negatively.

The non-responsiveness of SMT members to the conversation of grades 1–3 EFAL teachers was an issue of concern. However, in order not to create or encourage animosity and uneasiness among SMT members and teachers in this regard, The researcher established in an available manner that the SMT had not thought of

encouraging these teachers to work together, and shared diverse experiences as supported by Breeze (2013:403).

Miss KB's concerns was better understood in the context of sentiments expressed in the phrase "*whereas these learners can't read and write*". This referred to learners with dyslexia. She also continued by saying "*keep on progressing the learners*". Miss KB meant that grade 2 teachers promote the grade 2 learners to grade 3, even if they cannot read and write as expected of grade 2 learners, meaning that without grade 3 learners they would not meet the promotion requirements.

This act of violating pass or promotion requirements of grade 2 learners, Miss KB squarely part on the side of grade 2 teachers. This was indicated by her sentiment that they "*are not doing their work properly*". This explains the frustration and anger of the two grade 2 teachers in defending themselves by demanding that they are not the ones to be blamed, negatively passing that to the grade 1 teachers. That seems to suggest that grade 1, 2 and 3 teachers needed each other to combat the reading and writing challenges of learners with dyslexia.

However, the arguments and inability to take responsibility and to respect the plight of learners with dyslexia seemed to have 'blinded' teachers to grab the opportunity embedded to the richness of their diverse skills, knowledge and experience of teaching learners with dyslexia as a team. This was regrettable because the sub gated voices of learners about their learning how to read and write EFAL was ignored. That perpetuates negligence towards the already downgraded dyslexic learners.

4.2.2 Shared vision

Vision motivates and engenders. It is essential in building a successful learning organisation (Bergold, 2012:89). Vision gives employees energy and focus (Berson, 2006:30; Senge, 2000:27). Those who share the vision, directs or guides effort, planning and activities to implement. Vision has the potential to create opportunity for equal and equitable across to learning.

Contrary to the positive attributes associated with the shared vision as discussed above, the empirical data research pointed otherwise. This was clear during the first meetings and engagements when we were conceptualising the plan and negotiated

access to the site with parents, SMT members, the OT and teachers. The statement of the deputy principal (DP), who was supposed to be the vision carrier for the inclusive school, were a cause for concern. Following the discussions, the DP complained by saying:

We don't even know anything about what this dyslexia is.

“Asazi lutho ukuthi iyini dyslexia.”

The lack of knowledge that the SMT and teachers had about what dyslexia is as indicated by the deputy's expression, may be indicative of the absent of a goal towards supporting learners with dyslexia. From the deputy's comments it might turn out that the school did not have knowledge and capacity to handle and teach learners experiencing reading difficulties. Another member of the SMT (pen name Mrs Cele) further confirmed this notion by raising the issue of time:

We don't have time to teach learners with reading difficulties. Asinaso isikhathi sokufundisa abantwana abanezinkinga zokufunda.”

It also appeared that the school did not share a common goal of supporting learners with dyslexia as such missed the opportunity of being energised, focused (playing the blame game) (see 4.2.1) and committed to find time and 'build' a successful programme for learners with dyslexia. The opportunities that were lost tantamount to violate the dyslexic learners in equitable access to quality education (RSA NEPA, 1996). It points to the teachers and the school that there was disrespect for learners experiencing dyslexia. Loosing focus to share a common objective might not shape the progressing positive minds to experience and come up with different views among the visionaries. Diverging to form an interacting link for the purpose of the strategy might jeopardise the positive outcome of the teaching strategy.

4.2.3 Situational analysis

The situation for the learning of English literacy for grades 1–3 was separated from learners experiencing dyslexia, including the learners' background and the cultural wealth of the community (Bloom, 2008:103). They seemed not to show respect on the early identification of learners' needs due to policies that were ignored by the SMT and teachers. The school lacked common goals and vision which led to and affected the integration and coordination with the learners' background and other contextual factors

such as transport, parental involvement and funds. The teaching of learners with dyslexia disrupted partaking and independent approaches of teaching and learning in the school; teachers used a one-size-fits-all approach for teaching.

4.2.4 Critical priority areas

(a) Policy framework to transform inclusion

The policy framework for inclusion encourages the creation of spaces for supportive practices and cultures to respond to the multiplicity of learners in society (Mariga et al., 2014:142). The purpose is to contribute towards the improvement of teaching, learning and the participatory process of all learners. Compulsory education is ultimate to provide various learning needs of learners. Shortly, the policy framework for inclusion also respects dyslexic learners' access to education, irrespective of the culture, religious needs and language ability (RSA DoE, 2014:33) (see 2.6.3). Thus, at the heart of the policy for inclusion is the need to support the school to overcome learning difficulties and thus enables participation in the teaching and learning process (Zimmerman et al., 2011:218). In addition, the policy for inclusion is premised on relevant theory of inclusive and special education, and as such aims to provide a vision and appropriate teaching strategies for learners with educational needs (Cottrell, 2014:185).

However, in the area of this study, there appeared to have been some challenges relating to the implementation of the policy framework for inclusion. This were realised during our situational analysis workshop meeting where issues of compliance with the current inclusive education policy and public mandates were considered. For instance, the principal had this to say, when responding to the question posed by the DBST member, whether the school was compliant to the policy imperatives relating to special learning needs of dyslexic learners.

As a researcher, I have discovered that the guidelines to inclusive learning programmes was not introduced to support teachers to implement the curriculum in English effectively in inclusive settings. Classroom teachers from the foundation phase have never increased their teaching skills in implementing inclusive education. It was shown during the meeting when the district official talked about the SIAS process

based on learners who may require support at an early stage. As the explanation was made, another Grade 2 teacher questioningly exclaimed:

What is SIAS? Because, we are an inclusive school!
“Yini u SIAS? ngoba siyisikole esiyindidiyela.”

This concern of the teacher was serious by the confusion expressed by the four foundation phase teachers when the intervention support forms from the SIAS policy, namely SNA1, SNA2 and SNA3, were mentioned.

The concerns and questions raised by the teachers suggested that they were not clear or familiar with the SIAS policy and the SNA forms that should assist them to cater for inclusion. For instance, SNA1 concerns the capturing, verifying of information in collaboration with the parent and determines the early interventions of SNA2 that guides the SBST on a plan of action done by a teacher to identify barriers and intervention applied; SNA3 gives guidance to the DBST in their intervention strategies (see the attached forms, Appendix A). This was not meant only for learners with dyslexia, but for all learners affected by gender, ethnicity and socio-economic factors.

As if it was not enough, the HOD from the foundation phase also moaned in support of their school:

An inclusive school for quite a long time. “Inclusive school isikhathi eside.”

And further that:

Time cannot allow us to assist and cater for each and every child experiencing reading difficulty. “Isikhathi asisivumeli ukuthi silekelele ingane ngayodwa enobunzima ekufundeni.”

The school management was so proud to be an inclusive school in the area for a long time showing that they did not want to lose their status of being called an inclusive school in the Amajuba district. Whereas, on the other hand, the statement made by the HOD saying “*time cannot allow us*”. It contradicts the White Paper 6 (RSA DoE, 2001) which contributes towards the improvement of teaching, learning and the participatory process of all learners. Their inclusivity does not provide time for the ideal in accommodating diverse learning needs of all children.

The SGB parent appealed that:

According to my understanding, learners who cannot cope in the curriculum of this school are a challenge, they belong to a special school.

The parent had an understanding that all learners who experienced learning barriers belonged to a special school without any interventions. The parent was not familiar with the policies of inclusivity and that she (SGB parent) must be involved throughout the decision-making process. This confusion could affect the SGBs from other primary schools and the entire area in the community. And it was not premised on relevant theory of inclusive and special education and that aims to provide a vision and appropriate teaching for all learners equally before being referred to a special school without interventions.

Inclusivity is in line with what was outlined by Popkewitz and Fendler (1999:53) (see 2.2.1). CER is strongly useful and self-motivated to bring about a fair, democratic society to encounter power relations. There was no social justice that permits people from different aspects to work independently on specific perspectives in addressing a common problem of learners with dyslexia who cannot access the curriculum in English literacy due to multiple problems of domination and oppression. Therefore, it was clear that learners with dyslexia were not required with specialised additional forms of support to develop their full potential. Education for all was not well-organised to provide different support levels to educators, parents and learners with dyslexia. The school situation was not in line with the inclusivity principles that were modified to improve inclusive education sites.

(b) Planning

Planning can be defined as phases towards determining the suitable strategies with no complications to bring valuable targets for instruction (MacKay, 2006:298). Good planning recognises a need for a researcher and the co-researchers to position as expertise and service to that extent that these overlap with literacy issues (English) in grades 1–3 learners in the Amajuba district. The National Education Policy, Act 27 of 1996, emanates from ongoing policy priorities to provide a better life for all and advanced goals in such a way that accountability has been improved. The literature reviewed that planning consists of different members from different perspectives, guiding the co-researchers to provide plans that corresponded with the environment and amount of the difficulties created about dyslexia (Zuber-Skerritt, 2011:239).

Planning provides direction and motivation towards developing the team in the present best situation. To select the relevant expertise that could identify the themes to frame on how to do all the processes. Good planning is characterised by common attitudes and ambition that enable the enhanced delivery of the strategic aims (Palmer & Shulte, 2002:33).

The challenge appeared during the discussions when the HOD (pen name Mrs Nkosi) raised an issue of not displaying common attitudes and ambition that could determine the steps to helpful targets. Team members were trying to formulate plans that could give guidance and inspiration to improve the team for the best. She commented:

I think it will be better for us to first identify those learners with dreading barriers because those with no problem will be bored and become destructive. “Ngicabanga ukuthi kungakuhle ukuthi sihlunge labo bantwana abanenkinga yokufunda kuqala ngoba laba abangathinteki bangagcina sebehlupha.”

Mrs Nkosi tried to give guidance on what a team needs to do first. She was initiating the team when she said ‘I’ and not involving different members and perspectives to formulate a good plan that supports to an extent of difficulties experienced by learners with dyslexia. The focus of Mrs Nkosi was only on learners with problems; she was not understanding that the team needed to set goals and priorities before taking actions. All learners needed a good planning strategy to support and improve their current situation, despite their learning abilities (see 2.4.2.4(b)). There was an indication that the expertise could not identify the thymes with a common attitude that would enhance delivery of the strategic aim when the DBST member from SNES alluded with confidence and said:

I think the Department of Health will do their work to bring more occupational therapists, learners with dyslexia must come with their parents. “Ngiyacabanga ukuthi umnyango wezempilo uzokwenza umsebenzi wabo ulethe nama Occupational therapist, abantwana abane dyslexia, bakwazi ukuza nabazali babo.”

The learner support educator responded very quickly, looking so worried:

But we need assessment report first so that it will be easier for them to get concessions. “Kodwa sidinga ukuba bahlolwe ukuze kuzobalula ukuba bathole ukusizakale ukuthola izinsiza kuhlolwa.”

Both the DBST and the learner support showed no common attitude and ambition that could lead to a helpful target. Their arguments showed that they got a lot of information and seem to have knowledge for the planning but could not reach the advanced goals in the same direction. That could jeopardise the planning and create friction among members which would result in failure of implementing a strategy and also affect the future of learners with dyslexia (see 2.4.2.4, paragraph 2). Team members showed no inner self of a caring, trust link between the targets to gain access to collaborate and articulate the issue of concern (Eruera, 2010:3). The discussions were not fostering the modes of inquiry that would convert information into actions that would address the problems about dyslexia. Transformation of reality of learners and teachers might not bring about improvement in their quality of lives (Tlali, 2013:43) (see Chapter 2 on CER). The team might lose focus and guidance to develop procedures that do not match with the environment and level of the difficulties created about dyslexia.

(c) Direct support

Providing direct support contributes in working to substitute lives by assisting development provided by education, giving individual support to lead the programme for modification (Helling, 2015:1770). Provides guidance and inspiration of what the team, as well as the teachers of learners with dyslexia in primary schools, would achieve in the future as a collective. SASA (RSA 1996:4) gives direct support by protecting and advancing diverse cultures and languages, upholds funding of schools to set uniform standards and principles for learners' education and for teachers. To develop collaborative partnership to take forward new ideas (Cottrell, 2014:340). To support the information that make changes for a better life (Stuart, 2006:24). To develop new ideas and increase market penetration among the different stakeholders with a recent knowledge (Stuart, 2006:22) (see 2.4.2.4(c)).

During the discussions it appeared that all the problems concerning the learners with dyslexia were referred to one person. Not all teachers in the foundation phase were cognisant with the questions and they therefore kept on referring the questions to the learner support educator. Even the management of the school stressed that the only person who dealt with the dyslexic learners was the SBST learner support educator, not the whole committee. The discussion showed that there was no collaborative *partnership* to create new ideas, when the SMT member proudly said:

Our school has learner support educator who does all the duties concerning the learners with reading barriers, she got her lists. How many of them Madam? "Isikole sinomsizi owenza wonke umsebenzi, unalo uhla, Bangaki konje Madam?"

The SMT member explained that the learner support educator was working alone and having her own learners' list that was not even known by the SMT and other teachers. The question asked 'how many' indicated that there was no direct support received by the learner support educator from other colleagues which could make a great impact on affecting the implementation of the strategy. The learner support educator was working in isolation, carrying the problem alone without discussing it with the entire SBST committee. The information she had, did not make any contribution in changing the lives of learners with dyslexia if there was no support from the different expertise.

The DBST member looked worried and said with a low trembling voice:

Aaww!!! I'm so sad to hear that ..., because we know nothing as district support team that our trusted inclusive school has a long list of learners with dyslexia! "Aaww!! Ngaze ngaphoxeka ukuzwa lokhu ngobaasazilutho kusikole sethu esisithembayo ukuthi sine list ende mayelana nabantwana abane dyslexia!"

The DBST member was trying to explain that they were so disappointed by the school, the district trusted so much and seemed not to have an idea that the school have been experiencing such a huge problem and they were not informed. The negligence of not working in giving individual support seemed to be faded in providing the proper direction and inspiration to support improvement among the SBST and DBST members. The team seemed to show lose protection and advance diverse on culture and language to set the uniform norms and standards as illustrated by SASA (RSA 1996:4) above.

There was an indication of being reliant on the co-researchers collaboration and cooperation (Kemmis, 2008:125-130). Comments from the discussion failed to guide the team members to collaborate and support each other and work cooperatively. The co-researchers seemed to have an element of losing the accommodation of diversity, supporting the notion that knowledge is not communal and socially constructed (see 2.2.6).

(d) Teacher training

Teacher training is defined as development, provisions intended to prepare teachers with the information, attitude, conducts and educational skills needed (Mendez et al., 2009:1-14). According to section 12 of the National Policy Framework for Teacher Education and Development in South Africa (2006:19), teacher training refers to proper equipping of educators to carry out important and challenging duties, enhancing skilled abilities and performance. Training conveys educators as essential leaders of good quality teaching. Training gives an insightful approach for teachers to transform the subject and teaching standards, knowledge and skills into possible teaching methods to assist learners in understanding the subject (Loo, 2007:203). The Norms and Standard Principles for Educators (DoE, 2000:13) requires the educator as a professional in a specific subject, to bring the commitments and upgrades to become a continuing learner who practices playing a free, socially responsible and rustic part.

Challenges appeared very seriously in the meeting where teachers who teach grades 1–3 learners with dyslexia seemed confused. They laid complaints of not feeling comfortable and proficient to get used to teaching programmes, planning programmes and daily preparations to transform and drive quality education fitting for the dyslexics. The confusion was caused by the shortage of skills and knowledge to select the best teaching strategies that could be a benefit to teachers to become scholars and play a pastoral role within the Amajuba district.

Issues concerning the training of teachers aroused during the discussions and appeared as a big challenge that failed teachers to become specialists to perform their duties in teaching learners with dyslexia.

The principal said:

Teachers are not trained to teach learners with dyslexia. “Othisha abaqeqeshiwe ukufundisa abafundi abane dyslexia.”

Miss KB contributed by saying:

Mhhhhh ok, yes, I'm not trained on how to teach this learners who tend to reverse letters and sounds, heeee!!!!!! Instead of writing 'room' Phindi write u moor. “Mhhhhh

kulungile, yebo angiqeqeshwanga ukufundisa abantwana abaphambanisa izinhlamvu uma kufanele abhale u 'room' abhale u 'moor'."

The SGB chairperson said: he principal never reported to us that teachers were invited to a training workshop on dyslexia. "Uthishomkhulu akakaze asibikelele ngokumenywa kothisha ukuyoqeqeshelwa i dyslexia."

The statements indicated above, showed that the teachers were not ready to face the difficulties that appeared in the classroom situation. Miss KB also mentioned the wrong sequencing of word recognitions made by one of the dyslexic learners, meaning she was not well prepared to assume the crucial and challenging tasks to improve professional compensation. The teacher showed that they have little teaching techniques that could be implemented to assist the learner who reverses letters.

The SGB chairperson also showed that issues of teacher development were not even discussed in the SGB agenda, when she concluded by saying "we were *never told*". Speaking on behalf of parents, she mentioned that they received no information about the training of teachers because it is their right to be informed about the progress of the teacher development to become the essential drivers of a good quality education in the area as supported by NEPA (RSA, 1996:85). Without the teaching development of teachers, the school could not transform teaching knowledge and skills which would cause a negative impact to the effective teaching for learners with dyslexia in the whole community. The supportive statement made by the co-researchers indicated that without teacher training it was impossible that the teachers could emphasise a rigorous approach to teach learners with reading barriers in literacy.

Training of teachers creates the benefit of character, opportunity of knowledge to similar notions such as truth, belief and justification (Kincheloe, 2010:133). In the light of this principle, CER supports the perception that acquaintance is a mutual and social form. The knowledge is shared jointly without misjudging the notions of others (see 2.2.6). The study was encountered with a challenge that other co-researchers were not prevailing such as the OT, DBST and parents who also played a big role in supporting learners with dyslexia which is not only by training. Therefore, this CER epistemological principle was affected by the commentaries made by the co-researchers above. Therefore, the challenge of teacher training became a burning

concern such that teachers could not bring the commitments and upgrade as expertise on how to enhance teaching and learning for the learners with dyslexia.

(e) Parental involvement

Parental involvement is defined as a commitment to consistent communication with educators about learners' progress (Van Wyk, 2012:88). The Policy on Screening, Identification, and Support (RSA DoE, 2008:36) acknowledges the key role of parents in education and training as the fundamental issue in the initial identification of problems. Parent's opinions guides the teacher to discover the exact core of problems that learners experience.

Michael (2012:57) indicated that parent involvement in school increases the school's success. Increased support of families to the school improves the teachers' self-confidence. Martin (2003:1) stated that the performance of a learner could be deeply affected by the involvement of parents. Learners perform well when parents form part in learning. The research outcomes depended on a family partnership that improves educational success of a learner's self-esteem, school attendance, social behaviour, more positive child communication and improve school programmes and school climate (see 2.5.5.1).

During the meetings, challenges espoused concerning the non-involvement of parents' efforts ensuring that children have rights of early intervention programmes. Parents did not realise that they were regarded as equally committed partners in this process, even when comes to the TTP programme (see 2.4.2.4).

The following barriers were mentioned by the school principal in a high spirit:

Parents are unresponsive and do not seem to feel a need to become involved in their children education. "Abazali abanaki, nokuzwa isidingo sokuzibandakanya kwimfundo yabantwan babo."

The principal was trying to show that parents are not taking the education of their children seriously. She was trying to raise a point that without parental involvement a child's performance cannot be deeply influenced. Different opinions aroused after the comment of the principal that showed that there was an absence of communication between the parent and the school. The principal concluded without listening or asking the reasons for failing to comply with their learner's education.

One parent (pen named Granny) responded very angrily:

We don't know the language and we are not educated my child ..., half of parents responded saying 'YES!'

"Asilwazi lolulwimi kanti futhi asifundanga mntanam."

Granny was trying to explain that they were not educable to take full responsibilities to participate in their children's school programmes. Parents are experiencing challenges in assisting children with learning difficulties, especially in English literacy. If parents exclude themselves from the teaching programmes, the academic progress and learner's self-esteem could not be improved, resulting in a low rate of learner attendance which would not increase the school's success (see 2.4.2.2(e)). The implementation of a strategy could not improve the teacher performance without the parental partnership and the dyslexic learner's support.

A parent (pen named Mrs Bhengu) said with a loud voice:

Ahhh!!! We are working and knock off very late.

"Siyasebenza futhi sibuya late emsebenzini."

Mrs Bhengu tried to prove reasons why they were not involving themselves at school and said it was because of work commitments (see 2.4.2.4(e)). She tried to protect parents for not partnering with the school programmes whereas there was no constructive proof that all parents were working. That could also affect the entire school in improving the learner's social behaviour.

Values of CER allowed social systems where difference of power occurs in relation to chances, power and control. This obligations to CER values guided the co-researchers to identify the problems from social emancipation. Inadequate power relations and the abstract deceptions that occur in actual social systems were frequently disregarded (De Palma, 2010:216; Golightly & Bracket, 2010:50; Kemmis, 2008:127). Inequality of power relations, authority and control over the marginalised parents have revelled in or (appeared) up during the principal conversation.

(f) Teacher assistants

The role of TAs is to aid teachers in the classroom that contribute support such as class registers, grouping, arranging teaching aids and overseeing sports excursions

(Giangero et al., 2013:689). It is most frequently found in basic schools and special schools centres. The Inclusive Education (RSA DBE, 2013:14) defines TA as playing a role to maintain learner commitment, on-task performance, inspiration, and restored functioning that promotes independent learning when learners with dyslexia experience difficulties.

Theory of scaffolding has been selected to support the study process. Scaffolding emphasises that the TA wants to understand the significance of language for learning meaningfully (Radford, 2011:122). The literature reviewed TA functions, caring of learners, as instructed by educator(s) or the principal. TA support learners which is identified using the development programme that does not segregate individual learners. TAs appear as a resource for the entire learners in a school.

Giangreco et al. (2013:694) stated that teachers were involved in the states where TAs assisted the whole class guided by the teacher's instructions. TAs support learners in acquiring and managing their own behaviour, help build independence in learners with dyslexia by knowing when to stand back and let learners try things on their own. The challenges originated unpredictably when learners quickly became dependent on the TA if they did too much for them or stay right near them for long periods.

During the conversations, teachers were often simply not supportive to teach learners with reading difficulties, which makes these learners among the most marginalised in terms of educational opportunities and attainment. The school experiences a challenge in the foundation phase teachers who cannot be conveyed during one-on-one individual support/attention for learners with dyslexia. Gomez (2004:159) supported that all learners have the right to attend school for better education and to be supported according to their own pace of learning (see 2.4.2.4(f)). The issue of teacher incompetence due to being understaffed was raised. It became a very serious concern among the team members (see 2.4.2.4).

The principal alluded to the fact that the school was "*understaffed*" and that the school "*needed teacher assistants*". This meant that teachers are few compared to the working load they were facing, and also inconsistent with the Guidelines Policy for Accommodating Learner Diversity (DoE, 2011:9) which gives a ratio of 1:10 meaning

I teacher for every 10 dyslexic learners. The challenge was that the teacher had to look after all learners in one class of 50, including the dyslexics. The non-existence of TAs to work with the dyslexic learners who require more focused attention and lessons to grasp the phonic awareness covered in class, became a challenge that the learners with the most needs end up spending less time interacting with the whole class and their teacher.

The HOD said:

I've got 50 learners and 10 of them need individual attention. It is not easy for us to pay attention to each and every learner. "Nginezingane ezingu 50 u 10 wazo udinga ukunakelelwa ngamunye okungelula neze ukufundisa ingane ngayodwa."

The HOD was trying to explain that out of 50 learners in the classroom, 10 of them were dyslexic, and a high level of support was needed to support these learners. It appeared that it was not easy for one teacher to give individual attention. It also sounded like a teacher could give attention to only learners with dyslexia, whereas all learners need attention according to White Paper 6 (2001). According to Nel et al. (2012:66), all learners need the teacher's support in a diverse classroom. Shortage of TAs in the foundation phase affects teachers to miss social interactions with dyslexic learners.

The grade 2 teacher said:

Our classes are overcrowded, if I concentrate to the learner with a problem trying to give individual attention than [sic] the other learners cause destruction, making noise than [sic] the whole class become chaotic without a TA. "Amakilasi ethu aminyene umanginake laba abanenkinga ngabodwana, abanye bayaphazamiseka, babange umsindo lonke I class liyaphazamiseka ngaphandle komsizikathisha."

The statement made by Grade 2 teacher indicated that teachers are having a heavy load of teaching the multigrade classroom and teachers are facing a challenge to handle more learners in one class without the support of a TA. The statement that says "*other learners cause destruction, making noise*" indicated that the learners were left unattended, without any supervision that is why they made a scene for seeking the attention of the teacher. Stringer (2013:35) highlighted that if teachers do not understand learners it leads to poor teaching. If the teacher has no teacher support,

there could be no individual attention for learners experiencing dyslexia. The teacher cannot value and nurture individual differences alone for a dyslexic learner to understand the syntax and meaning of words.

According to the ontological aspect of CER, the paradigm implementation understands social realism as unlikely for people to understand it. The paradigm demonstrates how co-researchers see nature as action taken within the truth (Anderson et al., 2003:153) (see 2.2.7). The social truths have been uncovered during the study for those 10 dyslexic learners who seemed to be marginalised. That was the contribution towards responding to the reality of needs for learners experiencing dyslexia. The contexts where these learners find themselves in, are complex and imbued with multiple powerful differential realities. This makes the nature and extent of the learners' English literacy needs to be complex and may not be reduced to one simple problem.

(g) Funding and resources

The availability on funding and resource, such as physical resources, teaching material, finance and educational media, enables learners to participate in instructional programmes (Gyorfi,2010:10). Adequate facilities and proper educational management that empower the process of teaching and learning (Sizani, 2012:7) (see 2.4.2.4(g)). NEPA (RSA 2006:3) subjects to the provision of facilities, finance and development plans to achieve high academic performance. Teachers work effectively and efficiently in teaching the reading programmes.

During the discussions, challenges pertaining to the inadequate resources were revealed by teachers. The overcrowded classrooms appeared as the common most challenge that impedes effective teaching. The congested classes make it unbearable for learner's participation in instructional programmes which is not easy for teachers to easily recognise dyslexic learners with reading problems. Learners often hide in class, which cannot be so manageable for teachers to empower teaching and learning.

The HOD raised a serious concern that *that* was the only inclusive primary school in the area, she was so worried about the shortage of classes when she was referring to education, saying:

DBST next year this school will be so full, where are we going to accommodate these learners? Please DBST we need more classes and resources ... She frowns.

“DBST Ngonyaka ozayo lesisikole sizobe sigcwele, sizozibekaphi lezingane? Sicela amagumbi nezinsiza kufunda.”

The OT supported:

Of course, learners with dyslexia require more adapted teaching material in order for them to be more flexible and access the curriculum easily. “Yebo izingane ezine dyslexia zidinga izinsiza kufundisa ukuze kube lula ukufunda.”

Both members were seriously concerned with the necessary resources needed by the learners and teachers for effective teaching and learning. Without the resources and funding the teaching could not be empowered. Teachers continued to experience hardness to teach in a congested classroom with no adequate resources which causes difficulties. It is difficult to apply individual attention for children with learning difficulties and not easy to support the exact learner with difficulties in reading and writing tasks. The therapist also put emphasis that more resources were required when he said “*Of course*”, that could lead to a severe barrier that can affect the whole school and the performance of all learners.

The principles of CER forms the important aspects that are imbued with care and trust (Mbigi & Maree, 2005:75). Failing to raise the inner self of caring by not providing enough resources and humility to enhance learner performance, distracts cooperative learning for the dyslexics. Social justice, equity adapted resources and hope could not build reconstruction of grades 1–3 classes for dyslexics and bring a sustainable learning environment at which applicable development outcomes are strengthened.

4.3 Components in the teaching of English literacy for learners who experience dyslexia in the foundation phase

The components of the solutions the team formulated based on how to enhance teaching for learners with dyslexia were acknowledged. The solution responses to the challenges are stated in the following subsections:

4.3.1 Coordinating team

The manifestation indicated in 4.2.2 arranged collaborated space in all the expertise in the education of dyslexic learners. Chances are offered in building a collaborated combination of the co-researchers (Ziegler, 2017:16). The South African Qualification

Authority (SAQA, 2012:8) elucidates a coordinating team as various perspectives that are derived to provide different expertise with skills to recognise, assess and implement solutions based on appropriate proof and processes. Generation of a vigorous situation are involved with tentative knowledge to improve participation in the society (Nielsen & Randall, 2012:91)).

During our meeting, the team came up with strategic solutions in order to work collaboratively. Distinct strategies emerged such as development of frequent communication among ourselves; communication done telephonically; sending messages; verbal interaction and via email (see 3.2). During our conversation the proper views were shared, of who knows what being analysed and understood. Our substantial amount of interpersonal communication became a success. I am highly supporting the statement of Kraut, Fussel, Lerch and Espinosa (2005:12) which articulates that cooperation should be evaluated more highly when the members communicate more with each other. The team was formulated with different expertise (see 3.6.1). We adopted Blinken's comments, it has encouraged the team to work harder with the accordance of distributing knowledge of expertise, and unique talents needed for a group effort. For development of mutual trust between educators who teach dyslexic learners, parents of dyslexic learners and the OT (TTP), see the strategic plan in Chapter 3 (section 3.9). Knowledge of trust espoused as the guide on judgements and competence.

Positive facts arouse during our session when the HOD was responding after a word of encouragement from the OT:

We need to build a team with a strong foundation to uplift the standard of teaching and learning. "Sidinga ukwakha iqembu eliqinile ukwenyusa izinga lokufunda nokufundisa nokufundisa."

The HOD was encouraging the team to be strong and work collaboratively, and to trust each other. A positive atmosphere and good communication showed among the expertise. The HOD showed a positive commitment in the catch phrase "*build a strong ... to uplift*", and to work collaboratively to come up with strategies and methods of teaching learners with dyslexia. The DP thankfully responded:

Teachers dedicated themselves, having as early as 7 o'clock lessons trying to assist learners with reading barriers, what we call dyslexia. "Othisha bayazinikela ngokufika ngo 7 oclock bezosiza bonke labantwana abanenkinga yokufunda."

The DP also emphasised the spirit of commitment and dedication done by teachers to come early before time to try to assist the dyslexic learners. On the other hand, there was an element of self-control and oppression by teachers, contrary to the learners with dyslexia, if teachers would commence classes as early as 07:00. These learners were told to be at school at 07:00, without considering their unique needs and diversity.

The parent, Mrs Bhengu, added by saying:

"He!!!" and she giggled, "I now know what is going on with my grandson, thank you my boy for opening our eyes."

"He! sengiyazi manje ukuthi kwenzakaleni ngomzukululu wami, ngiyabonga mfana wami ukungivula amehlo."

The social relationship that has been designed was exposed by the parent when she giggled and said *"I now know ... thank you ... for opening my eyes"*; all the co-researchers gained knowledge and shared ideas without discrimination and gazed down upon each other. A custom of development of trust has been constructed between the co-researchers.

CER accentuates that "research contains an action agenda for development that may transform the lives of co-researchers" (Creswell, 2007:21). The emancipation process involves the co-researchers to problematise present circumstances leading to a positive solution and decide upon the activities for progression. The team has successfully protected the lives of learners with dyslexia out of the illegitimate through collaboration and by promoting a team spirit.

4.3.2 Shared vision

The team realised that a shared vision is a reflection of personal vision (Byers & Richard, 2004:24). We also realised from the challenges (see 4.3.1) that the deepest desire was to be connected to a massive determination to other members. Vision is the connected spirit, and the usefulness of sharing that develops mutual respect (National Youth Policy, 2017:18). The team has built trust in vision through self-

confidence (Margherita & Secundo, 2009:938), through steadiness and liability, through retaining and validating values, beliefs, and ambitions in common with those we lead by a total personal commitment. We recognised the diverse background and identities of all learners with dyslexia and respected the positive role played in their emotional, social and spiritual development (Hoggett, 2013:567). The team has been empowered by taking control and responsibility for decisions and actions to bring positive and social change to enhance teaching strategies for learners with dyslexia.

The team shared expanded positive opinions during the discussion that sounded very positive towards the strategy. During our discussion the DP responded:

Our focus is on the purpose of the meeting as it was earlier explained by our coordinator.

The DP has understood the aim of the study and she was trying to remind every member not to lose direction. By so doing, Mrs Nkosi educator, got on track and accentuated:

I think it will be better for us to focus and have direction on what to do first with these learners with reading difficulties.

Mrs Nkosi recognised the needs and diverse teaching methods and went beyond visionary empowerment to take control for the sake of the entire team expertise, being responsible and staying focussed, especially on the phrase “*to what to do first*”. Building trust was pivotal in order for the co-researchers to take drastic decisions.

The main epistemological assumption of the CER was a collaborative connection of co-researchers (Guba & Lincoln, 2005:199; Mertens, 2015:39). The team prospered to work collaboratively in sharing the vision and there was virtuous interaction among team members, irrespective of mental prestige. There was virtuous interaction between the DoE (teachers) and the Department of Health (OT). In that sense, the CER supported the designed shared vision to focus on the progress of research that was accountable to, and provided power of speech to co-researchers, learners, the marginalised and parents.

4.3.3 Situational analysis

The co-researchers were motivated to first prioritised and set goals to maintain the real teaching of learners with dyslexia. The situation changed and looked at the important factors that needed to be corrected and redone for the improvement and development of the strategy for the entire school policies, teaching plans and resources.

4.3.4 Priorities

(a) Policy framework to transform inclusion

A clear policy framework on inclusion was formulated, stating clear goals of implementing inclusivity within the school. Correa-Torres (2008:47) defined inclusion as the education of all learners without discriminating intelligence measures being educated together. Inclusion encompasses the development of cumulating the involvement of learners (RSA, White Paper 6, 2001:13). Setting realistic goals to maintain inspiration of all performers in inclusive education was important so that the achieved results and progress could be noticeable. The team concluded during the meeting and took further steps to develop clear and manageable policy drafts that included individual education plans, curriculum guidelines and educator training (see 2.5.1). Taking drastic decisions to build trust with parents, encouraged involvement which leads to good communication.

Positive suggestions alluded during our discussions: One of the co-researchers, DBST member, shouted with excitement:

*Occupational therapist is here to rescue us, we are all here to practice inclusion.
"Occupational therapist ikhona ukusisindisa, sikhona sonke ukuhlanganyela ndawonye."*

The suggestion made by member of DBST encouraged the building of a network of interest with committed inclusive members, covering educators, learners with dyslexia, parents, OT, business service providers and the DBST to reduce marginalisation of cultures, education programmes of local primary schools. The inclusion leadership requirements of good planning skills was a good sign when she showed appreciation of the occupational presents to implement inclusion and being attentive listeners,

being cooperative and having respect for other expertise. And the SMT member further agreed:

Yes!!! Luckily most of the parents are here to support us all in establishing the inclusivity especially learners must be accompanied by their parents during the TTP inclusive programme.

During our conversations and discussion there was a way forward showing a positive inclusion among the co-researchers. Mrs Zama developed social trust from the therapist that the implementation of the strategy would be a success when she alluded “*here to rescue us*”. Transformation of inclusion in terms of collaboration and good communication was revealed between SMT member and Mrs Zama. Both of their agreed statements supported the inclusive principles of being cooperative and having respect for other’s opinions, that is inclusion. Furthermore, both teachers and parents formed part of the implementation strategy. The researcher was in support with the statement by Torrance (2011:577) that noted the necessity for suggestions represented in the tremendous opinions over worthy and value in learning, “particularly in an applied, policy-oriented field such as education”, and argued:

As a researcher I believe that the knowledge that has been shared can transform the side-lined structures and eliminate domination through empowerment.

(b) Good planning

Good planning is resolute by the involvement of broader stakeholder links (Zuber-Skerritt, 2011:111). Virtuous planning is made-up of democracy, ownership and legitimate status (RSA NEPA, 1996:46). Good planning keeps the expertise to focus, share common ideas and provide direction towards improving the strategic goal (Palmer & Shulte, 2002:34).

During our meeting with different expertise, possible solutions derived aimed at attending to the priorities and activities that needed to be accomplished in the envisaged strategy. All the co-researchers focused, and they were moving into the same direction sharing common goals. The team members responded very positively when the planning was drafted by all co-researchers. The DP stood up and said:

Our planning has been well understood, after so many years struggling to teach these learners, the kingdom has opened for us in our school, we are looking forward to work

together. “Uhlelo lwethu luyezwakala kade sihlupheka yonke leminyaka, izulu livulekile sibheke phambili nokusebenza kahle.”

The DP showed that all the members agreed on the same goals and there was a direction towards achieving the same aims and study objectives. The words of empowerment was also showed when she expanded to that the “*kingdom has opened*”. All the co-researchers were participating, being involved in fairness, care and love and informed about the planning sessions; this was confirmed by the DP when she said, “*to work together*”. The co-researchers moved forward to achieve more when the OT emphasised to all the team members that:

The planning programme for TTP is easy to follow and it is a fits schedule for parents at home and educators at school. It took a period of two weeks for a child first session and monitor the programme. “Uhlelo lwe TTP kulula ukulilandela lusebenza ekhaya nasesikoleni, kuthatha amaviki amabili ukulenza nomntwana okokuqala.”

The SGB member, Mrs Shongwe, who was also a finance officer, elaborated:

This is going to be a good report to all parents of the school, we have found the direction on how teachers can assist our learners who cannot read very well. “Lokhu kuzobayi report enhle kubobonke abazali balapha esikoleni, sesithole indlela yokusiza othisha ukufundisa abantwana abangakwazi ukufunda.”

Creating a space for the co-researchers, empowered them to take drastic decisions that drove the good strategy for teaching approaches in dyslexia. Critical co-researchers had organised the planning around the core and ideas from social theory to assist one another to formulate a strategy of teaching learners with dyslexia that was also suggested by the CER principle.

The response from the co-researchers became clear to the actions taken to enhance teaching for the dyslexic learners. The response showed by the SGB was of a good cause, enlightened and paving the way as a finance officer for expenditure required by the arrangements and needs of all the planned activities that needed to be accomplished and paid off.

(c) Direct support

Direct support provides information and changes for a better life (Stuart, 2006:24). Direct support leads to the creation of new ideas among the expertise and

development of a collaborative partnership (Golightly & Bracket, 2010:49). RSA NEPA (1996) states that the public schools need to be supported by the SGB and district official to promote good teaching and learning; to provide care, guidance and support to developmentally dyslexic learners; and to allow the teachers who teach learners with dyslexia to live as independently as possible.

In the meeting it appeared that the school required special support from different expertise that could provide skills essential to encounter the requirements of teachers and dyslexics. Recruitment of different direct professionals became a success and developed relationships with individuals, their families, and communities to promote emotional and personal well-being. That was determined when the member of the DBST suggested:

I think the Department of Health will also assist us together with occupational therapist and those learners with dyslexia must come with their parents. “Ngiyacabanga ukuthi umnyango wezempilo uzosisiza ngama Occupational therapist nabantwana abane dyslexia bakwazi ukuza nabazali babo.”

The comments from the DBST was an indication that the team needed devoted specialists and appreciate a worthwhile profession to progress the future of dyslexic learners for the district. The invitation given to parents promoted the flexibility that every member has a role to play, committed to be assertive and pro-active.

The OT also responded and elaborated to that:

We need to set a date and invite all the health expertise to come to the school and do screening identification assessment and support, not only for the known dyslexics but for all learners.

This was a positive attempt suggested by the OT to provide support, not only for learners with dyslexia but to the entire community, for all learners as it was supported by SIAS (2001). There was an element of implanting social justice and all learners to be taken care of. The good results of solidarity emancipated in the study.

(d) Teacher training

Developments on teacher training were prepared in informing decisions on how to organise teacher developments and practice it to best result in knowledge provision (Radford, 2011:630). The literature revealed that the nature of intervention at

classroom level became an important factor (Weimer, 2010:8). It related to the way teaching was conducted. Optimal support was seen as synonymous with good classroom management, high level of medium of instruction, competence to adapt the curriculum, if and when necessary (see 2.6.5.3), to assist learners with dyslexia, the tempo of teaching that matches the learner's tempo of learning through teacher training (RSA DoE, 2011:17).

The TTP programme introduced by the OT, also revealed that the information and communication in word processing was an enormous strategy to enhance teaching for learners experiencing dyslexia and to be well-known by teachers and parents. That is to provide alternative ways of recording work that learners with dyslexia may value, a wide range of programmes designed to assist dyslexic learners of all ages was demonstrated to aid the development of literacy skills, often enabling learners to work independently (MacKay, 2005:177).

Positive inputs were suggested that training classes need to be developed and improved in order to start the TTP programme as it was seen as the best strategy to enhance teaching for learners with dyslexia.

Teachers also gained knowledge to explore the possibilities using multisensory methods and individual learning styles during training (see Chapter 2, section (d)), and also prepared to mark work that is delivered in different forms (Mackay, 2006:300). Different experts from the coordinating team, such as that of the OT and DBST, played a big role in developing teachers and teacher aid on identification, assessment and programme planning (see PAR, stage 3.4). A positive suggestion came out during our meeting when the OT opened the discussion wider by saying:

I have an experience of more than 6 years working with learners experiencing dyslexia, there's what we call a TTP learner programme.

The principal of the school responded, asking for a hasty response:

What is a TTP programme?

The OT responded very quickly explaining everything to the whole team:

As therapist what we normally do, we assess a child with dyslexia, design a programme to assist the child at school and at home.

The OT emphasised to all the team members:

The programme of TTP is easy to follow and it fits schedule for parent at home and educators at school.

He also explained that it took a period of two weeks for a child's first session and to monitor the programme without giving any diagnostic medication; the only thing provided is therapeutic programme until the child got into normal working together with the parent at home and a teacher at school.

Then the whole house responded by applauding 'p-p-p-p-p', clapping their hands.

The OT made it clear to the team that dyslexia is not a new problem and it can be alleviated. He also emphasised with his working experience of six years that he knows what the best solution for teachers was. The OT lowered himself and respected the question of a principal and answered it positively without entertaining the co-researchers' excitement. Clapping of hands indicated a positive way forward to organise a fruitful training for teachers that could create opportunities of effective teaching for learners with dyslexia in the Amajuba district. The principal was full of power and demanding the answer only from the OT without considering other views from the co-researchers.

Bestowing to the CER epistemological assumption (see 2.2.3) entails information through a design that "respects the differences between people and the objects of natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action" (Bryman, 2004:64). Knowledge is gained through experience. The behaviour of the principal was not against the principles of CER, namely to seek justice, work collaboratively and to respect the opinions of other co-researchers without any demands to show that they are powerless. Through the OT's experience, the coordinating team gained knowledge about the TTP learner programme.

(e) Parental involvement

Lemmer (2007:278) specified that effective parental involvement demonstrates certain common themes that active establishment simulations permit for a variety of connections, from multifaceted school-based programmes to simpler home-based activities monitored at home. Parents have qualified in the decision-making regarding

the learners' progress (SIAS Policy, 2014:36). Parents of learners with dyslexia were capacitated with information to participate more effectively in the implementation of a strategy to enhance teaching for dyslexic learners. All the co-researchers approved to arm parents with the TTP programme (see 4.2.4.3), showing a supplementary dynamic part in the learning of the dyslexic learners.

All parents, together with teachers and learners, actively played a part in the TTP process.

The home programme to assist learners with dyslexia was correctly understood by all parents, including those who are working. The knowledge gained, enabled them for enhanced organisation for better consideration of learner's academic development. The coordinating team specially designed the special programme for all the parents who are committed at work during weekdays.

The OT sacrificed to work on Saturdays in order to accommodate the working parents. Special arrangements were also made to assist parents who are illiterate. The parent came up with a strategy to group them in pairs to help those who are illiterate in understanding the TTP home programme for learners with dyslexia. The SMT, SGB and school principal agreed and took a drastic decision to accommodate the parent who are unemployed. The incentives emanated from the inclusive allocation of funds, for transportation of parents in assisting other illiterate parents and learners with dyslexia at home to implement TTP and telephone calls.

During our conversation, the SGB member, Mr Sokhela, articulated:

I think we need to establish a new parent, teacher, learners support group (PTLSG) for learners with dyslexia. "Ngicabanga ukuthi kumele sisungule iqembu labazali."

The DBST member no. 2 (pen named Thembi) agreed:

The school need to work together with all parents, especially when comes to concessions, that is the special allowance for adapted assessment. "Isikole sidinga ukusebenzisana nabazali kakhulukazi ekulekelelweni ukuhlola isimo somntwana."

Mr Sokhela was emphasising that parents and teachers need to work collaboratively in assisting a learner with dyslexia. The partnership was seen as the most powerful strategy to enhance teaching. Thembi also agreed and supported the prominence of

parental involvement, especially when the assessment report concerning the background of a learner required to be attached in the concession application form. The entire community gained the knowledge and apprehended the significance of the parent role they played in the proper education of all learners.

CER principles formed an important aspect to guide the study in this section to focus on the co-researchers–researcher–communicative actions and engagements, such that they are imbued with mutual respect, care and trust (Mbigi & Maree, 2005:75). Co-researchers treated each other as equal and trusted the presence of each and every one to be involved in developing a strategy.

(f) Teacher assistants

The TA worked under the direction of the class teacher to support a learner to make the most of every learning opportunity (Giangreco & Doyle, 2007:46). The RSA DoE (2009:3) specified that the best way to assist learners with learning difficulties is to join in and learn to work together with the TA to meet every learner's need and diversity. From the challenges that aroused, the coordinating team came up with possible solutions to eliminate the problem of being understaffed. Six parents of dyslexic learners volunteered to be the TAs to support a learner with reading barriers (see 2.4.5.4(e)). Their commitment was highly appreciated by all the co-researchers. The special meeting with the SMT, SGB and the principal was set to discuss about their travelling costs when coming to work.

Guidance maintenance involves attainment of learner's attention when off-task to making it to remain on-task, when they tend to lose focus easily. Eventually, administration/obstruction control is a sentimental role that supports teaching to boost low self-esteem and develop self-confidence.

There was a demand for the school to have TAs. That was also supported by the school principal when she articulated:

We are understaffed, we need teacher assistance. Meaning teachers are having overload of work in dealing with learners with dyslexia in a huge class.

The HOD further agreed:

In fact, we really need teacher aide when we do individual attention for those learners who need more time.

Positive arrangements were suggested by the principal, and also supported by the HOD, to arrange and develop the TA's working programme and duty load. Blatchford, Bussett, Brown and Webster (2009:661) said that a good relationship between TAs and teachers were developed in setting goals that are specific to a dyslexic learner. The SMT made it clear that the provision and support aids to class teachers during teaching and learning sessions seemed to be a better solution for learners with dyslexia.

On the other hand, it appeared as if learners with dyslexia who need more time, are shifted to be handled by the TAs.

The reasons of comprising a variety of expertise to democratise the co-researchers with multiple perceptions (Creswell, 2008:138) were supported by CER. Suggestions made by the HOD were likely to oppose the democratised committee, that those learners who need more time are shifted to the TAs, whereas the teachers and TAs need to collaborate and amalgamate until the outcome has been achieved (strategy).

(g) Funding and resources

The resources and funding are to advance the learning experience of learners and teachers in any educational sector (Sizani, 2012:9). Resources assist teachers to teach and learners to learn. SASA (RSA, 1996:4) enforces accountability of schools, the SGB to practice utmost improvement of quality education, raising sufficient resources to add-on from public funds.

During our meeting, possible solutions emerged, the team was encouraged to increase contributions to the quality of learning for learners with learning barriers. The members of the team arose with good ideas of recruiting the additional resources from the SGB, paid for school funds. The members raised some concerns about the requisitions of resources needed by teachers to advance the teaching and learning. The principal suggested that:

The Department of Education needs to provide us with mobile classes to eliminate overcrowding of learners. "Uhulumeni wezemfundo udinga ukxisiza ngomahamba nendlwana ukuqeda ukuminyana kwabantwana."

We can also ask Lansect company to donate mobile classes for us, we need to design an application to them, they will assist us. "Singabuye sicele inkampani u lancect asixhase, sidinga ukubhala isicelo bazosisiza."

The principal tried to come up with solutions that affect teaching and learning in the congested classes. Provision of resources such as classes might assist teachers to do individual assistance and focus on the need and diversity for the dyslexics. Increase of positive attitude and care towards teaching and learning without arguing and blaming each other and to be on a safe zone had just came up. Coming out of the idea to use the Lansect Company raised by one of the co-researchers, indicated that solidarity builds trust among the co-researchers. The team member had high hopes, positive believes and faith that the donation might be a success only after writing the letter.

The study's priority of expanding the resources and funding derived from the transformation of the co-researchers are the reality for the betterment of learner's lives. It produced relevant and valuable knowledge to emancipate teachers and learners with learning barriers from all forms of bondage and fatalism (Biesta, 2010:43).

4.4 Conditions conducive for the successful implementation of the envisioned strategy

This section addresses the conditions that should prevail in order to develop a strategy in enhancing teaching for learners with dyslexia. The conditions are organised according to different subtopics such as the coordinating team, shared vision, and policy framework on inclusion, training of teachers, teacher assistants and parental involvement.

4.4.1 Establishment of a team

The study defined a team as a group of individuals who work together frequently depending on each other for achievement of common objectives (Wagman, 2005:382). To develop a conducive strategy, summons a team to be unleashed, a team's potential need to be a real team with an obliged direction. The co-researchers need to focus on the important fundamentals of sharing goals, interdependence, assurance and liability to enhance the effectiveness and efficiency of a strategy

(Hackman et al., 2007:223). A coordinating team promotes parental support groups for encouraging teachers to gradually communicate with the schools to monitor the learner's progress and give support where necessary (Churton & Klein, 2007:42).

During meetings, proper conditions came out for a dedicated team to focus at promoting mutual respect until the task has been accomplished in support of the strategy. A coordinating team requires more than merely exchanging information. The co-researchers came up with different suggestions to prevent chronic collaboration and dysfunction to ensue. The HOD raised an opinion that was supported by all co-researchers.

*We need to build a strong team in order to uplift the standard of teaching and learning.
"Sidinga ukwakha iqembu eliqinile ukuphakamisa izinga lokufundisa nokufunda."*

The HOD opened the direction to form a collection of individuals to share information and responsibilities in order to come up with a good strategy. The word "uplift" designated that the team need to be dedicated, work collaboratively and with self-confidence.

The member of the SGB also articulated:

*Yes!!! Let us form the parent, teacher support group to deal with this problem.
"Yebo!!! asakheni iqembu labazalinothisha elizobona lisebenze ngalenkinga."*

The SGB member encouraged the team to form a parents' support group in order to share the information that could be relevant to deal with the dyslexia problem. The positive comments from the SGB parent showed that there was a positive understanding about the importance of forming a team. This was an indication to come up with a conducive solution/strategy of working together as a team.

The key principles of the CER are honesty, involvement, responsibility, enablement and mutuality (Danieli & Woodhams, 2007:123). From this section, the CER has been represented positively because the co-researchers showed to understand the importance and shared common ideas to establish a team. The members of the established team showed a synonymous relationship within the confined processes and research relating to the usefulness, namely team cohesiveness and teamwork.

4.4.2 Shared vision

Vision is an essential means for focusing attention on what matters most and to accomplish in a joint venture by partners (O'Brien et al, 2008:280). NEPA (RSA, 1996:13) supports that all the expertise from different spheres that collaborate or work together need to share a common vision. A shared vision is vital for the operative functioning of collaboration between all the team members. During our monthly meetings the DP articulated:

Let us be realistic dear members, our focus is to assist teachers to handle learners with reading difficulties. "Ake siqonde kahle malunga, kumele sigxile ekusizeni othisha ukuze bakwazi ukumela izingane ezinenkinga."

The OT further agreed:

The team need to understand its goals first, considering the needs and diversity of our learners. "I team kumele yazi izinhloso kuqala ukuze izokwazi izidingo nokwahlukana kwazo."

The DP showed respect for individuality, worth and dignity of all co-researchers when he tried to lead them into the visionary direction of the strategy. The OT also emphasised in focussing at the aim of the study considering the needs and diversity of learners with dyslexia. A number of research tasks was occupied to develop a possible application for the future strategy to enhance teaching and learning for learners who experienced dyslexia in English literacy in grades 1–3 in the Amajuba District. Key stakeholders such as parents, teachers, the OT, DBST and learners pooled to a common vision to ensure greater impact in supporting the development of the envisaged strategy for learners with dyslexia.

Using the CER perspectives, assisted us to emphasise the improvement of research that is liable, giving voice in the societies we served (Nkoane, 2010:92). From the discussions mentioned above, the comments tried to produce information that is useful in schools, parents and those determined to permit the study strategy.

4.4.3 Situational analysis

All the team members were committed and moving into one direction, namely to promote effective learning and teaching for dyslexic children within the school. The

situation changed drastically in such a way that the priorities were taken into consideration and the behaviour of the management looked positively at addressing and responding to the needs and diversity of learning barriers within the school.

4.4.4 Priorities

(a) Policy imperatives on inclusion

Policy imperatives provide accommodation to the learning progress, evaluation and teaching improvement on different determinations to exchange the teaching and learning necessities of different learning requirements from English literacy, teaching styles and pace, as well as learning support materials (Booth & Vaughn, 2000:143). The policy conditions expressed and responded to learner's multiplicity by accumulative involvement in knowledge, beliefs and societies by decreasing marginalisation (UNESCO, 2008:16). The SIAS policy provides a main technique confirming that the alteration in the development of a strategy for this study is powerfully considered and in line with the regulations of White Paper 6 (RSA DoA, 2001:7) for inclusivity.

The implementation and better understanding of the SIAS Policy (2014:7) process made a great impact during our formal meetings with the team members. The co-researchers recommended different opinions from implementation of the policy that could lead to the favourable conditions for the implementation of the envisaged strategy. The team also realised that the SIAS policy intended at developing the qualitative education for helpless learners experiencing dyslexia.

The Grade 1 educator articulated:

I think it will be better for us to implement policy procedures that followed on SIAS first, to identify those learners with dyslexia. "Kuzobakuhle ukwenza inqubo ka SIAS policy kuqala, sikhethe labantwana abanedyslexia."

DBST no. 2, agreed:

Yes, SIAS work hand in hand with the assessment reports so that it will be easier to get interventions. "Yebo u SIAS uhambisana nohla lokuhlolwa kuqala kuzobalula ukuthola ukusizwa."

A comment from Grade1 teacher enlightened the importance of undergoing the SIAS process first (see 4.4.1(a)), before jumping into conclusion or wrongly diagnose that a learner is having a learning difficulty. Thembi further agreed that they need to work collaboratively for proper assessment reports that will assist them for interventions.

The DBST did not consider that the assessment report encompasses many cohorts, for example parent, learner and psychologist, and special arrangements to do it, namely time, patient and commitment from the side of a parent.

From the CER perception to liberate, frees one from restrain of bondage. Comments from this section, especially from the DBST member, Thembi, simply opposed the framework for emancipation. It shows a restraining order and control among co-researchers. In this episode, the CER showed no value of equal rights, social justice and solidarity as confirmed by Lincoln et al. (2011:102), that CER sought to generate transformation of support for the society oppressed by power.

(b) Planning

Planning is to improve provision, to embed good practice across the whole school (RSA NEPA, 1996), to enhance the expertise thinking and planning around dyslexia and to work collaboratively with learners, parents, staff and external agendas to make excellent progress (Torgesen, 2010:52).

During our planning session, the dyslexia action plan was drawn up as a way forward to ensure comprehensive provision for learners experiencing dyslexia and to create adequate progress. The plan was adjusted and adapted with a final review assessing conditions for solutions to be accomplished. Opinions were raised by the co-researchers. The DBST suggested that:

We need to agree on dates for our future meetings so that letters of invitations sent out on time. "Kumele sivumelane ngezinsuku zokuhlangana, nezincwadi zesimemo sizophuma kusenesikhathi."

Comments from the DBST established the direction to the promising plan leading the research to the ultimate goal. Setting of the dates drove the process to the condition to achieve solutions. Sending invitation letters on time showed the significant, sustainable and social responsible contribution to commitment and realise the team goals.

The OT further agreed to the DBST suggestion to show the enhancement of the team thinking planning around:

Oh yes! Please consider the time and dates that fits us all to be here especially parents of learners with dyslexia, it is very important for them to be part of the whole process. "Impela nibeke isikhathi nosuku oluzosamukela sonkekakhulukazi abazali, kubalulekile ukuba babe inxenye yalomsebenzi."

Comments from the OT explained that everyone needs to be considered when dates and times are scheduled to accommodate every member of the team. He made it clear that the presence of parents was highly recommended, meaning that every view, idea and information for good planning was seriously appreciated for the benefit of teachers and learners with dyslexia that could be, to an extent, of benefit for the entire society.

Formulation of a plan was democratic, collective and fair as stated by the CER principles. All team members were treated equally. The aims and objectives of the planning remained essential and target being modified for a change in the operating environment.

(c) Direct support

Direct support leads and expands the information and knowledge for a change (Helling, 2015:1770) (see 2.4.5.4(c)). The DoE policy on SASA (RSA, 1996:5) gives direct support by upholding funding to bring equal values and customs in all learner's schooling.

Different expertise contributed a lot of discussions in leading and supporting the fluctuating lives of learners with dyslexia. All the members were cognisant in support of the SBST learner support, who is the school coordinator for learners with learning barriers. All the co-researchers were working collaboratively to gain new knowledge from different expertise. Direct support showed when the DBST commented by saying:

Special support has been organised by district SNES following the special request that we asked as a team to support teachers, parents and learners. "Isicelo sesihleliwe umnyango ka SNES sokulekelela othisha, abazali nabafundi."

The DBST indicated that processes have been started by SNES to provide direct support to learners with dyslexia. Everyone from the team was dedicated to give moral support that might lead to a change to teach English literacy for learners with dyslexia

in the entire Amajuba District. Good news espoused when the OT presented the email to the team:

Another good news, here is the email responding from the special request we made two weeks ago, our health expertise are coming for the assessment of all learners experiencing learning barriers. "Izindaba ezimnandi nansi impendulo yesicelo esasenza emavikini amabili edlule, abezempilo bayeza ukuzohlola zonke izingane."

The email indicated that the DOH's response was showing support to the school, the health expert responded so quickly to show the assurance, care and to do social justice in the community by captivating the request very earnestly. The element of solidarity, working together, emancipated critically to improve moral support for teachers and learners with dyslexia.

(d) Teacher training

Teacher training is to deliver a peaceful, substantial and flexible educational service for all teachers on how to direct the changes in terms of curriculum needs and learner's diverse needs (Bradley et al., 2005:485). Encouraging revision of the legislation Act 84 of 1996 in South Africa in order to provide suitable teaching strategies for primary schools. Provide equal responsibility pertaining literacy needs to accommodate the dyslexic learners' needs (Bradley et al., 2005:486). Lerner and Johns (2009:381-382) indicated that accurate intervention strategies for training teachers are important for developing adaptations of reading problems. Professional development give assistance in reducing extreme difficulties to read fluently in early stages of schooling.

Grade 2 educator suggested that:

I need some appropriate strategies to handle those few learners in my class. "Ngidinga nje ulwazi oluncane ukze ngakwazi ukfundisa."

Miss Zulu agreed:

What are you saying is true, just a real strategy/sort of a guide on how to teach this [sic] learners. "Uqinisile ukuholwa ukuze ngikwazi ukufundisa labantwana."

The suggestions above indicates that teachers are prepared to be taught on how to teach learners with dyslexia. There was a positive attitude of gaining some knowledge and they have gained interest in implementing the envisaged strategy. But Miss Cele

Grade 2 teacher in her phrase “*to handle those few learners*”, indicated that she only cared and concentrated on the few learners within her class without considering all learners to be equally taught.

CER advocates for accommodation of diversity. In the light of this principle, CER supports the notion that knowledge is a communal and social construct (Tlali, 2013:55). The knowledge is shared jointly among all co-researchers without misjudging the level and opinions of others. Learners with no learning barriers seemed to be side-lined, whereas all learners deserved to be treated fairly and equally.

(e) Parental involvement

Involvement of parents forms the basis in the education of learners. Strong relationships between learners and teachers has been built, leading to good communication (Lemmer, 2007:781). The school to play a role in supporting parents to navigate and access additional support in and outside the school during visits from the Department of Health for the dyslexic psychological assessment report. Parents needed the additional advice on how to evaluate the learner’s progress at home (Mariga et al., 2014:56), following the ATT programme.

In our meetings, positive inputs articulated from some co-researchers to improve the conditions for success of the strategy.

The OT suggested that:

A parent workshop with the class teachers need to be organised. “Iworkshop yo thisha nabazali idinga ukuhlelwa.”

Miss KB agreed:

Our parents need to attend a dyslexia friendly lesson sharing information. “Abazali badinga ukufunda nge dyslexia baxoxe nangolwazi lwayo.”

Both comments from the OT and Miss KB concerned a better understanding of involving parents in the implementation of a strategy to enhance teaching for learners with dyslexia. Parents gained confidence on what was expected from them to assist the learners with dyslexia. It all comes back to being in the partnership with the school (Reid, 2003:11), but Miss KB’s comment also showed the negative side of side-lining

the parents to hold their friendly lessons sharing the information without any support from other team members.

CER exchanges ideas to the consistent dialogue style (Guba & Lincoln, 2005). CER in this section is seen as anti-emancipatory. Parents are being marginalised and excluded, they are being told to go and attend lessons and share information on their own.

(f) Teacher assistants

TAs are paraprofessional, with no license to teach, but perform duties determined by teachers, following the programme planning process (Ashbaker, Young & Morgan, 2011:22).

The team realised that TAs were recognised as important members of the school environment. The TA works collaboratively and plays an important part working under the direction of the class teacher to support a learner with learning difficulty (see 2.4.3.4(f)). The issue of the TA was raised during our discussions.

The principal articulated:

*I don't want to say that we are understaffed. Please DBST we need teacher assistant.
"Angifuni ukusho ukuthi siyashoda, DBST sidinga abasizi."*

The DP supported:

Teachers need support staff to share the work inside the classroom. "Othisha badinga abasizi ukulekelela umsebenzi ekilasini."

The school principal was trying to elucidate the support needed from the DBST, one of their key responsibilities was to provide support to the school. The DP tried to emphasise the importance of having a person to aid a teacher in the classroom. Learners with dyslexia need individual attention, whereas on the other hand, the teacher is anticipated to take care of all other learners within the same class.

The CER principles stated that a good relationship will then be built by adopting a pupil-centred strategy (Nkoane, 2012:9). That is to allow the co-researchers' cooperation and partnership in this study to be strengthened by the ethics they valued and perceived reliable with the democratic principles that also support the CER

theoretical framework, which was also alluded to by Tlali (2013:49). The TA is taken as a valued member within a team, who is expected to perform duties, working under the direction of a teacher. From this stance, there was no equal partnership between the teacher and the TA. It was mentioned from the section above that a TA is para-professional and not licensed to teach, meaning they are not equal although they share the working load.

(g) Resources and funding

Providing suitable resources and funding develop teaching and learning into a sustainable environment (Blogger, 2012:14). SASA (RSA, 1996) imposed the improvement of quality education through the support from public school funds (see 2.4.3.4(g)).

Condition to the possible solutions appeared during our meeting. The ideas that were mentioned from the last meeting concerning the upgrading and expanding of the resources and funding to cater for learners with dyslexia seemed to come into a promise. The reason being to advance the teaching and learning. The SGB finance officer announced as follows:

The issue concerning the upgrading of resources and funding is under the important matters discussed by us and it is on the next agenda of our next meeting. "Indaba yezinsizakufundisa lidingidwa ngokubalulekile futhi lufakiwe ohlwini lomhlangano olandelayo."

The principal also agreed that the matter was seriously dealt with the members of SGB.

The SGB finance was trying to explain that the resources and funding matter was under the important issues discussed in the school. The statement might give hope to the team members and good implication of improving teaching for learners with dyslexia at the extent of showing a good lesson to other SGB members in the whole society.

The bad situation that marginalised and oppressed the rights of learners with dyslexia might be resolved through the improvements and upgrading of suitable resources and funding (Nkoane, 2012:22). Building of mutual trust between the school and the SGB

might enhance the good development of teaching strategies and the learning approach to become effectively.

4.5 The inherent risks and threats to be mitigated in pursuance of a successful operationalization of the emerging strategy to enhance the teaching of learners experiencing dyslexia

This section presents a detailed discussion of possible threats that may hinder the development of the strategies in enhancing teaching and learning by dyslexics. Inherent risks underpinned in this section are the establishment of a team, shared vision, situational analysis and priorities.

4.5.1 Non-establishment of a team

Non-establishment of a team comprises of different expertise leading to a feeling of inferiority such that the team is uncertain to provide input for fear of being criticised (Gathumbi, 2009:19). Members of the team feel threatened and incapable to handle the expectations and demands to bring actions during the strategic process (Striegler, 2017:52). NEPA (RSA, 1996:4) discourages the non-provision of opportunities for and encouraging the lifelong learning for every person.

During our monthly meetings, some other members of the team were regularly absent without any apologies, input and suggestions. A follow-up was made telephonically to find out the reasons for not appearing at the meeting. Many comments came out from this condition. Some members were being criticised by their bosses for misusing the contact time of their job because they could not afford to attend meetings after hours. Team members felt threatened and incapable of handling the demands and expectation of bringing the actions. Most of our team members, especially parents, worked as domestic workers (see 2.4.4.1). It was difficult for them to leave early for meetings because they avoided criticism from employers.

The following comments came out during our discussions:

The parent whispered in a hearing voice:

*We don't belong to these team, these pupil [sic] are free to attend meetings anytime.
"Asifanelekile kulenhlango, labantu bakhululekile ukuhambela imihlangano."*

The OT tried to calm the situation:

No, this is not like that my parent, we are also not free to attend as we like, our managers are complaining that we used the contact time for things that are out of our duties. "Akunjalo mzali nathi asikhululekile ngoba abaphathi bayakhonona ngokusebenzisa isikhathi somsebenzi."

The parent had a low self-esteem, seeing all themselves as parents who did not belong to the team, because they were not allowed to attend the meeting during working hours. Mrs Bhengu developed an inferior complexity and fear, she did not trust herself as part of the team who can make a difference to the envisaged strategy. On the other hand, the OT was trying to comfort the situation although there was an element of discrimination and non-existence of strong understanding in sharing the same sentiments. Both the team members' conversations might cause a bad influence because they bind everybody with their negative thought and if they use 'we', everyone might be hooked by their oppression and marginalised situation. By so doing, the whole structured team might split.

CER essentially emanated from the ineffective society, made out of the political action aimed at developing to have a sense of belonging in the research (Mertens, 2015:13). Co-researchers revealed the opposite of what the framework is executing (see 2.2.1).

4.5.2 Fading to share a common vision

Fading to share a common vision is without commitment and failure to take drastic decision that come up with one voice during the planning session (Senge, 2015:171). Fading to have a thinking strategy that is fixed in a solid understanding of the complex connection among us as a team. Taking a comprehensive opinion relating in selecting the reliable co-researchers with perspectives and vigorous data (Beatty, 2010:190). SASA (RSA, 1996:3) supports the provision of a uniform system for the organisation.

During our meeting, the team took a different direction to come up with a strategy that could develop teaching and learning for dyslexics. Members became confused and seemed to lose the goal to set standards in taking drastic decisions that would lead to one voice during planning sessions for a strategy. Miss KB seemed to lose interest of sharing the common goal with other team members and she was trying to adopt some other members to join her.

Miss KB complained about time and was ready to be involved in a broader view with other expertise. She complained:

This will waste a lot of time, it is better to separate the grade phase, each one tackle their own problem and us as Gr 3 we are also going to deal with ours. “Lokhu kungukuchitha isikhathi asihlukane omunye nomunye abhekane nenkinga yakhe.”

Miss Cele Grade 2 teacher agreed:

Yes, please let us not carry the burdens of others failing to do their work. “Impela asingathwali imithwalo yabanye abangazange benze umsebenzi.”

Miss KB's comments showed that the team needed to go in separate ways: The Grade 1's had to deal with their dyslexics, and so the Grade 2's and Grade 3's. Miss KB seemed not to commit and created opportunities for equal across grades 1–3. Mrs Cele also agreed; she thought that they were forced to carry the unfairly workload of others while they were not the ones who failed to teach (see 4.2.2). Both comments might create negative impact and might disturb the building of a strong vision and distract the focus of the strategy to enhance effective teaching for the dyslexics. That could also divide the smooth functioning of the school.

No sharing of ideas and knowledge from the different perspectives and consultants of dyslexia was supported by the CER epistemological aspect. Mrs Cele showed the non-existence of solidarity and unity to work as a team and sharing a common vision from the phrase *“let us not carry the burdens of others”*. This lost the goal to set standards in taking drastic decisions leading to one voice (Beatty, 2010:190).

4.5.3 Situational analysis

The condition was very tense. The team members failed to share the common goal to enhance teaching for learners experiencing dyslexia. The continuation of blaming one another between grade teachers affected the sharing of the same vision and follow one direction.

4.5.4 Priorities

(a) Policy imperatives on inclusion

The policy on inclusion required a special teacher in learning and teaching, Norms and standard for Education (RSA DoE, 2000). Inclusion underlines a three-way commitment to learning between the teacher, learner and parent (Nel et al., 2012:167). Inclusion is based on the democratic, egalitarian principles of inclusion, belonging and provision of equal education to all learners (RSA, White Paper 6, 2001:11).

The policy on inclusion focused on acknowledging and respect that all people can learn.

During the meeting when the policy was revised by the team members, they came across an important aspect that were not taken seriously during the drafting of the policy. The team experienced a threat that may hinder the implementation of a strategy to teach the dyslexics from grades 1–3. They did not consider that the inclusive policy recognised that education is wider when compared to correct teaching that take place in the societies based on the democracy. This implies that the team was not aware that they needed to refine their knowledge and skills and, where necessary, develop new ones to provide equal education. The inadequate policies and legislation on inclusion was a major barrier to develop a strategy to enhance teaching for the dyslexic learners.

The risks appeared when the members argued about the inclusivity. The HOD commented, very confused:

I don't understand this inclusion, how can I concentrate on a learner with a learning difficulty, at the same time deal with the parent and the community? "Angizwa kahle ngale policy ngizosebenza kanjani nengane engakwazi ukufunda ngiphinde ngibhekane nomzali nomphakathi?"

The HOD seemed to be confused by the regulations stating that learning is broader than formal schooling. The misunderstanding of such important fact might hinder the implementation of an inclusive policy that could affect the achievement of the goal of implementing inclusive policy in the school.

The SBST learner support agreed:

*How is it possible to deal with a parent and the community as the same time.
“Kuzokwenzeka kanjani ukuthi ngisebenze nomzalikanye nomphakathi ngesikhathi esisodwa.”*

The SBST learner support was also confused; the team members did not understand that the policy of inclusion is to work collaboratively by changing the culture and organisation of the school into broader perspectives. The members failed to understand and recognise their responsibilities to set the tone of a team and assist each other as a whole to become and maintain a supportive inclusive community. That does not happen automatically, but might demand that the team principal, teachers and the school community possess knowledge on inclusive policies for educational change and school reforms.

(b) Risk planning

Risk planning involved poor focus and failure to set strategic goals and objectives to develop a broader plan (MacKay, 2006:298). In risk planning the co-researchers cannot agree on a shared vision and values of a study that lost the determination of the framework (Zuber-Skerrit, 2011:238). It is not characterised by a common attitude and ambition (Palmer & Shulte, 2002:33).

During the planning, the co-researchers expressed their negative comments about the strategic planning that was drawn by all the team members in the meeting. The following comments indicated that the drawing up of the strategic plan by the co-researchers was not a reality in the school. Members of the team were not fully participating and focussed on what they were busy planning. They showed no common attitude and ambition in drawing the action plan. That was confirmed by the following comments:

Miss Cele:

*I'm surprised, I thought the drawing of a plan was the responsibility of an SMT not us.
“Ngiyamangala, ngicabanga ukuthi I plan yenziwa I SMT ayi thina.”*

Miss KB agreed:

That's true, I have never been involved in making a plan since I started teaching in this school. “Iqiniso lelo angikaze ngifakwe ekwenzeni I plan selokhu ngafika kulesisikole.”

The DBST stood up and interrupted:

Please let us be realistic, you mean all the time we are meeting here we don't qualify to do planning? "Ake sibeneqiniso, nichaza ukthi sonke lesikhathi sihlangana asifanelekile ukuba sense iplan."

The above phrases of Miss Cele and Miss KB indicated that members might never have been involved in strategic planning before. The DBST also indicated that there was a communication gap among the co-researchers from the phrase that said: *"you mean all the time we are meeting ... don't qualify."* That might be an implication of not having a positive attitude and ambition to do planning, which could be a bad influence to other co-researchers. The argument above also showed that planning was not properly done in the school. There was an element of not having cooperation and openness between the SMT and other stakeholders. That could affect the implementation of a good planning to enhance teaching and learning for the dyslexic learners.

The CER principle was embraced by the creation of people's different views for empowerment (see 2.2.3). This behaviour during the preparation session did not allow the co-researchers to determine actions to be taken in order to plan for the dyslexia strategy.

(c) Mislaying direct support

Teacher support acknowledges that the exercise of the educator's proficient obligations happens in a circumstance that requires mutual aid from the school (South African Council for Educators, 2000:18). Direct support is the cornerstone of successful inclusive education (Cook et al., 2013:915).

The strategy cannot be enhanced for teaching to salvage learners with dyslexia from failing to cope with English literacy if there is no development for direct support and educational trends to abreast teaching and learning for learners with dyslexia.

Teachers might display bad impressions to dyslexic learners that might cause an inferiority complex, a 'looking down' sense of competence (Nel et al., 2011:78). This might result in developing obstructions and irritations that could promote complications of fatigue and reduced morale. A negative attitude from co-researchers might lead to disrespect showing no dignity and status to other team members.

The team discovered that the emotional and behavioural difficulties affecting attention, concentration and responsiveness to teachers to deal with assessment procedures cannot be maintained if they received no direct support. The issues pertaining to the manifestations of power in their engagement may not be so trivial to them (Tlali, 2013:91), but their impact on teaching learners with dyslexia in English literacy was overwhelming. During our discussions we experienced burning issues concerning teacher support.

The principal complained:

We do not get any support from our district concerning the adapted assessment procedures for learners with dyslexia. "Asitholi ukulekelelwa idistrict mayelana nokuhlolwa okubuyekeziwe kubantwana abanedyslexia."

The HOD agreed:

It's not our faults!!!! We have submitted the application forms for dyslexic learners who need concessions (assessment procedures), but there was no response from the district. "Akulona iphutha lethu sihambisile izicelo zokuhlolwa ezikhethekile kodwa asiphendulwa I district."

The stance above shows that there was no support from the district to assist the school to deal with the challenges. It also appeared that it could also result with no cornerstone of successful inclusive education for learners with dyslexia. The principal and the HOD have developed the negative attitude towards the DBST. They saw themselves as neglected and not being able to assist the learners with dyslexia anymore (see 2.4.4(c)). Furthermore, the future for these learners seemed to be shattered by a lack of support from the DBST. The HOD shifted the blame to the district not the school, when she said:

"but there was no response ... It's not our faults. The curriculum is virtually unworkable."

Exposure to and understanding of the CER paradigm in this section, would support a researcher to take care in emerging the team's involvements not to support the co-researchers through proposing to assist each other. Finding solutions to design appropriate ways that empowers the whole team would create a better understanding

that the challenge of dyslexia needs to be handled collaboratively and the team needs to work together in order to come up with a strategy to enhance teaching.

(d) Teacher training

Teacher training plays a decisive role in learners' progress (Newman, 2012:29). Teacher training develops skills of education that are well-suited with policies of education (RSA DoE, 2008:9). Teachers regain empowerment to deliver policies.

During our conversation with the co-researchers, many suggestions were prompted about the insufficient training of teachers. The team discovered that policies such as SIAS Policy (2014:37) and DoE (RSA 2012:12) for curriculum guidelines for teaching learners with learning difficulties in a diverse classroom, were not properly delivered to improve teaching strategies needed to equip understanding based on teaching approaches for dyslexia.

Many comments came out during the meeting when teachers voiced their feelings about teacher development.

The principal worriedly commented:

In all grades (1–3) teachers are not competent in practical skills that are needed to deal with learners with dyslexia. “Wonke amabanga othisha abanalwazi ukufundisa ngokufanele abantwana abanedyslexi.”

The HOD agreed by stating:

The DBST promised us long ago to develop teachers with the SIAS process to assist learners but till today nothing has happened. “DBST wasithembisa kudala ukuqeqesha othisha ngamapolicy ka SIAS kuze kubemanje akukaze kwenzeke lutho.”

The principal was raising a serious matter concerning the incompetence of teachers who are not well-developed in policies by the district. The principal tried to emphasise the importance of teacher training that could be soon taken into consideration to upgrade the teaching skills using an adapted teaching approach so that teachers from grades 1–3 would be able to meet the needs of learners with dyslexia. The HOD further announced supporting the words of the principal that the DBST did not take full responsibility to develop teachers in policies. These regrets done by the DBST might affect the whole progress of a strategy to enhance teaching for learners with dyslexia.

Therefore, if teachers are not compatibly trained with education policies concerning teaching and learning they could not properly deliver educational services.

From the CER stance it might be clear that learners with dyslexia looked oppressed and marginalised by the slow-going teacher training and incompetent and poor teaching skills caused by lack of knowledge. Teachers seemed not to be able to fulfil specialised tasks in a particular area, approaches and useful skills are required (Newman, 2012:29).

(e) Parental involvement

Parental involvement is the collaboration between to work as partners in education that is highly supported by the South African Council for Educators (2000:17) to promote a harmonious relationship within the working place. The provision of a continuing developing partnership between teachers and parents promote the effective performance of all functions (SASA, 1996:b-12).

During the meetings, the functioning of an envisaged strategy has not encouraged parents and teachers to render voluntary services to the study so that the school benefits from assisting learners with dyslexia. Teachers ignored to give feedback to parents adequately and timeously about academic learner performance (Griffin, 2008:290) with dyslexia in English literacy. The implementation of the strategy can be hindered if parents failed to cooperate during the TTP intervention programme for dyslexia. The issue of parents not cooperating when invited to school, was raised in the meeting.

Miss Zulu Grade 1 (educator no. 2) articulated:

We are experiencing problems with parents, they do not turn up when being invited to school for learners progress.

The HOD supported the comment:

Some of the parents fight with teachers and do not want to accept that a learner is having a learning difficulty.

Parents refuse to cooperate and do not come to school during their invitations. There is a non-existence of good communication and trust between teachers and parents if parents fight with teachers. There is an element of denial, ignorance, in cooperation

and misunderstanding of parents when do not visit the school after being asked to come to school. Both parties (teacher and parent) develop an emotional problem and develop stress created by the learner with dyslexia. The non-existence of parental involvement might hamper the successful operationalisation of the strategy.

CER values displayed honesty, sharing, liability, mutuality and empowerment (Mhlomaholo & Nkoane, 2002:89). From this stance there is an indication of the opposite, parents doubted to involve themselves during the process of the envisaged strategy.

(f) Teacher assistant

Teacher aid assists and supports the educator in a collaborative partnership aimed at helping the special needs child who depends on high levels of support (Giangreco et al., 2013:691). Accessing the curriculum in an environment conducive to teaching and learning is a problem. The TA shares ideas with the class teacher in regular meetings before and after classes (Webster, 2012:78). The TA reduces stress and eases the teaching workload (Blatchford et al., 2013:443). The special educational policy (2008) demands for the role of TAs to be substantially changed and grown.

During our meeting, the co-researchers discovered the inherent risks of not having the TA to support learners who experience dyslexia. The team also discovered that teaching and learning without a TA could not be manageable in an overcrowded classroom having learners with dyslexia. Teachers experienced difficulties to access the curriculum in a conducive environment if there is no one who assists learners with dyslexia as a reader or writer. The co-researchers also commented that if teachers are prepared and delivered lessons there is no assistance in preparation of adapted resources in support of special needs learners. During the therapy sessions for learners with dyslexia it was very difficult for teachers to manage therapeutic processes without a TA. Therefore, the team members discovered the inherent risks of not having TAs causing teachers to carry a big load of work.

More inputs came up concerning this matter, as the teacher explained:

I have no one who assists me with the programme of supporting learners with reading difficulty, whereas at the same time I must also teach other learners in the same class.

The teacher explained that with the absence of a TA in an inclusive classroom it was difficult to do effective teaching. The teacher cannot provide regular feedback, discussing and clarifying the needs of each learner having difficulties. This might affect the future learning and progress of learners with dyslexia in the entire society. This problem can be carried out even in their high school level.

The HOD agreed:

It is difficult for us to operate under a new set of assumptions to redesign curriculum that is innovative and cooperative without having a TA.

The HOD was trying to explain that without a TA a teacher could not create a conducive classroom environment and to be cooperative in collaborating with specialists and para-educators for effective teaching. The HOD made it clear in the phrase “*it is difficult for us to operate under a new set of assumptions*”, meaning that if there is no TA it might be difficult to play the vital role in fostering positive teaching approaches with substantial requirements to increase the time needed by learners with dyslexia. The phrase of the HOD might also emphasise that the support needed from a TA is one of the main potential resources needed to support learners with dyslexia.

The CER objective entails the transformation of reality to build development in learner’s lives (Tlali, 2013:43). The phrases above disagreed with the CER stance because there was no teacher support for the diversity and needs to accommodate advocacy in the appropriate teaching approaches that included teacher aids within the school. There was no truth originating from reliable sources such as TAs with a view to find strategic solutions for learners with dyslexia.

(g) Insufficient resources and funding

The use of resources should be appropriate for subjects, appropriate to the age, language competence, gender and culture of learners and attentive of barriers to learning (RSA NEPA, 1996:a-49). Socio-economic disadvantages, negative environmental circumstances, reduced access to resources and little education of parents, are known to have a resilient control on a child’s language and literacy development (Pretorius & Mampuru, 2007:39). The outcomes proved by Makoe (2007:60), as well as Pretorius and Mampuru (2007:41), indicated that primary schools

in South Africa are under-resourced. There is a shortage of libraries with limited books to promote reading skills for learners experiencing dyslexia during early stages. The strategic process can be disturbed if there is insufficient learning materials specifically designed for the TTP intervention programme to cater for learners with dyslexia at school. Many questions were stimulated during our conversation regarding the resources.

Miss Cele Grade 2 educator asked:

Where and when are we going to get those assistive devices to cater our learners with reading difficulties? “Sizozithola kuphi nini izinsiza kufundisa zabantwana abanenkinga yokufunda na?”

Miss KB asked:

According to my knowledge, we do not even own a mini library for our learners to get used to reading, truly speaking ... Where are we going to get money for those expensive devices Mhhh!!!!? “Ngolwazi lwami asinayo ngisho indlu yomtapo wolwazi, gnempela sizoyithaphi imali yalezinto ezibizayo mhhh!!!”

Mrs Cele was trying to indicate to us that there were only small chances of getting teaching material suitable for learners with dyslexia. Miss KB ironically stressed that the school had no money to have even just a small library so how would they be able afford to buy expensive devices for dyslexia. These co-researchers certainly lost hope of getting the resources that could assist learners with dyslexia. That was confirmed by their phrase of asking ‘*where?*’ which finally indicated that there was no hope of getting assistance about the funding and resources for dyslexia. It seemed so difficult to them to get the physical resources as well as human resources.

The purpose of CER was to achieve freedom from the power exercised by the dominant groups and classes, and to obtain the power to be free to exert influence and give direction to one’s own life. In this stance there was no hope of getting the assistive devices for learners with dyslexia, they even lost the direction and power to influence other team members to be eager and continue fighting for a strategy to enhance teaching and learning.

4.6 Indicators of success on the formulated strategy

The preceding sections explained the process of developing a strategy to enhance teaching and learning for learners who experience dyslexia in the foundation phase. The first objective studied the need for the development of the strategy to enhance teaching for dyslexic learners. The second objective examined the components of the strategy that could respond adequately. The third objective alluded to the conditions that are conducive to the implementation of the strategy. The fourth objective focused on the inherent risks and threats that may hinder the attainment of the strategy, and lastly, the evidence that the strategy works, is discussed below.

4.6.1 Establishment of a team

Establishment of a team create opportunities for team members to work collaboratively and share their individual skills (Ziegler, 2017:7). Team members endeavour to find ways of solving problems, in this case that of dyslexia (Reid, 2005:147). This is imperative for responding adequately towards developing a strategy to enhance teaching of learners with dyslexia and to create mutual trust among team members to stay united (Stringer, 2013:11). Teamwork also engenders collaboration (see 2.4.1.1).

An indication of success showed during discussions among the team members. The different experts came up with different views that created opportunities for the implementation of a good strategy for learners with dyslexia. The co-researchers worked jointly and responded adequately in solving problems concerning the teaching of English literacy for learners in grades 1–3 experiencing dyslexia. That was shown when the DBST responded very well by saying:

I'm happy that all the portfolios in this team are presented, it means we are going to succeed in these [sic] journey. "Ngiyajabula ukuthi yonke iminyago ikhona, sizophumelela kuloluhambo lwethu."

The principal also added and mentioned the portfolios according to different spheres, she further elaborated that:

I now believe that our learners are going to be assisted because all the stakeholders are here, look we've got DoH, DoE, DBST, SGB, parents for dyslexics and teachers, isn't so perfect!!!", she smiled. "Sengiyakholwa ukthi abafundi bazosizakalangoba yonke imikhakha imelelekile kuhle lokho."

The phrases above gives an indication that the team members succeeded to form a collaborative team represented by different stakeholders. Building of mutual trust was created when the principal happily counted all the portfolios that involved the community at large. The team members were working jointly to enhance teaching for the dyslexic learners. The CER principles emerged when solidarity and care was implemented among the team members. Creation of good ideas and new knowledge (Tlali, 2013) about dyslexia were shared among all co-researchers. There was openness to manipulation and control of ideas in the empirical research (Leonardo, 2004:14; Pilario, 2007:58; Wagner, 2003:83).

4.6.2 Sharing a common vision

Sharing a common vision is to build a breathing strategic plan. The goals were to agree on one solution, to develop a common goal (Jesse, 2014:44), and working on a shaped vision to fit the situation in a particular context.

During the process the team worked harder with in accordance of sharing common goals and knowledge of expertise and unique talents needed for group efforts. The co-researcher developed the knowledge of trust in order to agree on common ideas to enhance teaching and learning for learners with dyslexia. During our meeting, all the co-researchers stayed focused and committed to accomplish our vision. This was revealed when the OT commented during the meeting:

I'm happy that we all now understand the purpose of coming in this meeting, it means our goals are accomplished." Everyone clapped hands.

The statement made by the therapist showed that every member in the meeting was going in the same direction. No one opposed what was suggested by the OT. The success of sharing a common vision among the co-researchers became successfully when all the members clapped their hands. There was a positive indication that the team members were willing to develop knowledge of trust within the society at large, when the DBST further agreed:

Together we can make it for our vulnerable dyslexic learners let us be positive and do the rights.

The positive attempt made by the DBST promoted mutual trust among the team members and also created social justice for learners with dyslexia. The words of encouragement showed that the team members were seeing the light and hoped to enhance teaching for the grades 1–3 learners experiencing dyslexia in EFAL.

4.6.3 Situational analysis

The strategy worked and have been responded adequately among the co-researchers. The conducive situation allowed for the implementation of the strategy to enhance teaching and learning for the dyslexic learners in grades 1–3. Great opportunities were created to collaborate with trust to focus on the ultimate aims and goals for the strategy.

4.6.4 Priorities

(a) Policy on inclusion

The RSA DoE (2001:15) introduced the policy on inclusion in a form of help, assistance and guidance given to learners as early as possible who experience barriers to learning. The policy on inclusion provide clarity on how learners with dyslexia and their educational needs should be supported. The policy on inclusion provides the processes to ensure that all learners receive appropriate support to enhance their learning (RSA NEPA, 1996:2).

The team members came up with one solution that made a success of the strategy. They discovered that the SIAS policy was not well-implemented at school. It has appeared that the SIAS Policy was very important because SIAS aims to respond to the needs of all learners, particularly those who are vulnerable and mostly to be marginalised and excluded (SIAS Policy, 2014:1).

The collaborating team decided to develop and implement a screening-baseline assessment to early interventions in order to prevent literacy deficits having a long-lasting effect on foundation phase learners with dyslexia, following the SIAS policy guidelines. During our meetings, positive suggestions were revealed among the co-researchers when they were busy discussing the policy implementation.

The SBST learner support educator commented loudly:

I'm clear about the SIAS policy, it will be easy for our learner support committee to follow the right procedures in assisting learners with dyslexia. "Sengiyazi ngo SIAS sekobalula kwikomidi ukulandela okufanele ukusiza abantwana abane dyslexia."

The HOD alluded:

Yes, SIAS policy taught us a lot, we now know about the correct procedures, SNA1, SNA2, SNA3 and ISP [individualised service plan] to assist our learners with learning difficulty. "Yebo SIAS policy usifundise lukhulu sesiyazi ngemigudu efanele ukusiza abantwana abane dyslexia u SNA1, SNA2, SNA3 ne ISP."

Both statements from the SBST and HOD might be the successful indication that the SIAS policy was well-understood by the team members. The main focus of the policy which was to manage and support teaching and learning processes for learners with dyslexia was also accomplished with the phrase *"taught us a lot"*, meaning the team gained more knowledge. The policy might have directed the entire system in the school on how to plan, budget and programme support at all levels.

From the CER perspective the co-researchers experienced a radical change to oppressive structures, practices and emancipation of knowledge.

(b) Planning programmes in good relationships

The planning programme for good relationships was to contribute in working to change lives by supporting the improvement of education provision, provide direct support to individuals and leading the agenda for change (Lemperou et al., 2011:37). Collaboration between a researcher and co-researchers, parents of learners with dyslexia in planning programmes in a good relationship became a powerful contribution through their ordinary experiences and feeling, that was also supported by Spall (2013:4); hence, the collaboration of different stakeholders in a team creating a network where knowledge is located (Sherman, 2008:6).

During our process the co-researchers fundamentally transformed change: one condition to a better condition, in providing intensive intervention with particular focus on the development of phonological skills, as supported by Elliott and Grigorenko (2014:13). The coordinating team agreed to implement the TTP intervention programme for learners with dyslexia. The programme was based on a learner at school to focus on tools to process letters, words and information correctly. The

purpose was to improve the writing, spelling and comprehension and to master the use and punctuation, learning how to track, sequence and process letters to improve reading ability and speed. A successful attempt was made by the therapist when he made promises to the entire team that:

We as DoH (therapist) is willing to assist the team in the entire process, all we need to do is to focus to our plan and move forward. "Singumnyango wezempilo siyazibophezela ohlwini lokubheka phambili."

The DBST also agreed and promised the team that:

We have succeeded to draw our plan it means it must be also included to our SNES action plan. "Siphumelele ukudweba uhlu lwethu sizolifakakolwethu kwaSNES."

The therapist made a promise that the Department of Health was positive to implement the drawn plan without a doubt. They were willing to give the focus to the process of assisting and developing strategies of teaching learners with dyslexia. The DBST also mentioned that the plan was successfully drawn up and by so doing the district promised to align the dyslexia plan with the SNES plan, taken from the phrase "*it must be included into our SNES*". This was an indication of working together, creating a network between the different aspects of the society. For mutual understanding and self-respect among the team members, see the principles of CER (see 2.2.3).

(c) Direct support

Direct support focused on developing collaborative partnership and new ideas (Golightly & Bracket, 2010:49), providing guidance and care that support development in the education systems (RSA NEPA, 1996:4).

During our monthly meetings, the learner support committee at school was elected to support learners identified as having dyslexia and to develop an individual support plan for each learner. The OT from the team who worked at the Niemeyer Memorial Hospital agreed to organise the assessment for all learners identified as having a reading difficulty. After the screening and identification assessment, then the TTP programme would be implemented involving the therapist, teacher, parent and a learner (see 4.3.4.2). The assessment was for assessing the strengths and weaknesses and to establish goals for the TTP programme. Great opportunity was created to come up with an idea of increasing awareness of dyslexia, that was also

supported by Griffiths et al. (2003). Positive suggestions leading to success were proposed during our monthly meetings. Mrs Nkosi revealed that early identification was very important when she said,

I think it will be better for us to first identify those learners with dyslexia.

The school principal further agreed:

Early identification and thorough intervention need to be done before referring a child to a special school.

The entire team has determined the importance of early identification for learners with dyslexia in such a way that it ensures that teachers and the school understood the support needs of all learners to enhance delivery. The coordinating team obtained guidance on how to further support and the interventions to be made available to learners who have been identified through the screening processes conducted through SIAS Policy (2014:14). The support expanded at large, and other primary schools also gained knowledge on how to handle a learner with dyslexia.

Unity was created within the primary schools. The information was provided and changed for a better life for learners who experience dyslexia. Trust was built among the different expertise. Direct support created by the team rescued the learners who were oppressed and marginalised by the curriculum (see 2.2.3 for CER principles).

(d) Teacher training

Teacher training are general principles, pedagogy and management strategies used for classroom instructions (Snowling & Hulme, 2005:79). Teacher training creates dyslexia ideas and techniques more accessible to teachers, practitioners and parents so that they feel more confident, represents recognition of a craft knowledge in the teaching of English (Zimmerman et al., 2011:219).

During our discussion, the team followed and adopted the remediation style of Kenya and Namibia (see 2.8.2) that was based on a sound instructional focus on the learner's needs and diversity (Wilson, 2004:38). Every teacher teaching learners with dyslexia was expected directly to observe the learner, pinpointing the errors and correct them immediately. Teachers were also encouraged to do classroom remediation, working collaboratively with assistant teachers whereby a learner is observed and assisted

immediately. It means creating great opportunities to encourage learners who experience dyslexia to operate outside of their learning preferences, taking them outside their comfort zones in a safe environment, to reveal hidden depths and unexpected weaknesses (MacKay et al., 2010:170). After the strong understanding of what dyslexia is, teachers gained an interest of strategic developments in teaching learners with dyslexia.

Miss Cele Grade 2 educator proposed:

We need to learn some more appropriate strategies to teach those few learners in our classes.

Teachers have appreciated the necessity to have perfect control over their teaching environments. Rose (2010:32) stated that the implementation of teaching styles is about selecting objectives, organising learning activities into a sequence hierarchy and evaluating the behavioural change. All the co-researchers suddenly realised that behind every learner was someone waiting not only to be noticed, but especially to be nurtured.

CER supported the working relations to be unitary among the co-researchers. Shared interest, values and common agreement was shown by having compatible interest of developing teacher training on teaching skills for the dyslexic.

(e) Parental involvement

Parental involvement is the collaboration between the parent and the school for effective teaching to take place (Smith, 2004:53). The involvement invites the parents to school for learners' progress (Campbell, 2008:10).

Positive suggestions were prompt during our meeting that the team saw the importance of collaborating with all parents for effective teaching and learning for learners who experienced dyslexia. Parents of learners with dyslexia were invited to the meeting with the purpose of creating a parent support group. Different positive suggestions came out in the meeting such as:

Mrs Sokhele (parent):

We are now ready to form a support group of parents of learners with dyslexia to work together with teachers and the OT.

The parent was trying to show confidence that they are ready to form a parental support group as parents. She included all parents with no doubt that they all qualified to be part of a support group. There was no element of discrimination among the members of the team. Every co-researcher was treated equally and valued.

The SGB member supported the statement made by Mrs Sokhele, a parent, when she said:

We can do it without experiencing no problem, my aunt is also a member of support group for learners with Autism in a special school and their progressing.

Assurance was given to the members of the team that the support group could never be a failure when she quoted that her “*Aunt is also a member ... and their progressing*”, meaning that the formation of the parental support group might progress without any disturbances. This might be a positive indication that parents need not to be ignored by other members but to work collaboratively with other support group members from the society.

The SGB member developed mutual trust and hope within the members, planting the positive roots of dedication within the society. To provide the reality for the betterment of lives that produced valuable knowledge for all parents of the Amajuba primary schools.

(f) Teacher assistant

The TA involves the development of more flexible teaching services that focus on the specific concerns for that individual learner, rather than “a one-size-fits-all approach” (Lohrmann & Bambara, 2006:114). The team encouraged the classroom assistant support to do daily contacts in a variety of situations. The classroom assistant was given duties to break down instructions and tasks, organise work materials and become a reader and scribe for learners with dyslexia. Teachers were also quietly aware to be good observers, to be able to see that a child is predominantly a visual learner (learns best by seeing), auditory learning (learning best by listening) and kinaesthetic learners (learn by doing /feeling) (MacKay et al., 2010:170). The more teachers get to know the learners with dyslexia, the more they (teachers) work together with TAs to find the best individual support. Through establishment of trust and confidence between parents, teachers, learners and TAs it was much easier to find

out the best way to help and support the individuality. The team got an understanding that it is important to know and build trust between the learner, teacher and parent.

The OT articulated:

We all learned that it is very important to have TAs that will understand a child and give individual support.

The DBST emphasised:

Yes, and also consider the needs and diversity for individual support.

The team supported the strategy of having the TAs for individual support that allows learners with dyslexia to work at their own pace and according to their unique levels of ability. Having the TAs might have encouraged a cooperative attitude between the teacher and the dyslexic learner. The working together of a TA and the teacher could be easier for a teacher to identify the needs and diversity of each learner in the overcrowded classroom with the help of a TA.

The provision of a TA in the CER stance showed that the learners with dyslexia were treated fairly and given equal opportunities to practice social justice (Nkoane, 2012:8).

(g) Resources and funding

Provision of resources and funding allows teachers to work effectively and efficiently (Gyorfi, 2010:10). Devising the resources empowers the process of teaching in educational management (Sizani, 2012:7). SASA (RSA, 1996:43) provides that the state must fund public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education.

During the discussions the co-researchers learned that the accessibility of resources and funding such as physical resources and teaching material at school plays an important role in teaching learners with dyslexia. They also discovered that resources empower teachers to work effectively and learners became actively involved in learning. Indicators of success appeared when the team came up with the building of extra classes to eliminate overcrowding.

The following phrase that was made by the principal made it clear that the classes might be provided.:

The Lansect company arranged the interview meeting with the school management in connection with the mobile classes.

The principal paved a way that good progress was coming from the accessibility of resources and funding by the Lansect company. It showed that the matter was further discussed by the board of Lansect who committed themselves to arrange the discussion with the SMT. The response of the Lansect board indicated that they have seen the importance of providing good quality of education.

From the CER stance, the team and the Lansect company revealed the mutual trust and valued the lives of learners with dyslexia. Visiting the school was a positive attitude to show respect for other human beings that are oppressed by the socio-economic factors.

4.7 Conclusion

This chapter has focused on the analysis and interpretation of data collected in respect of developing a strategy to enhance teaching for learners who experience dyslexia in the foundation phase. The chapter outlined how data was analysed, interpreted, presented and discussed using the socio-cognitive model of Van Dijk's CDA. This chapter dealt with the analysis of the data, as well as the presentation and interpretation of results and findings on the strategy to enhance the role of female principals as curriculum managers. More information sessions were conducted in which we, as the coordinating team, mutually and undoubtedly indicated that there was a need for developing such a strategy.

The chapter further explored and analysed the teaching strategies and intervention programme that were mostly used to enhance and develop a strategy for the dyslexics, namely visual learning, auditory learning and kinaesthetic learning (MacKay et al., 2010:170). It subsequently considered data in respect of the components of the implementation of a strategy; conducive conditions for the successful implementation of the envisaged strategies; the risks and threats that could dissuade the strategy from attaining envisioned objective(s) and indicators of success of the formulated strategy. The next chapter discusses the findings of the implemented strategy to develop teaching for learners with dyslexia. This was in line with the objectives of the study as mentioned in Chapter 1.

Chapter 5

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to develop a strategy to enhance the teaching of grades 1–3 learners who experienced dyslexia in reading literacy (English) in one of the primary schools in the Amajuba district. In fulfilment of this aim, this chapter presents findings, recommendations and a conclusion leading to the development of a strategy. The chapter determines by providing the precipitate findings, recommendations for future research and recognising a limitation of the study.

5.2 The aim of the study

The aim of the study was to develop a strategy to enhance the teaching of literacy in English for grades 1–3 learners who suffer from dyslexia, such that their reading capabilities are improved.

5.3 Summary of the study

5.3.1 Problem statement

Grades 1–3 teachers in the Amajuba district appeared to experience challenges with regard to teaching learners who suffer from dyslexia. The main reason for this seemed to be the fact that learners with dyslexia cannot read well (Johnson, 2003:1) because they cannot recognise letters, words or sentences. This seems to be the main reason for these learners who are then being referred to special schools for learners with problems related to mental retardation.

5.3.2 Primary research question

How can the teaching of English literacy to grades 1–3 learners who suffer from dyslexia be enhanced in order to improve their reading skills and competencies?

5.3.3 The objectives of the study

The study sought to achieve the following objectives:

- To justify the need for the development of the strategy to enhance the teaching of literacy (English) to foundation phase learners who suffer from dyslexia.
- To determine the components of a strategy that can respond adequately to the learning needs of grades 1–3 learners who suffer from dyslexia.
- To understand the conditions that are conducive to the implementation of the strategy to enhance the teaching of literacy to grades 1–3 learners suffering from dyslexia.
- To determine the inherent risks and threats that may hinder the optimal implementation of the strategy to enhance the teaching of literacy in English to dyslexic learners.
- To provide evidence of the optimal functionality and effectiveness of the envisaged strategy in the teaching of literacy (English) to the dyslexic foundation phase learners.

5.4 Need to develop a strategy

5.4.1 Establishment of a team

5.4.1.1 Findings in establishment of a team

There was no teamwork among the Grade 1, 2 and 3 teachers. The non-existence of teamwork caused the inability to work together to share skills, experience and expertise in support of learners with dyslexia. The absence of teamwork created undesirable results that caused uncommon understanding in decision-making. The teachers lost direction on distinct strategies that can be used to become coordinated. It contributed to lack of responsibility and accountability when it comes to teaching learners with dyslexia (see 4.2.1).

5.4.1.2 Recommendations in the establishment of a team

The absence of teamwork meant that there was a need for grades 1–3 teachers to work together towards teaching learners with dyslexia. Thus, means were to be developed to counteract the negative attitudes that teachers had for each other and to raise the level of accountability and responsiveness among SMT members towards supporting the teaching of learners with dyslexia.

5.4.1.3 Conditions conducive to formulate a dedicated team

The coordinating team will interact with each other regularly and depend on each other for attainment of common goals. This will be obliged on the same direction that will develop a strategy that enhances teaching in English literacy for learners with dyslexia. The study encourages committed team members that will focus on mutual trust and encourage teachers to gradually communicate will all the co-researchers freely.

5.4.1.4 Threats hindering the establishment of a team

At the beginning the team felt threatened and incapable to convey the potential and demands that could bring engagements during the strategic process. The high rate of absentees caused the failure to form a strong and trustworthy team.

5.4.2 Sharing a common vision

5.4.2.1 Findings on sharing a common vision

The team failed to share one common vision, to be given support and to be motivated in the workplace. It turned out that the team had no particular vision that guided the school's management in teaching the learners with dyslexia. The teams of different stakeholders together had no capacity to provide support and discussions on impartial and objective advice to the teaching of dyslexia. The team failed to stimulate the vigorous social solidarity of all team members to build a fruitful establishment that provides a team with energy and focus.

5.4.2.2 Recommendations to share a common vision

The need for teachers to have and share a commonly shared vision regarding the teaching of learners with dyslexia, is imperative. A common/shared vision has the capacity to unite teachers.

Thus, the absence of a shared vision as in the absence of a coordinating team, justifies the need for a mechanism to engender unity among teachers and SMT through a shared vision.

5.4.2.3 Conditions to share a common vision

The co-researchers will concentrate on the operative functioning to develop a feasible strategic plan for the envisaged strategy to enhance teaching and learning for learners

with dyslexia. The entire team will stay focus on the vision and mission of the study. Sharing a common vision on different perspectives will strengthen the strategy to gain huge results in supporting learners with dyslexia.

5.4.2.4 Inherent risks failing to share a common vision

The team was composed of different expertise which were hesitant to provide personal views for the envisaged strategy. During our meetings, some members of the team experienced an inferiority complex and feared to bring actions during our strategic process. The threats led the whole team failing to have strategic thinking that is grounded in a strong understanding of the complex relationships.

5.4.3 Contextual situational analysis

5.4.3.1 Findings

The inclusive school failed to implement the guiding principles of inclusive education to accommodate learners with dyslexia. White Paper 6 and the SIAS policy were available but not implemented in the school. There was no provisional support of extra time allocation to give allowance in the composite timetable. Teaching materials on dyslexia and resources used to teach learners with dyslexia were not adapted.

5.4.3.2 Recommendations

The school needed to increase participation and reduce exclusion by providing support to all learners irrespective of their background culture, abilities and disabilities. The school should focus more on training and mentoring of educators, teacher assistance and parents. Well-establishment of teams in general and further at school level will support the mechanism to put learner and teacher support in place.

5.4.4 Priority areas

It is important that pertinent and critical priorities for teaching learners are identified, thoughtfully and thoroughly.

5.4.4.1 Findings

However, the absence of teamwork among teachers of grades 1–3 (see 5.4.1), as a result of them not having a common and shared vision regarding learners with dyslexia

(see 5.4.2) as well as the act of not determining the learning needs of dyslexic learners (see 5.4.3), meant that the priorities that would enhance support of teaching of dyslexic learners were determined. This is evidenced by the limitations in the direct support, planning, teacher aids and parental involvement in the teaching of learners with dyslexia. The omission of one or more of these priorities may upset the successful implementation of the teaching in the long run.

5.4.4.2 Recommendations

The need for identification and prioritisation of the learning needs of dyslexic learners further necessitates the development of enhancing strategy for teaching of grades 1–3 dyslexic learners in English literacy. The importance of this aspect resides in the fact that these priorities and learners' learning needs are the core of such teaching strategy.

5.5 Critical priority areas

5.5.1 Policy imperatives

5.5.1.1 Findings in policy imperatives

The team negated to accept and respect the policy of inclusive education in White Paper 6 that emphasises that learners are different in some way and have different learning needs which are equally valued (see 4.2.1). The team ignored to follow the principles of inclusive policy that hindered the teaching and learning to overcome barriers to access participation and knowledge that all learners with dyslexia need support (see 4.2.1). The school did not respect learners' right and followed the principle of inclusive policies, namely SIAS and White Paper 6 in language, religion, cultures and ability.

5.5.1.2 Recommendations for policy imperatives

The team members need to follow proper principles of the inclusive education policy to improve access to quality education for learners with dyslexia. The coordinating team should gain more experience in SIAS (Screening, Identification, Assessment and Support) policy protocol, as well as the set of forms (SNA1, SNA2, and SNA3) officially used by teachers, the SBST and DBST during the process of screening, identifying and assessing barriers experienced by learners with dyslexia.

5.5.1.3 Conditions conducive to policy imperatives

The coordinating team emphasised the implementation and the better understanding of policies on SIAS and Policy Guidelines for Accommodating Learner Diversity (2012) in the classroom through the National Curriculum Statement (2013:8) (see 4.1.1). The school was encouraged to develop a policy that will manage and support teaching and learning processes for learners who experience dyslexia. Implementation of policies will direct the school on how to plan the budget and programme support at all levels of the envisaged strategy.

5.5.1.4 The threats that hinders the implementation of inclusive policies

Teachers failed to acknowledge and respected that all learners can learn. Teachers could not respect egalitarian principles of inclusion based on the democratic provision of quality education to all learners, as stated in White Paper 6 (RSA DoA, 2001:11). Policies could not be considered because educators did not consider that inclusive policy recognises that learning is broader than formal schooling and it occurs in the home and community that is based on the democracy. This implies that the team was not aware that they needed to refine their knowledge and skills and, where necessary, develop new ones to provide equal education (see 4.5.4(a)).

5.5.2 Planning

5.5.2.1 Findings in planning

Firstly, the team members experienced a big challenge of not displaying a common attitude and ambition that could promote the study process to reach its targets in enhancing the teaching of learners with dyslexia. This was so difficult for the established team to formulate plans that corresponded with the nature and extend of the complexities they have found about dyslexia.

Such problems resulted to a confused expertise that became so difficult for them to formulate and came up with brilliant ideas that could guide and inspire with the purpose to improve the entire team for the best. That was shown by the DBST and the learner support from their argument statements (see 4.2.4(b)). That friction between them resulted in creating a friction among the co-researchers which could lead to failure of implementing a strategy to enhance teaching for learners with dyslexia.

5.5.2.2 Recommendations in good planning

All the co-researchers agreed to be fully involved and the virtuous planning was designed democratically, which resulted in a positive response to accomplish the study process effectively. All members responded and agreed on the same goals leading to a successful direction and the achievements of the aims and study objectives. This was supported by the positive phrases *“Our plan has been well understood”* (see 4.3.4(b)). The positive atmosphere proved that the team was able to create a space and empower themselves so that drastic decisions could be properly taken to drive the planning forward.

5.5.2.3 Conditions conducive for good planning

The co-researchers improved the planning provisions by working collaboratively with learners, parents, staff and external expertise in making the progressive process. The plan was successfully drawn up as a way forward to create adequate progress. The co-researcher’s opinions guided the process in a positive attitude when it was discussed and was able to set dates for invitations of the strategic planning meeting (see 4.4.4(c)).

The conducive condition of a good planning appeared when every idea and view of the attendees were highly appreciated and taken seriously. Every team member participated to the strategic planning was treated equally.

5.5.2.4 Risks hindering good planning

During the preparation of the strategic planning, the co-researchers faced risks that delayed the process. The expertise simply lost their focus and direction in developing a broader plan to enhancing teaching and learning for learners experiencing dyslexia. The team members raised far different opinions caused by friction among the co-researchers through uncommon attitude and ambition comments (see 4.5.4(b)). The phrases commented by the co-researchers in Chapter 4 (section 4.5.4(b)), showed the inherent risks that could hinder the whole process of a good planning if the team members do not focus and agree to the same goals and priorities.

5.5.3 Direct support

5.5.3.1 Findings to provide direct support

The school experienced a challenge of deficient information and failed to create new ideas that could provide care, guidance and support for the developmentally dyslexic learners. That was caused by in availability of special support from the different expertise such as the OT, DBST, consultants and specialist educators that provide skills necessary to meet the needs of learners with dyslexia. The team found that there was a shortage of dedicated professionals that could assist the school to improve the lives of learners with dyslexia (see 4.3.3(c)). The team also discovered that it was difficult for the school to involve and implement support from the OT at the Department of Health that provide functional goals, manipulation and organising objects that support learners with dyslexia within the academic environment (see 5.7).

5.5.3.2 Recommendations to provide direct support

The team understood and strengthened the education support service (DBST), district support evaluated programmes, diagnose their effectiveness and suggest modifications through supporting teaching, learning and management. Provision of the direct support also built the capacity of the school in terms of early childhood development to provide the full range of education support such as professional developments in curriculum and assessment to the SBST.

Different stakeholders played a vital role in working collaboratively to share progressive ideas when they agreed to work together between the DBST, OT and SBST to support the process of enhancing teaching and learning for the dyslexics (see 4.3.3) in support of each other to promote. Positivity was created by the OT who provided support, not only for learners with dyslexia but for the entire community, as stated by the SIAS policy (see 4.3.3(c) last paragraph).

5.5.3.3 Conditions conducive for direct support

The team members showed interest by working together to gain knowledge from the different expertise who were fully involved in the implementation of the strategy for learners experiencing dyslexia. Special support was organised by the district SNES, that was also confirmed by the DBST member during our meetings (see 4.4.4(c)).

Conducive conditions to provide direct support were also showed by the expertise when the process started; every member of the participated team expressed their dedications that led the whole process successfully. Positive response from the support service providers made the support to become a success after receiving the good news that the health expertise was coming for learners' assessment (see 4.4.4(c), Phase 2). An element of unity and solidarity proved that social justice was the key for the conducive condition to provide direct support.

5.5.3.4 Threats that hinders the provision of direct support

The absence of the different expertise and lack of knowledge hindered the smooth running of the process to provide direct support for the strategy to enhance teaching and learning for learners with dyslexia. Direct support could be misled if teachers convey negative messages to undermine the assistance provided during the implementation of the strategy.

The inherent risks that could affect the provision of good support from the expertise were when teachers and parents had emotional and behavioural difficulties affecting attention, concentration and responsiveness to deal with the demands (see 4.5.4(d)).

Development of a negative attitude between the co-researchers hindered the progress to provide good support to the strategy.

5.5.4 Teacher training

5.5.4.1 Findings in teacher training

The coordinating team was facing a big challenge in developing teachers who teach learners with dyslexia to provide better teaching instructions that could allow teachers to deliver consistency for every learner in the foundation phase at Amajuba district. The researcher also discovered that the teacher was incompetent to meet the requirements to develop educational skills that were compatible to develop educational skills that were compatible with education policies (SIAS, 2014; Inclusive Education, 2001) (see 2.5.5.2); this would enable teachers to develop the strategy.

Teachers also experienced challenges on how to integrate the eight multiples of intelligences and visual, auditory, kinaesthetic, multisensory teaching approach during their teacher development sessions, a technique for easing the reading load while still

maintaining the English contents. The use of different teaching strategies and learning approaches were discussed in Chapter 2, section 2.4.2.4 (d) and Chapter 3, section 3.2.3.

5.5.4.2 Recommendations in teacher training

The researcher has seen that teachers who teach learners with dyslexia need more than just subject knowledge. The workshops were organised to capacitate teachers on how to understand individual differences and how to match teaching in different strategies and diverse learning styles. Training for the management of the curriculum in an inclusive classroom was also provided by the DBST as it was a pedagogical and organisational challenge. Teachers were also engaged into practical experiences and knowledge, together with ongoing support to help them embed effective techniques into their daily practice. Training of teachers has encouraged the co-researchers within a study to work collaboratively and joint planning for the envisaged strategy.

5.5.4.3 Condition conducive for teacher training

Providing developments for teacher training will acknowledge them on how to navigate the curriculum needs and learner's diversity in implementing the envisaged strategy for learners with dyslexia. The appropriate training of teachers will enable them to focus on dyslexia with friendly teaching to support literacy skills. Teachers will also develop teaching techniques used to gain a better understanding of how learners experience dyslexia to approach their reading tasks.

5.5.4.4 Inherent risks in teacher training

The study discovered that if teachers are not trained regularly to develop their teaching techniques, teaching and learning can get affected with no better improvements in the learner's progress. It was not even easy for teachers to come up with new teaching approaches to teach learners using diverse planning and assessing. Teachers could not network and form a professional group that could update them with current educational issues or changes.

5.5.5 Parental involvement

5.5.5.1 Findings in parental involvement

Parents experienced problems to share information with the school due to memory difficulties by the learners who misplaced the parental communication books. This misplacement prevented the information from reaching its target.

Communication breakdown between teachers and parents caused friction because parents simply go to the hospitals and lay complaints to the OT about their learners who cannot read. A learner experiencing dyslexia is likely to have trouble in making the transfer without difficulty.

5.5.5.2 Recommendation to do parental involvement

The coordinating team recommended that the school needed to send information home and the usual form of information sharing was to write a letter to the parents. Parents and carers need to be confident about the right to have the learner's needs met in school. Parents needed to obtain a proper discussion of dyslexia, and to form support groups that would meet regularly.

Parents were also recommended to play a meaningful role in forming a partnership with a teacher to ensure that the support outlined in the Individual Support Plan was successfully implemented (see 2.4.2.4). The parents need to make sure that every effort is made to ensure that their children have access to an appropriate early intervention programme (TTP) (see 4.3.1 and 4.3.4(b)).

5.5.5.3 Conditions on parental involvement

Parents could build stronger relationships that will promote good communication between teachers and learners. The school will give support to parents by providing additional advice on how to monitor the learner's progress at home which is aligned with the TTP programme. The study ensured that parents have a right to be assured that the education received by their learners with dyslexia, is appropriate and in line with the philosophical views. Parental concerns will not be overlooked or dismissed (see 2.4.3.4).

5.5.5.4 Inherent risks caused by deficiency of parental involvement

During our sessions, the team discovered that the implementation of a strategy is hindered by the teacher and parents failing to cooperate during the implementation of the TTP intervention programme. Some parents failed to avail themselves during our contact session with the teacher, therapist and learner. Teachers ignored to keep parents adequately and timeously informed about the academic progress of their learners with dyslexia. There was no collaboration and amalgamation between parents and teachers; parents were blaming teachers for the inappropriate progress of their learners to master the skill of fluent reading. By pointing fingers to each other, parents were shifting the blame and accusing teachers as they were the ones who failed to teach their learners which resulted for them to experience dyslexia.

5.5.6 Teacher assistant

5.5.6.1 Findings in teacher assistant

The role of the teacher aide is to assist the learner to join and learn under supervision to meet the needs. The co-researchers were experiencing a big challenge of teacher aids failing to work under the direction of the class teacher to support the learners with dyslexia. TAs experienced difficulties to understand suitable support strategies that lead to improvements and manage learning opportunities inside the classroom (see 4.2.4.1).

It was not easy for TAs to decide what duties and expectations to be implemented when assisting to do the individual education plan. The co-researchers discovered a big challenge to provide information and support to the TAs' training and needs, how the class teacher meets their responsibilities.

5.5.6.2 Recommendation in teacher assistant

The research has successfully made the teacher aide to feel more confident to make fewer decisions about how to respond to the diversity of dyslexic learners during the implementation of a strategy to enhance teaching and learning for learners with dyslexia. TAs has gained more knowledge about the curriculum from their limited subject knowledge (see 2.4.2.4). They also felt comfortable with their expected duty load as TAs which they have acquired through their initial training.

5.5.6.3 Conditions in teacher assistant

The TA will perform duties in supporting and assisting learners with dyslexia as determined by the teacher and advised by the programme planning. For the envisaged strategy to be successful, all the TAs will be recognised as the valued members within the school. The TAs will assist teachers during teaching and learning to help learners who need individual attention, particularly those learners with dyslexia.

5.5.6.4 Inherent risks that hinder the provision of the teacher assistant

The misunderstanding between the TA and the class educator could hinder the working relationships, giving the result of failing to work under the direction of the class teacher. The TAs would experience difficulties to decide what duties to be done to assist the learners with dyslexia. Deficiency of support to the TAs in terms of training and development on how to handle a classroom with learner's needs and diversity could be a threat to promote the success of the strategy.

5.5.7 Funding and resources

5.5.7.1 Findings on funding and resources

The study discovered that many countries faced difficulties in finding adequate funds and resources for education, especially to cater for learners with learning barriers. The team members struggled to establish partnerships between the potential funding providers who could assist the school to build a library. Inherent risks developed when the funding and resource providers were not aware of the strategic behaviour that the school displayed and have not used it for more inclusive purposes to cater for learners with reading difficulties (see 4.4.4(g)).

5.5.7.2 Recommendations on funding and resources

The co-researchers recommended a good strategy for funding and resources by setting up a monitoring system to ensure that funding and resources are used appropriately and effectively. The study recommended that the team members, together with the school, establish a partnership with other potential resources such as the Lansect Company (see 4.3.4(g)).

The team members recommended and found the ways in which as many resources as possible could be bought and to be used with no segregation or excluding certain groups but to cater for all learners within the school who needed a high level of support. The co-researchers broadened their approach to resourcing so that the links between resourcing, funding and dyslexic learners' difficulties are altered.

5.5.7.3 Conditions conducive for funding and resources

Conditions conducive for a good funding was depended on the responses that could be supported by maximising the non-material resources which are available to the school, which include the skills level of teachers, the quality of management, the degree of community support for inclusion and willingness of parents to become involved with the school. The provision of all resources from the state funds could also make a great impact to the conducive condition by the education system.

5.5.7.4 Threats hindering the funding and resources

The insufficient funding could hinder the resourcing of learners to receive good quality education. The constant upward pressure on budget were meeting the needs of learners with dyslexia demanded extra resources, and these resources demanded extra funding, for example extra classes, library, more furniture, adapted devices and human resource salaries. Failure to establish partnerships with different sponsors and support services could hinder the provision of funding and resources.

5.6 Summary of findings and recommendations

The study created that the practice of the aim and objectives of the improvement and application of the strategic teaching framework as point of focus throughout its development and implementation processes are obligatory. It was also found that the co-researchers should form a communicative space and create an element of trust and unity between the different expertise from local people that were keen on being engaged meaningfully in addressing their perceived educational-related challenges. This would create good relationships between the school and the community to obtain an opportunity for exchanging views and sharing experiences that could benefit the enhancement of quality education and gain more knowledge about dyslexia. It could thus be determined that the leaders and managers of schools required to use their

legislated and public directives to stimulate a culture of public education addressed at district level.

It is on the basis of the above findings that it is recommended that the curriculum implementation for learners experiencing dyslexia to be more flexible during the designing of management's strategic year plan, composite timetable and lesson preparation.

To identify support provision such as specialist support staff to come and visit the school on a regular basis with the purpose of supporting learners with dyslexia. Providing assistive devices, specialised programmes and equipment to meet the individual needs of the dyslexics.

Fit in the heart of the policy for inclusion as developing a need to support the school to overcome barriers to learning and thus enable access to participate in the teaching and learning process. To confidently introduce the inclusive learning programmes was that extremely supportive teachers to implement the adapted curriculum in English effectively in inclusive settings to accommodate learners with dyslexia. Support should be provided by including activities in a school which increase the capacity to respond to diversity that make the learning context and differentiated lessons that could accommodate all level of performances that are accessible to all learners (inclusivity).

The local public education discourse should also consider and involve other social structures like the district Department of Health and even the Provincial Department of Education. By so doing teachers would be more empowered to manage the diversity in the classroom containing learners with dyslexia. It is thus important for all teachers to be trained in inclusive education. The development should be maintained by the native expertise as far as achievable. This could make a great impact to improve that the engagement of parents of learners with dyslexia in the school have improved learner's achievement, reduces absenteeism, and parent's confidence in their learner's education.

5.7 The strategy for a school enhancing the teaching of learners experiencing dyslexia

Based on the above findings and recommendations, the study suggested that the strategy for enhancing teaching and learning of learners with dyslexia in grades 1–3 should have the following components:

5.7.1 Coordinating team

A coordinating team consisting of different members with different perspectives to plan about the nature and extent of the complexities found in dyslexia. The plans became their guidance and inspiration towards improving their current situation for the best.

The team was composed by co-researchers of grades 1–3 educators, parents, learners, OT, principal, SMT members, the SBST and DBST (see 3.6.2). As a team we have identified the themes on how processes could be done. Common attitudes and ambitions have been described to enable a better delivery of the strategic aims. It could ensure us to build our planning and delivery, so that implementation plans for all activities could take full account of us as a team (see 4.2.1).

5.7.2 Our vision

Our vision was an optimal desired future that provides guidance and inspiration of what the team, as well as the teachers of learners with dyslexia in primary schools, would achieve in the future as a collective (see 4.3.2). We were working towards a world where learners with dyslexia in English literacy in the foundation phase can reach their full potential.

5.7.3 Our mission

To contribute in working to change lives by supporting improvement educational provision, provide direct support to individuals and leading the agenda for change (see 4.6.2).

5.7.4 Priorities of the strategy

(a) Policy imperatives

The strategy encouraged and improved the implementation of the policy on Screening, Identification, Assessment and Support (SIAS) at improving access to the quality

education and standardisation of the procedures to identify and assess learners with dyslexia. The SIAS procedures should guide the teachers with suitable programmes for all learners to require additional support to enhance teaching and participation and inclusion in the school (see 2.4.2.4 and 4.2.4). The good understanding of the policy provided a protocol and set of forms to be used by teachers, the SBST learner support in the process of SIAS with the view to planning the support provision according to teaching programmes and monitoring by the DBST.

The study had also emphasised the importance of developing a support policy because it provides a support package for learners with dyslexia that consists of a range of additional support that focuses broadly on the learning and by identifying and addressing learner, teacher and school needs. The policy should also guide teachers about assessment to determine barriers to learning, the level of functioning and participation to determine support needs for learners with reading barriers which involve SBST and DBST (see 3.9 and Appendices ...).

(b) Good planning

The strategy has been developed and resolute a good planning that should involve all teacher's links from the foundation phase. Teachers should focus, share common ideas and look forward to providing direction towards improving the teaching of learners with dyslexia. Serious preparation and planning should be essential and crucial to organise teaching programmes, work schedules and lesson plans to accommodate learners with dyslexia in the school. The school should develop and set short-term goals and long-term goals that should change the environment (physical, social and equipment). The school should develop programmes to improve lacking skills such as fine motor skills and verbal skills that should improve the learner's speech functions (see 2.3.2 and 2.3.3).

Planning of the school focuses on all aspects of the learner's whole experience that requires a detailed adapted composite timetable with TTP programme (see 4.3.4(b)). Lesson delivery could consider the adapted time allocation (see 5.6). To empower teachers and the SMT to take drastic decision that could drive the teaching approaches of EFAL to provide concrete teaching of phonemes, and abstract techniques that focuses more on phonemic awareness.

(c) Provide individual direct support

Individual direct support should be provided working collaboratively with the OT to improve, develop and restore functions for learners who are deprived by the curriculum. The strategy provided direct support to learners with dyslexia by working together with the OT. The OT's intervention should focus on the child's educational goals such as handwriting and literacy. The school should work collaboratively and organised integrated therapy – provision of therapy within relevant setting involving stakeholders such as the classroom teacher, the TA and the TTP programme (see 3.8 and 4.3.4(d)). The support should provide consultative and multidisciplinary, manipulating and changing timetables, school programme to improve teaching and learning for the dyslexics.

Each and every dyslexic learner should be provided with specific individual special treatment – Treatment/Learning/Support Programme. Such programme entails how the child should be educated according to his/her learning capacity, special tools and apparatus that should be used for their learning and adaptations that should be made. The individualised treatment for a learner with dyslexia need support using the generic core principle of the TTP programme. To provide support to a school with learners with dyslexia, the OT should be expected to construct the ISP considering all factors that are affecting the child's life, namely socio-economic background, available resources and school commitment.

(d) Teacher training on adapted resources

Teachers should be trained to use the integrating curriculum into three-dimensional and two-dimensional learning styles, to use concrete objects to reinforce learning styles, emphasising the importance of using concrete objects to reinforce learning in teaching reading through an integrated balanced approach, but not in isolation. This should be the ability to manipulate and break sounds or phonemes in a word using visual over verbal. The strategy should develop teachers in phoneme awareness that could assist learners with dyslexia to hear, identify and manipulate individual sounds in spoken words and the specific good understanding that should consist speech sounds that influence meaning. The school to be encouraged to invite expertise to organise the in-service training for foundation phase teachers to get used to oral teaching (multisensory approach) (see 2.3.2) and establish a corner reading space

inside the classroom to improve reading. The school should also be encouraged to request teacher support and development of mini-mobile libraries using books with enlarged text and alternative and augmentative communication devices to do eye-screening using different font figures.

(e) Parental involvement

Parental involvement should demonstrate certain common themes and operative trust models that should lead to a variety of participation from difficult activities based to school. Parents should be involved in assisting learners in the classroom by monitoring the learner's homework (see 4.3.4(e)). The involvement of parents in the school should be actively capacitated with information in order to be easier for the parent to follow adapted programmes suitable for their challenged children and to monitor their children's progress. The school should also involve parents in the SIAS process in preparation for SNA1 for learner background (see 4.2.4(a)).

The strategy to enhance the teaching of dyslexic learners should encourage parents to fully participate in the TTP programme so that they could work collaboratively with the therapist, teacher and the dyslexic learner.

5.8 Limitations of the study

The study focused on the fascinating principles of PAR. Co-researchers were at times hesitant to play a part, until they copiously understood the determination and aim of the study to conduct the research. The study was done during the first and last Friday of the month after school hours for a period of thirty minutes because most of the other co-researchers complained of having commitments during weekends. The 'we haven't got enough time to hold enough meetings and discuss the facts into detail', due to the permission letter urged that teaching, learning and examinations should not be disturbed. The researcher struggled to provide the co-researchers with manuals, photocopying and refreshments as the research was not financially supported to carry all the cost.

Sometimes other co-researchers were not able to attend meetings regularly due to financial constraints. The researcher had to pay for the transportation of those co-researchers who had no money to attend meetings for the sake of making the study

successful. Parents were afraid to voice out their concern in front of the teachers and the DBST.

The study focused on one primary school, as it was the only school who practiced inclusive education in the area at the time of the study. Conversely, the study could have had a much better result if more schools contributed in this study process.

5.9 Conclusion

This study attempted to develop a strategy to enhance teaching and learning for learners who experienced dyslexia in English literacy. In this chapter the study began by reaffirming the aim and objectives. The strategy offered opportunities for the accurate English literacy for dyslexic learners to be flexible that could promote conducive learning environments that offers effective teaching.

Strategies were learner-centred, created opportunities that emboldens learners to manoeuvre outside of their learning preferences. The main features of the strategy were used such as preparation, planning, implementation of the inclusive plan and reflection, to present the findings, created recommendations and components. The chapter revealed on what was experienced as serious restrictions to the strategy to enhance teaching and learning for learners with dyslexia.

In Chapter 1, the study discussed the background to give the context of the problem and highlighted the theoretical framework and its originality. Chapter 1 also explained the study design and methodology, data analysis, problem statement and findings and recommendations, and finally the highlights on the strategy to enhance teaching for the dyslexic learners.

In Chapter 2, the study revealed the levels of dyslexia across many countries. The theoretical framework has been discussed, following its objectives and principles being aligned with a strategy to enhance teaching.

Chapter 3 conversed in detail the research methodology and design for data generation and analysis in respect of the study objectives and aims. The strategic planning was also designed and presented in this chapter.

Chapter 4 concentrated more in the analysis and interpretation on generated facts. The model of CDA was chosen to analyse and interpret the data. The challenges were viewed and clarified in order to determine appropriate solutions. Appropriate mitigation circumstances for the inherent risks that might hinder the successful implementation was determined for the appropriate solutions.

In Chapter 5, the main structures of the strategy were used such as research, organisation, and application of the inclusive plan and reflection, to present the findings, recommendations and components. The chapter discovered what was experienced as serious constraints to the strategy to enhance teaching and learning for learners with dyslexia in grades 1–3.

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Appendix A

DISCUSSION DURING DATA GENERATION

Pseudo name were created to protect the co-researchers' identity

HOD Mrs Cele “*Isikole sethu siwu inclusive kusukela ku GR1-7 kodwa sinenkinga yezingane ezihluleka ukufunda nokubhala kodwa ziyakwazi ukuphendula umbuzo*” ***Our school is an inclusive school in terms of WP6 from GR 1-7 but we experience a big problem , learners are failing to read and write, where as they answer questions correctly.***

Teacher Mrs Khoza “*Akuve kubuhlungu ngiwuthisha oqeqeshiwe ngokuphelele kodwa ngiyehluleka ukusiza umntwana one dyslexia, uphushwa aze ayophuma ku GR 7*” ***It is very painfully to be a well-trained teacher but failing to perform duties in assisting learners with dyslexia, the child is progressed from GR1 up to GR7.***

LEARNER SUPPORT MRS Nkosi “*Kufanele sibeyingxenye sicinge ulwazi ku internet si googlishe ,sizimisele ukukwenza ,ikhona nezinye izikole zizobona ngathi,njengo Thandeka uvele afunde into ongayiboni azimisele Hee Heeee(LOUGHING) !!!*” ***We are going to take part and Google for the information, we are in for it, push it so that other schools learn from us,like Thandeka she just read with courage without seeing it Hee Hee!!!!(LOUGHING).***

Teacher Miss KB “*Kahle kahle yini le Dyslexia? Kanti futhi silungiselela ukuhlolwa kwabantwana Mrs Cele*” ***In fact what is dyslexia?Another thing we are preparing for assessment Mrs Cele.***

School principal Mrs Jele “*Abantwana baphambanisa ongwaqa nemisindo babhale igama elithi moor instead of rooms noma u b instead of d*” ***Learners tend to reverse letters and sounds writing a name moor instead of room or b instead of d.***

Miss KB “*Mhhhhh,Ngidinga izinglelanyana ezifanele zokufundisa lezozingane eklasini lami*” KB ***Mhhhhh ok, I Need some appropriate strategies to handle those few learners in my class.***

HOD “*Lokhu okushoyo iqiniso ngoba ngike ngazama ngaqala ukuba uscribe wabo base benza kangcono bona befunda kuphela*” ***What you are saying is***

true, because I started to be their scribe ,their performance was good, and they just read .

DBST Thembi “Kufanele nibambisane nabazali, ezikolweni zabamhlophe azikho izingane eziphinda amaclass ngoba izingane ezine dyslexia bazihlunga ngokushesha” You need to involve parents, in white schools there are no learners who repeat classes because learners with dyslexia are identified as early as possible

Miss Zulu “Sishaywa unembeza singothisha ngoba labantwana bahle kwezinye izifundo njengezibalo, sabaqhelisela kude sithi basimoshela isikhathi” We fill guilty as teachers because these learners are good in other subjects like mathematics, and we pushed them away by saying that they are wasting our time

HOD “Isikhathi!!! Isikhathi!!! Nginabafundi abawu 50 kanti futhi abawu 10 badinga ukunakelelwa ngabodwa!!!” Time!!Time!! , I’ve got 50 learners and 10 of them need individual attention!!!!

PRINCIPAL “Angifuni ukuthi ngithi siyashodelwa DBST kodwa siyabadinga abasizi bothisha” I don’t want to say that we are understaffed DBST but we need teacher assistants”

Deputy Principal Mr Maluleka “Othisha bazimisela kakhulun, baba nama classes ekuseninngesikhathi sika 7h00 bezama ukulekelele abantwana abahlangabezana nezinkinga ekufundeni phecelezi dyslexia” Teachers dedicated themselves , having early as 7-00 classes trying to assist learners with reading difficulties what we call DYSLEXIA

HOD “Isikhathi asizukusivumela kahle ukulekelela umntwana ngamunye one dyslexia ,uthisha uyakhathala ,nomsebenzi wonyaka unezinhlelo eziningi okufanelwe ziqedwe” Time cannot allow us to assist and cater for each and every child experiencing dyslexia ,the teacher become exhausted,ATP’s has a lots of tasks to be covered.

Miss KB “Uhlobo lwabantwana esinalo kulonyak ka 2017 lunzima kakhulu” The type of Grade 1 learners we have received this year 2017 are so difficult

MRS Nkosi “Ngicabanga ukuthi kungakuhle ukuthi sihlunge labo bantwana abanenkinga yokufunda kuqala ngoba laba abangathinteki bangagcina sebehlupha.”I think it will be better for us to first identify those learners with

reading barriers because those with no problem will be bored and become destructive.

DBST Zama “Ngiyacabanga ukuthi umnyango wezempilo uzosisiza ngama Occupational therapist nabantwana abane dyslexia” bakwazi ukza nabazali babo” **think the department of health will also assist us with Occupational therapists and those learners with dyslexia must come with their parents.**

DBST Thembi “Kodwa sidinga ukuba bahlolwe ukuze kuzobalula ukuba bathole ukusizakale ukuthola izinsiza kuhlolwa” **But we need assessment report first so that it will be easier for them to get concessions**

HOD “Sihlala sihambisa izicelo zabantwana abadinga ukulekelelwa (okuwuhlelo lokulekelela abantwana abadinga usizo ngezinkathi zokuhlolwa)kodwa impendulo ayibuyi” **We have submitted the application forms for learners who need the concessions (the special allowance for learners who needs special assistance during assessment) but there’s no response**

DBST Thembi “Uma lingekho uhla lokuhlolwaabasemnyangweni wokuhlolwa kwezifunda abaysifundi isicelo bavele basilahle” **If there’s no assessment report then the exam section don’t read it they just threw it away.**

Principal “Ngikhathazekile ngothisha bami abasebenza ngaloluhlobo lwabantwana nsuku zonke ,bayafisa ukusiza kodwa bahamba baphelele endleleni” **I’m worried about my teachers who deal with this every day, they wish to assist but they got stacked in the middle of the way.**

Deputy principal “Sidinga uhlahlandlela nezinhlelo zangempela ukuze sikwazi ukufundisa abantwana abane dyslexia ,mhlawumbe sidinga ukubuyela enjongweni yaale project njengoba uke wayisho umqondisi wethu” **We need some direction and real programs on how to handle learners with dyslexia ‘Maybe we need to focus to the purpose of the project as it was earlier explain by our coordinater**

Principal “WEEEEEE!!! Sizobathathaphi labobantu abazoqeqesha othisha ngoba i District yazama yaqeqesha kodwa othisha babuya bekhala, othisha abaqeqeshelwanga ukufundisa loluhlobo” **WEEEEEE!!! Where are we going to get those people, people who will train teachers because the District organised the workshop but teachers came back crying ‘teachers are not trained to deal with learners with dyslexia.**

HOD “Sidinga ukuthi sakhe ifawundeshi eqinile , siphane imibono , nolwazi ukuphakamisa izinga lokufunda nokufundisa” **We need to build a strong foundation, share ideas ,knowledge in order to uplift the standard of teaching and learning.**

Parent MR Songiseni “Umfana uthanda ukucula iHip pop Rap ngesiNgisi ,aphimise namagama kahle kodwa uma kufanele acule siyalwa njalo”**My boy is good in singing Hip pop RAP music in English, pronouncing words fluently, but when he comes to school work especially in reading we fight all the time.**

Parent Mrs Kunene “Owami uyalalela, udlulisa ulmayezo njengoba unjalo futhi ukhutha kodwa akakwazi ukufunda ,uphambanisa izinhlamvu njalo udinga ukulekelelwa” **Mine is a good listener taking instructions as they are and very active but she is failing to read, misinterpret letters every time she need assistance.**

Occupational therapist MR Mzila “Senginemyaka emine ngisebenza ngabantwana abaneDyslexia Kanye nezinkinga zokufunda ,kukhona esikubiza ngokuthi I TTP NOHLELO LOMNTWANA” **I am working with learners who experience dyslexia for almost 4 years ,there’s what we call TTP and learner program**

O T “Sidinga ukumazisisa umntwana ngaphandla kokuphoqa esikufunayo kuye singothisha noma abazali ,asimbhekelele ngokwezidingob zakhe nenhlukano yokuphila kwakhe” **We need to understand a child first without forcing what you want as a teacher or parent ,consider the need and learners diversity.**

OT learners who are dyslexic are very brilliant like Albert Einstein the famous scientist, some are best musician and architect

Miss CELE “Haaa!!! Lavuleka izulu esikoleni sethu, yiko lokhu ebesikulindele hayi lesisi china idistrict eyayisifundisa sona”, **Haaa!!!! The heaven is opening now in our school, thats what we are looking for, not that Chinese workshop the district had organized for us.**

O T “Abantwana abane dyslexia bahlakaniphile, abazethembi, bayesaba ukuzibonakalisa ingakho bengakwazi ukubika noma kunenkinga ekhona”**Learners with dyslexia are very brilliant, their self-esteem is very low, they are afraid to express themselves that’s is why they cannot even report when there’s a disaster**

Parent MR Msholoz “KWEW!!!! Sibabulele abantwana bethu, ukube besazi siding ukuba sibheke lapho bemandla khona hayi lapho bebuthakathaka”**KWEW!!!! We almost killed our children, if only we knew, we need to focus on their strength not on their weaknesses.**

O T “Esikwenzayo thina njengama therapist siyahlola ,sidwebe uhlelo lokusiza esikoleni nasekhaya” **As therapist what we normally do ,we assess the child with dyslexia, design a program to assist the child at school and at home.**

Principal “Yini I TTP uhlelo okhulume ngalo phambilini” **What is TTP PROGRAM you mention earlier.**

O T “uhlelo lokulekelela umfundi one dyslexia esikoleni kuthisha nomzali ekhaya ,noma ngabe uyasebenza lilula”**That is the program that will assist the learner with dyslexia at school for teachers and at home for parent, the program is flexible whether a parent is working.**

O T “Loluhlelo luyalandelwa njalo emavikini amabili ukuhlola inqubekela phambili aze umtwana alapheke”**The progress of the program is monitored every 2 weeks to to progress until the learners is remedied.**

Parent SGB Member” Ngicabanga ukuthi sibumbe isigungu sabazali abanezingane ezinedyslexia” **I think we need to form parents support group for learners with dyslexia.**

DBST “Yoooooo.. ihabhula lingadliwa yibobonke abantwana kodwa lisikwe ngokwehlukana” **YOOO...The apple can be eaten by all learners in different shapes,it can be cut into squares, crushed or sliced even the whole but all learners they ate one and the same apple**

HOD “Ngonyaka ozayo DBST,sizobafaka kuphi labantwana ,isikole sizobe sigcwele sidinga amagumbi okufundela kanye nothisha “ . **Next year this school will be full, where are we going to accommodate those learners? Please DBST we need more classes and human resource.**

Appendix B

CONSENT TO PARTICIPATE IN THIS STUDY



CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the discussions.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name of Researcher: _____

Signature of Researcher: _____ Date: _____



University of the Free State
205 Nelson Mandela Drive/Ryloan
Park West/Parkweg, Bloemfontein 9301, South Africa/Suid-Afrika
P.O. Box/Postbus 339, Bloemfontein 9300, South Africa/Suid-Afrika

Appendix C

ETHICS APPROVAL



Faculty of Education

12-Dec-2017

Dear Mrs Ncamisile Mbatha

Ethics Clearance: **A strategy for enhancing the teaching of English literacy to dyslexic foundation phase learners**

Principal Investigator: **Mrs Ncamisile Mbatha**

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

APPLICATION APPROVED

With reference to your 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-HSD2017/0793**

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
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education
T: +27 (0)51 401 9683 | F: +27 (0)86 546 1113 | E: NkoaneMM@ufs.ac.za
Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa
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Appendix D

PERMISSION FROM KWAZULU-NATAL DEPARTMENT OF EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:24/8/1211

Mrs NE Mlatha
PO Box 141739
Madadeni
2951

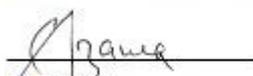
Dear Mrs Mlatha

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "A STRATEGY FOR ENHANCING THE TEACHING OF ENGLISH LITERACY TO DYSLEXIC FOUNDATION PHASE LEARNERS", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 28 April 2017 to 07 October 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(See List of Schools Attached)


Dr. EV Nzama
Head of Department: Education
Date: 03 May 2017

..Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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Facebook: KZNDOE... • Twitter: @DBE_KZN... • Instagram: kzn_education... • Youtube: kzndoe

Appendix E

INSTITUTIONAL PERMISSION



Permission letter

Request for permission to conduct research at _____

A STRATEGY FOR ENHANCING THE TEACHING OF ENGLISH LITERACY TO DYSLEXIC FOUNDATION PHASE LEARNERS

17/08/2017

Name: _____

Building no: _____

Department of Education _____

Telephone number: _____

Email Address: _____

Dear _____

I Nacamisile Emelina Mbatha, am doing research supervised by Dr Tlali M.F, in the Department of education towards M Ed at the University of Free State. I am requesting permission to conduct research in your institution. The study is entitled: A strategy for enhancing the teaching of English literacy to dyslexic foundation phase learners in selected Dannhauser circuit in the Amajuba district.

The aim of the study is to develop a strategy for enhancing the teaching of English literacy to dyslexic foundation phase learners. I have chosen this school because it is the best to practice inclusive education (White Paper 6), whereas the school is experiencing difficulties to teach learners with reading barriers (dyslexia). As the principal, staff and school governing body, your input will be highly valuable in the study since your learners are experiencing reading difficulties. Your co-researching will bring change in the community and schools.

There will be an information meeting, to discuss information regarding this process, SWOT analysis and brainstorming sessions. The discussions will entail issues pertaining teaching strategies, implementation of different learning approaches suitable for learners with dyslexia. And come up with a strategic plan to enhance teaching and learning for learners with dyslexia. There will be a reflection meeting to discuss the reflected report, presentations and plans for implementing the therapeutic programs for dyslexia at school and home. All co-researchers will receive the final research report to its public dissemination. The quoted co-researchers will be contacted directly to ensure that they are happy with the context in which their anonymous quote will be used. All co-researcher will be given a duration of 14 days to study the report and include any amendments or suggest alterations. The audio and video tapes will be used to store the generated data. The researcher will be the only person who has access to the data generated.

Permission from KwaZulu-Natal Department of education has been acquired. The co-researchers identities will be kept confidential and well protected. The co-researchers have a right to terminate their participation in the study should they wish to do so. Furthermore the researcher has a moral obligation towards the co-researchers with regard to the information given. No potential risk will take place in the study.

Yours sincerely

N.E Mbatha

Researcher

Appendix F

SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT REPORT

 **health**
Department:
Health
PROVINCE OF KWAZULU-NATAL

PRIMARY SCHOOL

NAME/SURNAME	DOB/ID	WARD	DIAGNOSIS	RECOMMADATION
Lungisa Nzosi	0664265758035	31	Learning difficulty ↳ struggles with reading and following instructions	Occupational therapy assessment Speech therapy: pho awareness
Mnyandu Thobani	060926677082	14	Learning difficulty ↳ concentration, letter & number concept, self-esteem	Psychologist ↳ possible social issues Occupational therapy ↳ will refer to psych if necessary
Sifiso Mfwu	0806255794096	31	Learning difficulty ↳ struggling with reading & writing	↳ Individual support ↳ Encourage reading ↳ Speech therapy ↳ phono awareness
Siyanda Khumalo	0711305782030		Learning difficulty ↳ reading, writing and following instruction problem	Audio → suspects difficulty with hearing

(a)

 **health**
Department:
Health
PROVINCE OF KWAZULU-NATAL

PRIMARY SCHOOL

NAME/SURNAME	DOB/ID	WARD	DIAGNOSIS	RECOMMADATION
Mandisa Nene	0806270666084		Slow learner	↳ Speech therapy ↳ Needs more time to complete tasks. ↳ Down grade tasks for her. (ampify) ↳ Needs extra support & attention Explain tasks slowly
Mishangose Samke	0707171513094	31	Behavioural and concentration problems	Psych assessment.
Tshabalala Nkosenhe	0605215654084	31	Problems with reading and writing ↳ Language problem ↳ letter identification problem	Homework needs to be explained to him Show him an example School - communicate in english Occupational therapy.
Luyanda Nkande	0806276356084	6	Reading difficulties	Needs to read more at home. Requires support at home & school.

(b)



NAME/SURNAME	DOB/ID	WARD	DIAGNOSIS	RECOMMADATION
Mandisa Nene	0806270666084		Slow learner	Speech therapy Needs more time to complete tasks. Down grade tasks for her. (simplif.) Needs extra support & attention Explain tasks slowly
Mshangase Samkelo	0107171513084	31	Behavioural and concentration problems	Psych assessment.
Tshabalala Nkosenhle	0605295654084	31	Problems with reading and writing ↳ Language problem ↳ Letter identification problem	Homework needs to be explained to him Show him an example School - communicate in english Occupational therapy.
Luyanda Nkabinde	0806276356084	6	Reading difficulties	Needs to read more at home. Requires support at home & school.

(c)



NAME/SURNAME	DOB/ID	WARD	DIAGNOSIS	RECOMMADATION
Happy Makhaya	0703275523081	31	Learning difficulties ↳ reading problems (skip letters + sounds)	Occupational therapy ↳ letter identification Speech therapy - sound assessment.
Nkululeko Moloi	0104046515086	31	Learning difficulties ↳ struggles to read & write. (leaves letters out).	Read at lower level and more frequently. Positive affirmation
Emihle Thwala	0701136439083	6	Learning difficulties ↳ struggles with reading, writing & counting Concentration	Needs individual attention when doing activities
Swazi Kurene	0704226049085		Problems with concentration Spelling problems	Needs individual attention for spelling. More reading material needed.

(d)



NAME/SURNAME	DOB/ID	WARD	DIAGNOSIS	RECOMMADATION
Wandile Zungo	2006/11/08	31	Learning difficulties ↳ reading & writing (spacial relation problem) Short term memory problem	Speech therapy ↳ phonological awareness.
Siyamthanda Kubheka	2006/09/08	6	Learning difficulties ↳ writing, reading, spelling.	Occupational therapist ↳ letter identification spacial relations.
Hlongwane Neli	06/08/03	31	Patient able to read & write. No other problems noted.	Patient needs to be monitered.
Makhaza Bayanda	2001/12/07	6	Learning difficulties ↳ Patient able to read and write Concentration problems	Patient needs to be monitored when doing school work.

(e)